



Fatima Mata National College (Autonomous) Kollam

Scheme & Syllabus of
First Degree Programme in History
2019 Admission Onwards

First Degree Programme in History

Table I : Course structure, Scheme of Instruction and Evaluation

Semester	Study component	Course Code	Course Title	Instructional Hrs/Week		Credit	Duration of Sem Exam	Evaluation marks		Total Credit
				T	P			CE	ESE	
I	English I	19UEN111.1	Language Skills	5		4	3hrs	20	80	17
	Additional Language I	19UFR/HN/ML111.1	Additional Language I	4		3	3hrs	20	80	
	Foundation Course I	19UEN121	Writings on Contemporary Issues	4		2	3hrs	20	80	
	Core Course I	19UHY141	Methodology and Perspectives of Social Sciences	6		4	3hrs	20	80	
	Complementary Course I	19UPS131	Introduction to Political Science	3		2	3hrs	20	80	
	Complementary Course II	19UEC131	Foundations of Economic Theory	3		2	3hrs	20	80	
II	English II	19UENS211	Environmental Studies	4		3	3hrs	20	80	20
	English III	19UEN212.1	English Grammar and Composition	5		4	3hrs	20	80	
	Additional Language II	19UFR/HN/ML211.1	Additional Language II	4		3	3hrs	20	80	
	Core Course II	19UHY241	Cultural Formation of the Pre-Modern World	6		4	3hrs	20	80	
	Complementary Course III	19UPS231	Indian Government and Politics	3		3	3hrs	20	80	
	Complementary Course IV	19UEC231	Money and Banking	3		3	3hrs	20	80	
III	English IV	19UEN311.1	Readings in Literature I	5		4	3hrs	20	80	21
	Additional Language III	19UFR/HN/ML311.1	Additional Language III	5		4	3hrs	20	80	
	Foundation Course II	19UHY321	Informatics	4		3	3hrs	20	80	
	Core Course III	19UHY341	Evolution of Early Indian Society and Culture	5		4	3hrs	20	80	
	Complementary Course V	19UPS331	Public Administration	3		3	3hrs	20	80	
	Complementary Course VI	19UEC331	Introduction to International Trade and Public Economics	3		3	3hrs	20	80	
IV	English V	19UEN411.1	Readings in Literature II	5		4	3hrs	20	80	21
	Additional Language IV	19UFR/HN/ML411.1	Additional Language IV	5		4	3hrs	20	80	
	Core Course IV	19UHY441	Medieval India: Socio-Cultural Processes	5		4	3hrs	20	80	
	Core Course V	19UHY442	History of Modern World - Part I	4		3	3hrs	20	80	
	Complementary Course VII	19UPS431	International Politics	3		3	2hrs	20	80	
	Complementary Course VIII	19UEC431	Indian Economy since Independence	3		3	3hrs	20	80	

Semester	Study component	Course Code	Course Title	Instructional Hrs/Week		Credit	Duration of Sem Exam	Evaluation marks		Total Credit
				T	P			CE	ESE	
V	Core Course VI	19UHY 541	Major Trends in Historical Thoughts and Writing	4		4	3hrs	20	80	20
	Core Course VII	19UHY542	Colonialism and Resistance Movements in India	4		4	3hrs	20	80	
	Core Course VIII	19UHY543	History of Modern World - Part II	3		2	3hrs	20	80	
	Core Course IX	19UHY544	History of Pre Modern Kerala	4		4	3hrs	20	80	
	Core Course X	19UHY545	Making of Indian Nation	4		4	3hrs	20	80	
	Open Course	19UHY551	Open Course	3		2	3hrs	20	80	
			Project/Dissertation							
			Historical Method-Mechanics of Project Writing	3						
			Study Tour							
VI	Core Course XI	19UHY641	Making of Modern Kerala	5		4	3hrs	20	80	21
	Core Course XII	19UHY642	Major Trends in Indian Historical Thought and Writings	5		4	3hrs	20	80	
	Core Course XIII	19UHY643	Contemporary India	4		3	3hrs	20	80	
	Core Course XIV	19UHY644	The Twentieth Century Revolutions	5		4	3hrs	20	80	
	Elective Course	19UHY661	Elective Course	3		2	3hrs	20	80	
	Project	19UEN645	Project / Dissertation	3		4	Viva	-	100	

A) Language Courses = 9, B) Foundation Courses = 2, C) Complementary Courses = 8,
D) Core Courses = 14, E) Open Course = 1, F) Elective Course = 1,
G) Project = 1 Total Courses = 9+2+8+14+1+1+1 = 36. Total Credits = 17+20+21+21+20+21 =120.

Open Courses

Course Code	Course Title	Instructional Hrs/Week	Credit
19UHY551.1	Empowerment of Women with Special Reference to India	3	2
19UHY551.2	An Introduction to Archaeology	3	2
19UHY551.3	History of Human Rights Movements	3	2

Elective Courses

Course Code	Course Title	Instructional Hrs/Week	Credit
19UHY661.1	Historical Tourism	3	2
19UHY661.2	Heritage Studies	3	2
19UHY661.3	Contemporary World	3	2

GENERAL ASPECTS OF EVALUATION

MODE OF EVALUATION

Evaluation of each course shall consist of two parts:

1. Continuous Evaluation (CE), and
2. End Semester Evaluation (ESE)

The CE to ESE ratio shall be 1:4 for both Courses with or without practical. There shall be at maximum of 80 marks for ESE and maximum of 20 marks for CE. A system of performance based, indirect grading will be used. For all courses (Theory and Practical), grades are given on a 7-point scale based on the total percentage of mark (CE+ESE) as given below:

Criteria for Grading

Percentage of marks	CCPA	Letter Grade
90 and above	9 and above	A+ Outstanding
80 to <90	8 to <9	A Excellent
70 to <80	7 to <8	B Very Good
60 to <70	6 to <7	C Good
50 to <60	5 to <6	D Satisfactory
40 to <50	4 to <5	E Adequate
Below 40	<4	F Failure

1.1. CONTINUOUS EVALUATION FOR LECTURE COURSES

The Continuous evaluation will have 20 marks and will be done continuously during the semester. CE components are

- i. Attendance for lecture and laboratory sessions (to be noted separately where both lecture and laboratory hours have been specified within a course);
- ii. Assignment /seminar and
- iii. Test

The weightage is shown in Table I.1. There will be two Internal exams with 3 marks for Class Test Evaluation (Test I) and 7 marks for Centralized Internal Exams (Test II) and the total of the two marks obtained for Test I & Test II will be awarded. Seminar for each course to be organized by the course teacher and assessed along with a group of teachers in the Department. The topic selection by the student for assignments/seminar will be with the approval of the course teacher.

No	Component	Marks
1	Attendance	5
2	Assignment / Seminar	5
3	Tests	10
	Total	20

1.1.1. ATTENDANCE:

The allotment of marks for attendance shall be as follows:

Attendance less than 75%	0 mark
75% & less than 80 %	1 mark
80% & less than 85 %	2 marks
85% & less than 90 %	3 marks
90% & less than 95%	4 marks
95% & above	5 marks

1.1.2. EVALUATION OF THE ASSIGNMENTS/SEMINAR

Each student shall be required to do one assignment or one seminar for each Course. Seminar for each course shall be organized by the course teacher and assessed by a group of teachers in the Department. The topic selection by the student for assignments/seminar shall be with the approval of the course teacher. The

assignment typed/written on A4 size paper shall be 4-6 pages. The minimum duration of the seminar shall be fifteen minutes and the mode of delivery may use audio-visual aids if available. Both the assignment and the seminar shall be evaluated by giving marks based on each of the four components shown in table 1.1.2.1. The seminar is to be conducted within the contact hours allotted for the course.

1.1.2.1. Mode of Assignments/Seminar Evaluation (maximum 5 marks)

No	Components	Marks
1	Adherence to overall structure & submission deadline	2
2	Content & grasp of the topic	1
3	Lucidity /clarity of presentation	1
4	References, interaction/overall effort	1

The explanatory guidelines in Table 1.1.2.2. are suggested (tentatively) for the assessment of each of the above main components:

1.1.2.2. Guidelines for Assignments/Seminar Evaluation		
No	Main Component	Sub –Components
1	Adherence to overall structure & submission deadline	i. Punctual submission ii. Adequate length/duration iii. Inclusion of introduction, discussion & summary sections iv. Absence of errors/mistakes
2	Content & grasp of the topic	1. Coverage of topic 2. Understanding of topic 3. Logical organization 4. Originality (No copying from a source or plagiarism)
3.	Lucidity/Clarity	i. Clarity ii. Effective presentation/delivery iii. Neatness of presentation iv. Inclusion of appropriate diagrams/equations/structures etc.
4	References/Interaction/Overall effort	1. Listing of references 2. Use of more than one reference source/Use of Web resource 3. Correct response to quiz/questions 4. Overall effort in preparing assignment/seminar

1.1.3. DETAILS OF THE CLASS TEST

The weightage is shown in Table I.1. There will be two Internal exams with 3 marks for Class Test Evaluation (Test I) and 7 marks for Centralized Internal Exams (Test II) and the total of the two marks obtained for Test I & Test II will be awarded. Seminar for each course to be organized by the course teacher and assessed along with a group of teachers in the Department. The topic selection by the student for assignments/seminar will be with the approval of the course teacher.

II.1.1. END SEMESTER EVALUATION FOR LECTURE COURSES

The end semester evaluation conducted at the end of the semester shall have 80 marks. The end semester theory examination shall be of 3 hours duration. Grades A+ to F shall be awarded as per the regulations and the general aspects of evaluation.

II.1.1. END SEMESTER QUESTION PAPER PATTERN

Question No	Type of Question	Marks
Part A: 1-10	10 one word/one sentence	10
Part B: 11-22	8 out of 12; Short Answer	16
Part C: 23-31	6 out of 9; Short Essay	24
Part D: 32-35	2 out of 4; Essay	30
		Total = 80 marks

II.2. CONSOLIDATION OF MARKS

The marks of a course are consolidated by combining the marks of ESE and CE (80+20). A minimum of 40% marks is required for passing a course with a separate minimum of 35% for CE and ESE.

III. Project/Dissertation and Project based Viva-voce Evaluation of the Project (Semester VI)

The Project work may be conducted individually or by a group comprising of a maximum of 5 students during the semesters V and VI. The work of each student/ group shall be guided by one faculty member. After the completion of the work, the student shall prepare 2 copies of the project report. The copies certified by the concerned guide & the Head of the Department shall be submitted prior to the completion of the sixth semester. The typed copy of the report may have a minimum of 25 pages comprising the title page, introduction, literature review, result and discussion and references. These reports shall be evaluated by a board of two examiners. The examiners shall affix their dated signatures in the facing sheet of the project report. The evaluation/viva voce of the project report shall be conducted on a separate day. The number of students may be a maximum of 16 per day or as per regulations and the general aspects of project evaluation. The students have to present their work individually before the examiners on the day of the viva-voce. The examiners shall consult each other and award grades based on the various components given in the table below. There shall be no continuous assessment for the dissertation/project work.

Program Outcome

- Nationalistic Outlook and contribution to National development
- Fostering global competencies, and Technical and Intellectual proficiency
- Inculcating values and Social Commitment
- Affective skills and integrity of character
- Critical Thinking, Problem solving and Research-related skills
- Environment and sustainability
- Quest for excellence

Programme Specific Outcome

1. Students get wide knowledge about History, particularly, World History, Indian History and Kerala History.
2. They get idea about various historians and their historical writings.
3. They get the basic skills of Informatics.
4. They get knowledge about the various types of governments and various concepts related to the political institutions.
5. They get wide knowledge about the various types of modern concepts in Economics.
6. Develop capability for higher studies.
7. Motivated to become good history teachers.
8. Students are properly motivated to become good historians.

Semester I
Language Course I
19UEN111.1: LANGUAGE SKILLS

No of Credits: 4

No of hours: 90 hours (5/week)

COURSE OUTCOMES

1. Demonstrate all the four basic skills – listening, speaking reading and writing.
2. Listen to lectures, public announcements and news on TV and radio.
3. The students will perform reading comprehension skills and enhance vocabulary.
4. The students are expected to identify with the mechanism of writing, and presentation.

COURSE OUTLINE

Module 1 Phonetics (1 hr)

Introduction to Phonetics – The need for phonetics – Learning Phonetics – Phonemic symbols – vowels-consonants- syllables – word stress – strong and weak forms – Practice sessions in the Language Lab

Module 2 Listening and Speaking (1hr)

Listening – Importance of communication – difference between Listening and Hearing – barriers to listening – listening for details – listening to public announcements – news bulletins and weather forecast – listening to instructions and directions – listening to lectures and talks

Greetings and Introductions, Participating in Small Talk/ Social Conversations, Request and seeking permission, Making enquiries and suggestions, Expressing gratitude and apologizing, Complaining – Practice sessions with the enclosed CD

Module 3 Reading Skills (2 hrs)

Reading – Definition – skimming/ scanning – intensive/ extensive – Barriers – Methods to improve reading – exercises –

1. Alfred Noyes : *The Highwayman*
2. Ruskin Bond : *Sounds I like to Hear*
3. Eryn Paul : *Why Germans work few hours but produce more: A Study in Culture*
4. Edited Articles : Technology:
 - a. *Mangalyaan: India's Mars Odyssey*
 - b. *The Evolution of Smart Phones*
5. Edgar Allen Poe : *The Tell-Tale Heart*

Module 4 Writing Skills

Greetings and Introduction, Description of person, places, things – Note taking and Note Making - outline story – dialogues – proverb expansion – paragraph writing.

Core Text: Hart, Steven, Aravind R. Nair and Veena Bhambhani. *Embark English for Undergraduates*. CUP, 2016.

Further Reading

1. Kenneth, Anderson, Tony Lynch, Joan MacLean. *Study Speaking*. New Delhi: CUP, 2008.
2. Das, NK Mohan, Gopakumar R. *English Language Skills for Communication I*. New Delhi; OUP, 2015.
3. Sreedharan, Josh. *The Four Skills for Communication*. New Delhi, CUP, 2016.
4. Smalzer, William R. *Write to be Read*. New Delhi, CUP, 2014.
5. Gardner, Peter S. *New Directions*. New Delhi, CUP, 2013.
6. Jones, Daniel. *English Pronouncing Dictionary 17th Edition*. New Delhi: CUP, 2009.

MODEL QUESTION PAPER
19UEN111.1: Language Skills

Time: Three hours

Maximum Marks: 80

Section-A

Answer **all** the questions, each in a word or a sentence. Each question carries 1 mark.

1. How many sounds are there in RP?
2. Which sound is common to the following words – union, yes, Europe?
3. How is the word 'beige' pronounced?
4. Give an expression of a phrase used to introduce oneself.
5. State the most common expression used for making a request.
6. In weather parlance, solid precipitation in the form of ice is known as _____.
7. Why was Bess plaiting a love-knot?
8. When does the croaking of frogs sound beautiful?
9. What are most Americans reminded of when they think of Germany?
10. Why did the narrator decide to murder the old man?

(10 x 1 = 10 marks)

Section-B

Answer any **eight** of the following. Each question carries 2 marks.

11. Differentiate between listening and hearing.
12. State two tips to maintain small talk.
13. Give two responses that can be used when somebody thanks you.
14. What does the phrase 'a cold front is moving in' indicate in weather parlance?
15. Describe the attire of the highwayman.
16. What are the sounds that 'walketh upon the wings of the wind'??
17. How do Germans spend their time off from work?
18. What is extensive reading?
19. How did the narrator dispose of the old man's corpse?
20. How did Apple's iPhone influence the smartphone design?
21. Differentiate between skimming and scanning.
22. Give two phrases used to express regret.

(8 x 2 = 16 marks)

Section-C

Answer any **six** of the following. Each question carries 4 marks.

23. Imagine you are the cook in a popular cookery show. Give instructions on how to prepare a dish of your choice.
24. What are the barriers to listening?
25. Divide the following words into syllables – bitterly, quite, elastic, satisfaction, session, illogical, lyrical, zoology
26. You have moved to a new neighbourhood. Frame a dialogue to find out the location of the grocery and bakery from a neighbour.
27. Describe the colours and sounds that lend life to the poem 'The Highwayman'.
28. How does Bond describe the many sounds made by water?
29. List a few things that can be borrowed from German work ethics to increase efficiency in the workplace,
30. Describe the atmosphere of dread in 'The Tell-Tale Heart'.
31. What is the primary purpose of MOM and how would its success help Indian scientists in the future?

(6 x 4 = 24 marks)

Section- D

Answer any **two** of the following, each in about three hundred words. Each question carries 15 marks.

32. Read the short lecture below and prepare notes:

The work of the heart can never be interrupted The heart's job is to keep oxygen rich blood flowing through the body. All the body's cells need a constant supply of Oxygen, especially those in the brain. The brain cells like only four to five minutes after their oxygen is cut off, and death comes to the entire body. The heart is a specialized muscle that serves as a pump. This pump is divided into four chambers

connected by tiny doors called valves. The chambers work to keep the blood flowing round the body in a circle. At the end of each circuit, veins carry the blood to the right atrium, the first of the four chambers. 2/5 oxygen by then is used up and it is on its way back to the lung to pick up a fresh supply and to give up the carbon dioxide it has accumulated. From the right atrium the blood flows through the tricuspid valve into the second chamber, the right ventricle. The right ventricle contracts when it is filled, pushing the blood through the pulmonary artery, which leads to the lungs – in the lungs the blood gives up its carbon dioxide and picks up fresh oxygen. Then it travels to the third chamber the left atrium. When this chamber is filled it forces the blood through the valve to the left ventricle. From here it is pushed into a big blood vessel called aorta and sent round the body by way of arteries. Heart disease can result from any damage to the heart muscle, the valves or the pacemaker. If the muscle is damaged, the heart is unable to pump properly. If the valves are damaged blood cannot flow normally and easily from one chamber to another, and if the pacemaker is defective, the contractions of the chambers will become un-coordinated. Until the twentieth century, few doctors dared to touch the heart. In 1953 all this changed after twenty years of work, Dr. John Gibbon in the USA had developed a machine that could take over temporarily from the heart and lungs. Blood could be routed through the machine bypassing the heart so that surgeons could work inside it and see what they were doing. The era of open heart surgery had begun. In the operating theatre, it gives surgeons the chance to repair or replace a defective heart. Many parties have had plastic valves inserted in their hearts when their own was faulty. Many people are being kept alive with tiny battery operated pacemakers; none of these repairs could have been made without the heart – lung machine. But valuable as it is to the surgeons, the heart lung machine has certain limitations. It can be used only for a few hours at a time because its pumping gradually damages the blood cells.

33. Frame dialogues for the following situations
 - a. Setting up an appointment by telephone at a doctor's clinic.
 - b. Debating with a friend which movie to watch and the reason for your choice
 - c. Two old friends who meet accidentally in a park.
34. Attempt a critical summary of the poem 'The Highwayman'.
35. Comment on Bond's choice of sounds and what they convey about life in India.

(15 x 2 = 30 marks)

Language course II (Additional Language I)

19UFR111.1: COMMUNICATION SKILLS IN FRENCH

No of Credits: 3

No of hours: 4 Hrs/week

COURSE OBJECTIVES:

1. To make the students conversant with a modern foreign language.
2. To introduce the students to the sounds of French.
3. To encourage students to use French for basic communication in everyday situations.
4. To acquaint students with the basics of writing simple sentences and short compositions.

COURSE OUTCOME:

The students would be able to perceive conversational French and to use French for basic communication in daily life.

SYLLABUS:

NAME OF TEXT: **ECHO-A1 méthode de français**

Authors: J. Girardet & J. Pecheur

Publisher: CLE INTERNATIONALE

- Leçon- 0 : Parcours d'initiation (Pages : IX – XVI)
- Leçon – 1 : Vous Comprenez ? (Pages : 6 – 13)
- Leçon 2 : Au Travail ! (Pages : 14 – 21)

Reference books :

1. Connexions – Niveau 1 By Régine Mérieux and Yves Loiseau
2. Le Nouveau Sans Frontières Vol I by Philippe Dominique
3. Panorama Vol I by Jacky Girardet

MODEL QUESTION PAPER
19UFR111.1: COMMUNICATION SKILLS IN FRENCH

TIME: 3HRS

MAX MARKS: 80

PART-A

Répondez à toutes questions suivantes:

1. Nommez une avenue française ?
2. Est-ce que vous parlez français ?
3. Comment vous appelez-vous ?
4. Quelle est votre nationalité ?
5. Tu habites où ?
6. Quelle profession aimez-vous ?
7. Où est la tour de Londres ?
8. Nommez un pays francophone ?
9. Qu'est-ce que c'est « Le Monde » ?
10. Quel est le nom du chant national français ?

(10x1=10)

PART-B

Répondez à 8 questions suivantes :

11. Complétez avec « un, une, des ou le, la, l', les »:
 - Bono, qui est-ce ?
 - C'estchanteur. C'estchanteur du groupe U2.
 - Qui est Nicolas Sarkozy ?
 - C'estprésident de la France.
 - Comment s'appelleguide de groupe ?
 - Elle s'appelle Marie.
12. Complétez avec « à, au, en » :
 - Où habite Adriano ?.....Brésil ?Argentine ?
 - Il habiteSao Paulo,Brésil.
13. Complétez avec « un, une, des » :
 - a.rue
 - b.quartier
 - c.restaurants
 - d.théâtre.
14. Répondez :
 - a. Tu aimes les chansons françaises ?
Non,
 - b. Tu apprends une langue étrangère ?
Oui,
15. Complétez avec « de, du, de la, de l', des » :
 - a. La pyramideLouvre.
 - b. Le nom.....étudiant.
 - c. Un tableauMonet.
 - d. Un professeuruniversité de Mexico.
16. Ecrivez quatre petits mots de politesse.
17. Reliez :

a. Renault	-	des avions
b. Jean-Paul Gaultier	-	des montres
c. Airbus	-	des voitures
d. Rollex	-	des parfums
18. Complétez « le, la, l' les » :
 - a.rue de Rivoli à Paris.
 - b.hôtel Daneli à Venise
 - c.Parlement européen de Strasbourg.
 - d.musée du Louvre à Paris.

19. Mettez les phrases aux négatifs :
- Marie parle français.
 - Je parle italien.
 - Vous comprenez l'italien ?
 - Melissa connaît Florent.
20. Ecrivez les numéros en lettres :
- 18
 - 25
 - 30
 - 12
21. Quelle est leur nationalité ?
- Céline Dion
 - Michael Jackson
22. Associez :
- | | | |
|-------------------|---|----------|
| a. Un journal | - | la BBC |
| b. Un film | - | le Prado |
| c. Un musée | - | le Times |
| d. Une télévision | - | Titanic |

(8x2=16)

PART-C

Répondez à 6 questions suivantes :

23. Répondez :
- Vous êtes français ?
 - Vous parlez bien français ?
 - Vous comprenez le mot « Bonjour » ?
 - Vous habitez à Paris ?
24. Conjuguez les verbes :
- Ils (parler) français.
 - Nous (connaître) Marseille.
 - Je (être) secrétaire du festival.
 - Elles (comprendre) bien italien.
25. Complétez avec le masculin et le féminin :
- Un étudiant -
 - Un Brésilien -
 - Une artiste -
 - Un acteur – une
26. Accordez le group du nom :
- Les [bon] [restaurant]
 - Les [grand] [voiture]
 - Les [femme] [beau et célèbre]
 - Les [hôtel] [international]
27. Remplissez la fiche de renseignements ci-dessous :
- Nom :
- Nom de jeune fille :
- Prénoms :
- Nationalité :
- Adresse :
- N° de téléphone :
- Adresse électronique :
28. Associez les personnes et les professions :
- | | | |
|--------------------|---|-----------------|
| a. Pablo Picasso | - | scientifique |
| b. Beethoven | - | homme politique |
| c. Albert Einstein | - | artiste |
| d. Barack Obama | - | musician |

29. Complétez avec « un, une, des, le, la, l', les » :

- J'aiamis à Aix-en-Provence. Je connaisprofesseurs de français deuniversité etdirecteur de l'hôtel Ibis.

30. Vous êtes dans la rue avec votre ami(e). Il/elle dit bonjour à un garçon ou à une fille que vous ne connaissez pas. Vous lui demandez « Qui est-il/elle ? ». Rédigez un court dialogue.

31. Vous cherchez des amis français. Vous écrivez un message pour le site « Contact France ». Rédigez ce message.

(6x4=24)

PART-D

Répondez à 2questions suivantes :

32. Présentez-vous.

33. Présentez votre ville.

34. Ecrivez une brève carte postale à un(e) ami(e) française.

35. Vous interrogez votre voisin(e) de vos goûts. Rédigez ce dialogue.

(2x15=30)

Language course II (Additional Language I)
19UHN111.1: PROSE AND ONE ACT PLAYS

No of Credits: 3

No of hours: 4 Hrs/week

Aims of the Course / Objectives

To sensitize the student to the aesthetic and cultural aspects of Literary appreciation and analysis. To introduce modern Hindi prose to the students and to understand the cultural, social and moral values of modern Hindi prose. To understand the One Act Plays.

Course Outcome

Students could get knowledge about the various forms of prose like Kahani, Atmakatha, Sansmaran, Rekhachitra, Vyangya, Jeevani etc. understanding various trends in Hindi and get an awareness of theatre in the context of One Act Plays.

Module 1 & 2

Prose & One Act Play

Prescribed textbook : ‘Gadya Prathibha Evam Ekanki’

Edited by Dr. Girijakumari R.

Published by Lokbharathi Prakashan, Allhabad

Lessons to be studied

Gadya Prathibha

- | | |
|-------------------------------|---------------------|
| 1. Manthra | - Premchand |
| 2. Shishtachar | - Bheeshma Sahni |
| 3. Chori aur Prayachith | - Mahatma Gandhi |
| 4. Gurudev | - Haribhau Upadyay |
| 5. Mein Narak se bol raha hum | - Harisankar Parsai |

Ekanki (One Act Play)

1. Ande ke chilke – Mohan Rakesh
2. Mahabharath ki ek Sanch – Bharathbhooshan Agarwal
3. Bahoo ki Vida – Vinod Rasthogi

Books for General Reading

- | | |
|---------------------------|---|
| 1. Hindi ka Gadya Sahitya | - Ramachandra Tivari
Rajkamal Prakashan |
| 2. Hindi Ekanki | - Siddhnath Kumar
Radhakrishna Prakashan |
| 3. Ekanki aur Ekankikar | - Ramcharan Mahendra
Vani Prakashan |

FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM

First Semester B.A/B.Sc Degree Examination

Language Course (Additional Language I) - HINDI

19UHN 111.1 Prose and One Act Plays

(2019 Admission onwards)

Time : 3 Hrs.

Max.Marks : 80

I. एक शब्द या वाक्य में उत्तर लिखिए?

1. 'चोरी और प्रायश्चित' गद्य की किस विधा की रचना है?
2. 'गुरुदेव' नामक निबन्ध के रचनाकार कौन है?
3. 'आषाढ का एक दिन' किसका नाटक है?
4. महाभारत युद्ध में परास्त दुर्योधन कहाँ छिप गये?
5. प्रेमचन्द का जन्म कहाँ हुआ?
6. भीष्म साहनी की आत्मकथा का नाम लिखिए?
7. 'बहु की विदा' की बहुएँ कौन-कौन हैं?
8. 'संगीत नाटक अकादमी' पुरस्कार से सम्मानित विनोद रस्तोगी का नाटक कौन सा है?
9. 'सत्य के मेरे प्रयोग' किसकी आत्मकथा है?
10. डाक्टर चड्ढा किस कहानी का पात्र है? (1×10=10 marks)

II. किन्हीं आठ प्रश्नों के उत्तर पचास शब्दों में लिखिए?

11. भीष्म साहनी का परिचय दीजिए?
12. 'नहीं-नहीं कैलाश, ईश्वर के लिए इसे छोड़ दो। तुम्हारे पैरों पड़ती हूँ।" यह किसने किससे किस अवसर पर कहा?
13. गोपाल ने अंडा खाने के लिए कमरे में क्या प्रबन्ध किया है?
14. आत्मकथा और जीवनी में कौन-सा अन्तर है?
15. युधिष्ठिर दुर्योधन को कैसे ललकारा?
16. गाँधीजी के प्रायश्चित का पिताजी पर कौन-सा प्रभाव पड़ा?
17. कविवर टैगोर ने अंग्रेजी शासन की किस नीति की निन्दा की है?
18. अपने कुत्ते को स्वर्ग में देखकर आदमी की प्रतिक्रिया क्या थी?
19. बहु और बेटी के प्रति जीवनलाल का दृष्टिकोण क्या था?
20. 'मंत्र' कहानी का सन्देश क्या है?
21. "मेरी चोट का इलाज बेटी की ससुरालवालों ने दूसरी चोट से कर दिया है।" जीवनलाल ऐसा क्यों कहता है?
22. परिवार के सब लोग एक-दूसरे से छिपाकर क्यों अंडे खाते हैं? (2×8=16 marks)

III. किन्हीं छह प्रश्नों के उत्तर 120 शब्दों में लिखिए?

23. “मैं तो न जाऊँ, चाहे वह दस लाख भी दें। मुझे दस हजार या दस लाख लेकर क्या करना है? कल मर जाऊँगा फिर कौन भोगनेवाला बैठा हुआ है।” सप्रसंग व्याख्या कीजिए?
24. हेतु की चरित्रगत विशेषताओं पर प्रकाश डालिए?
25. ‘अंडे के छिलके’ एकांकी का उद्देश्य क्या है?
26. “युधिष्ठिर जाओ, जाओ मुझे मरने दो, तुम अपनी महत्वाकांक्षा को फलते-फूलते देखो। जाओ गुरुजनों और बन्धु-बान्धवों के रक्त से अभिषेक कर राजसिंहासन पर विराजो।” सप्रसंग व्याख्या कीजिए।
27. भगत ने कैलाश को कैसे बचाया?
28. प्रेमचन्द के कहानी साहित्य का परिचय दीजिए?
29. कविवर टैगोर के गार्हस्थ जीवन पर प्रकाश डालिए?
30. भूखे आदमी और कुत्ते की मौत की तुलना कीजिए?
31. दहेज की प्रथा एक अभिशाप है - ‘बहू की विदा’ एकांकी के आधार पर इस उक्ति की चर्चा कीजिए।

(4×6=24 marks)

IV. किन्हीं दो प्रश्नों के उत्तर 250 शब्दों में लिखिए?

32. एकांकी के तत्त्वों के आधार पर ‘महाभारत की एक साँझ’ एकांकी की समीक्षा कीजिए?
33. ‘शिष्टाचार’ कहानी का सारांश लिखकर उसकी विशेषताओं पर प्रकाश डालिए?
34. ‘बहू की विदा’ एकांकी में चित्रित समस्याओं पर प्रकाश डालिए?
35. ‘मैं नरक से बोल रहा हूँ’ में मनुष्य की अकर्मण्यता और खोखले आदर्शों पर व्यंग्य किया है। इस कथन की पुष्टि कीजिए।

(15×2=30 marks)

സെമസ്റ്റർ : I
 കോഴ്സ് കോഡ് : 19UML111.1
 ലാംഗ്വേജ് കോഴ്സ് : II (അഡീഷണൽ ലാംഗ്വേജ് : I)
 സമയക്രമം : ആഴ്ചയിൽ 4 മണിക്കൂർ (18×4=72മണിക്കൂർ)
 ക്രെഡിറ്റ് : 3

മലയാള കവിത
പുസ്തകം : കാവ്യമാലിക
(കേരള സർവ്വകലാശാലാ പ്രസിദ്ധീകരണം)

പഠനലക്ഷ്യങ്ങൾ, ഫലങ്ങൾ: (1) മലയാള കവിതയെ സംബന്ധിച്ച് സാമാന്യജ്ഞാനം നൽകുക. (2) പഠിതാക്കളിൽ കാവ്യഭിരുചി വളർത്തുക. (3) ആസ്വാദനത്തിനും വിശകലനത്തിനും സജ്ജരാക്കുക. (4) മേൽപ്പറഞ്ഞ ലക്ഷ്യങ്ങൾ മുൻനിറുത്തി സെമിനാർ/അസൈൻമെന്റ് നൽകുക

പാഠ്യപദ്ധതി:

മൊഡ്യൂൾ ഒന്ന് (18 മണിക്കൂർ) കവിത -ആധുനിക കവിത്രയം വരെ

1. എഴുത്തച്ഛൻ - ജരിതാവിലാപം: ഖാണ്ഡവദഹനം
(അരണ്യം തന്നിൽ.....കല്പിച്ചു പോയാളവൾ) 36 വരി
2. വടക്കൻ പാട്ട് - ഉണ്ണിയാർച്ചകുത്ത് കാണാൻ പോയ കഥ(ആറ്റുംമണ
മേലേ വേഗത്തിൽ പോകുന്നു ഉണ്ണിയാർച്ച)
3. കുമാരനാശാൻ - ചണ്ഡാലഭിക്ഷുകി - (തുമതേടും....തെല്ലിട സുന്ദരി 96 വരി)

മൊഡ്യൂൾ 2 (18 മണിക്കൂർ) കവിത്രയാനന്തര കവിത

4. ചങ്ങമ്പുഴ - മനസിനി
5. വൈലോപ്പിള്ളി - ജലസേചനം
6. ഇടശ്ശേരി - പുത്തൻകലവും അരിവാളും
7. എൻ.വി. കൃഷ്ണവാര്യർ - എലികൾ

മൊഡ്യൂൾ മൂന്ന് (18 മണിക്കൂർ) ആധുനിക പൂർവ്വ- ആധുനിക ഘട്ടം

8. ഒ.എൻ.വി - ഒരു തൈ നടുമ്പോൾ
9. സുഗതകുമാരി - കാളിയമർദ്ദനം
10. അയ്യപ്പപ്പണിക്കർ - ഗോപികാദണ്ഡകം
11. എൻ.എൻ.കക്കാട് - സഫലമീ യാത്ര

മൊഡ്യൂൾ നാല്(18 മണിക്കൂർ) ആധുനിക - ആധുനികാനന്തരഘട്ടം

12. കടമ്മനിട്ട രാമകൃഷ്ണൻ - കുഞ്ഞേ മൂലപ്പാൽ കുടിക്കരുത്
13. ശ്രീകുമാരൻതമ്പി - അമ്മയ്ക്കൊരു താരാട്ട്
14. എ. അയ്യപ്പൻ - നിനക്ക്
15. റോസ്മേരി - ചാഞ്ഞുപെയ്യുന്ന മഴ
16. റഫീക്ക് അഹമ്മദ് - മൊബൈൽഫോൺ
17. വി.എം. ഗിриജ - ജീവജലം

സഹായകഗ്രന്ഥങ്ങൾ

1. ആധുനിക സാഹിത്യ ചരിത്രം
പ്രസ്ഥാനങ്ങളിലൂടെ - ഡോ.കെ.എം.ജോർജ്ജ് (എഡിറ്റർ)
2. കൈരളിയുടെ കഥ - എൻ. കൃഷ്ണപിള്ള
3. മലയാള കവിതാസാഹിത്യ ചരിത്രം - ഡോ.എം. ലീലാവതി
4. കവിയും കവിതയും രാം വാല്യം - പി.നാരായണക്കുറുപ്പ്
5. കവിയരങ്ങ് - കെ.എസ്. നാരായണപിള്ള
6. കുമാരാനാശാന്റെ കാവ്യപ്രപഞ്ചം - മലയാളവിഭാഗം,
കേരള സർവ്വകലാശാല
7. ഖണ്ഡകാവ്യ പ്രസ്ഥാനം - എം.വി. പണിക്കർ
8. ചങ്ങമ്പുഴ കൃഷ്ണപിള്ള - എൻ.മുകുന്ദൻ
9. ചങ്ങമ്പുഴ കൃഷ്ണപിള്ള
നക്ഷത്രങ്ങളുടെ സ്നേഹ ഭാജനം - എം.കെ.സാനു
10. കുമാരനാശാന്റെ രചനാശിൽപ്പം - എം.എം. ബഷീർ
11. കാല്പനികത - ഹൃദയകുമാരി
12. ആധുനിക മലയാളസാഹിത്യം - പി.കെ. പരമേശ്വരൻ നായർ
13. ഇടശ്ശേരിക്കവിത - മേലത്തു ചന്ദ്രശേഖരൻ
14. സിംബലിസം മലയാളകവിതയിൽ - ഡോ.കെ.എം. വേണുഗോപാൽ
15. ആധുനികത മലയാളകവിതയിൽ - ഡോ.എൻ.അജയകുമാർ
16. കേരളകവിതയിലെ കലിയും ചിരിയും - പ്രസന്നരാജൻ
17. ഉത്തരാധുനികത - ബി.ഉണ്ണികൃഷ്ണൻ
18. മലയാളകവിതാപഠനങ്ങൾ - സച്ചിദാനന്ദൻ
19. മലയാളകവിതയിലെ
ഉയർന്നശിരുകൾ - ഡോ.എം.എൻ. രാജൻ
20. കടമ്മനിട്ടയിലെ കവി - ഡോ.കെ.എസ്.രവികുമാർ
21. ദലിത് പഠനം സ്വത്വം,സംസ്കാരം
സാഹിത്യം - ഡോ. പ്രദീപൻ പാമ്പിരിക്കുന്ന്
22. ആധുനിക മലയാള കവിതയിലെ
സ്ത്രീപക്ഷസമീപനങ്ങൾ - ഡോ.പി.ഗീത
23. പാഠങ്ങൾ പഠനങ്ങൾ - സച്ചിദാനന്ദൻ
24. കവിതവായനയും പ്രതികരണവും - എൻ.രാജൻ
25. കവിതയിലെ പുതുവഴികൾ - നെല്ലിക്കൽ മുരളീധരൻ

FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM

First Semester BA Degree Examination May 2019

CBCSS

19UML 111.1

മലയാള കവിത (കാവ്യമാലിക)

Time : 3 Hrs.

Max.Marks : 80

Section A

I. ഒറ്റവാക്കിലോ പരമാവധി രണ്ടു വാക്യത്തിലോ ഉത്തരമെഴുതുക. 1 മാർക്ക് വീതം

1. ആശാനെ വിപ്ലവത്തിന്റെ ശുക്രനക്ഷത്രം എന്ന് വിശേഷിപ്പിച്ച നിരൂപകൻ ആര്?
2. ആധുനിക കവിത്രയം ആരെല്ലാം?
3. കാല്പനിക പ്രസ്ഥാനത്തിലെ പ്രധാനപ്പെട്ട രണ്ട് കവികളുടെ പേരെഴുതുക.
4. 'ശക്തിയുടെ കവി' എന്ന് വിശേഷിപ്പിക്കുന്നതാരെ?
5. ആധുനിക മലയാള ഭാഷയുടെ പിതാവ് ആര്?
6. 'ആർദ്രമീ ധനുമാസ രാവുകളിലൊന്നിൽ' - ഏത് കവിതയിലെ വരികളാണ്?
7. മലയാളത്തിലെ രണ്ട് പരിസ്ഥിതി കവിതകളുടെ പേരെഴുതുക.
8. ഉണ്ണിയാർച്ച കൂത്ത് കാണാൻ പോയ കഥ ഏത് സാഹിത്യശാഖയിൽ പെടുന്നു?
9. അധികാരം കൊയ്യണമാദ്യം നാം-
അതിനു മേലാകട്ടെ പൊന്നാര്യൻ" - ഏതു കവിതയിലേതാണ് ഈ വരികൾ?
10. "സ്വന്തമെന്ന പദത്തിനെന്തർത്ഥം
ബന്ധമെന്ന പദത്തിനെന്തർത്ഥം" - ഈ വരികൾ മലയാളികൾക്കു സമ്മാനിച്ച കവിപ്രതിഭ ആര്?

(1×10=10)

Section B

II. ഏതെങ്കിലും 8 ചോദ്യത്തിന് അരപ്പുറത്തിൽ കവിയാതെ ഉത്തരമെഴുതുക 2 മാർക്ക് വീതം.

11. "നിർഘൃണനായ പിതാവിവരെയുപേക്ഷിച്ചാൻ"-വിവക്ഷിതമെന്ത്?
12. "പെണ്ണായ ഞാനും വിറയ്ക്കുന്നില്ല-
ആണായ നിങ്ങൾ വിറപ്പതെന്തേ?" - ആരുടേതാണീ വാക്കുകൾ?
13. "അല്ലെല്ലെന്തു കഥയിതു കഷ്ടമേ?" - വിവക്ഷിതം വ്യക്തമാക്കുക.
14. ഒറ്റപ്പത്തിയൊടായിരമുടലുകൾ
കെട്ടുപിണഞ്ഞൊരു മണിനാഗം" - പരാമർശമെന്ത്?

PTO

15. “സങ്കടം കാൺകിലും കാണാതെ പോകയോ
മംഗലേ നീയൊരു മങ്കയല്ലേ?” - സന്ദർഭമേന്ത്?
16. “നിങ്ങൾക്കിതൊന്നും മനസ്സിലാകുന്നില്ല” - ഈ ഉപഹാസത്തിന്റെ അർത്ഥമെന്ത്?
17. ‘ഒരു തൈ നടുബോൾ’ എന്ന കവിതയുടെ പ്രമേയമെന്ത്?
18. ‘വരളുന്ന ചുണ്ടിലെ നനവാർന്ന ഓർമ്മ’യെന്നു കവി വിശേഷിപ്പിച്ചതെന്തിനെ?
19. “അന്യോന്യമുന്നു വടികളായ് നിൽക്കാം” - വിവക്ഷിതമെന്ത്?
20. ‘പുതനാമന്ത്രം പുറണ്ടതായി’ കവി കാണുന്നതെന്തെല്ലാം?
21. ‘നിനക്ക്’ എന്ന കവിതയുടെ കേന്ദ്രതലമെന്ത്?
22. ‘അമ്മയ്ക്കൊരു താരാട്ട്’ എന്ന കവിതയുടെ രചനാ പശ്ചാത്തലം വ്യക്തമാക്കുക.

(8×2=16)

Section C

III. ഏതെങ്കിലും 6 ചോദ്യത്തിന് ഒന്നരപുറത്തിൽ കവിയാതെ ഉത്തരമെഴുതുക 4 മാർക്ക് വീതം.

23. എഴുത്തച്ഛനെ ആധുനിക മലയാളഭാഷയുടെ പിതാവ് എന്ന് വിശേഷിപ്പിക്കുന്നതിനുള്ള കാരണമെന്ത്?
24. നാടൻപാട്ടുകളെ കുറിച്ച് ഒരു ലഘുവിവരണം തയ്യാറാക്കുക.
25. കാല്പനികതയുടെ സവിശേഷതകൾ മനസ്സിലാക്കിയെ ആസ്പദമാക്കി വിശദീകരിക്കുക.
26. ജനങ്ങളിൽ പുതിയ കർമ്മവീര്യം ഉണർത്തുന്നതാണ് ഇടശ്ശേരി കവിതകൾ. പുത്തൻ കലവും അതി വാളും ആസ്പദമാക്കി വിചിന്തനം ചെയ്യുക.
27. സുഗതകുമാരി കവിതകളിലെ ബിംബകല്പന കാളിയമർദ്ദനത്തെ ആസ്പദമാക്കി വിശകലനം ചെയ്യുക.
28. കുഞ്ഞേ മൂലപ്പാൽ കുടിക്കരുത് ഉണർത്തുന്ന സാമൂഹ്യമായ വെല്ലുവിളികൾ പരിശോധിക്കുക.
29. അമ്മയ്ക്കൊരു താരാട്ട് എന്ന കവിതയ്ക്ക് ഒരു ലഘു ആസ്വാദനം തയ്യാറാക്കുക.
30. റഫീക്ക് അഹമ്മദിന്റെ കവിതകളിലെ സമകാലീന ബിംബങ്ങൾ പരിശോധിക്കുക.
31. ചുഷണം ചെയ്യപ്പെടുന്ന പരിസ്ഥിതിയും സ്ത്രീയും ജീവജലത്തിൽ എപ്രകാരം ആവിഷ്കൃതമാകുന്നു എന്ന് ചർച്ച ചെയ്യുക.

(6×4=24)

Section D

IV. മൂന്നുപുറത്തിൽ കവിയാതെ രണ്ടുചോദ്യത്തിന് ഉത്തരമെഴുതുക. 15 മാർക്ക് വീതം.

32. ആശാന്റെ സ്നേഹസങ്കല്പം ചണ്ഡാലഭിക്ഷുകിയെ ആസ്പദമാക്കി വിശകലനം ചെയ്യുക.
33. ആക്ഷേപഹാസ്യ പ്രവണത ‘എലികൾ’ എന്ന കവിതയെ ആസ്പദമാക്കി ചർച്ച ചെയ്യുക.
34. അയ്യപ്പ പണിക്കരുടെ ഗോപികാദണ്ഡകം എന്ന കവിതയ്ക്ക് ഒരു ആസ്വാദനം തയ്യാറാക്കുക.
35. റോസ്മേരിയുടെ ചാഞ്ഞുപെയ്യുന്ന മഴയിലെ സ്ത്രീ സ്വത്വാവിഷ്കാരം ചർച്ചചെയ്യുക.

(15×2=30)

Foundation Course I

19UEN121: WRITINGS ON CONTEMPORARY ISSUES

No of Credits: 2

No of hours: 72(4 per week)

Course Outcome:

1. To sensitize students to the major issues in the society and the world.
2. To encourage them to read literary pieces critically.
3. To have an overall understanding of some of the major issues in the contemporary world.
4. To respond empathetically to the issues of the society.
5. To understand the grave issues of the society, respond to it and to bring about positive changes in individual outlook
6. To read literary texts critically.

Module I: Human Rights

Grim Realities, Hopeful Hues	: V.R Krishna Iyer
Poverty is the Greatest Threat	: N.R Madhava Menon
The Little Black Boy	: William Blake

Module II: Globalization

Going Local; the Economics of Happiness	: Helene Norberg-Hodge
Towards Sustainable and Beneficial Co-existence	: Christabel P.J
Freedom	: Balachandran Chullikkad

Module III: Gender

Violence Against Women	: Gail Omvedt
The Goddess of Revenge	: Lalithambika Antharjanam

Module IV: Intoxicants/ Drug Abuse

The Ban of Alcoholism	: Dr Adithi.N
The Substance Use Disorders in Children	: Dr Ajeesh PR and Adolescents
The Alcoholic at the Dawn	: Jeet Thayil

Core Text: 'Perspectives on Contemporary Issues' Publisher: : 'Emerald' Chennai.

MODEL QUESTION PAPER
19UEN121: Writings on Contemporary Issues

Time: Three hours

Maximum Marks: 80

Section-A

Answer **all** the questions, each in a word or a sentence. Each question carries 1 mark.

1. Expand NHRC.
2. What according to Dr Menon is the foundation of all rights?
3. What is the cloud referred to in the poem, "The Little Black Boy"?
4. What has been the focus of the women's liberation movement in India since its inception?
5. What information did Tatri hide from the men who were attracted towards her?
6. What is TRIPS?
7. What is meant by the term, "food miles"?
8. Why is sleep a kind of freedom?
9. What is pre-alcoholic phase?
10. Why does the cup rattle?

(10 x 1 = 10 marks)

Section-B

Answer any **eight** of the following. Each question carries 2 marks.

11. What is the significance of PILS in our society?
12. How can Third World economies counter the ill effects of globalisation?
13. What does the poet convey by the phrase "bereav'd of light"?
14. What do you know of the "virangana" in Indian culture?
15. According to the woman who appears in the story, what kind of a woman was Tatri?
16. Explain the process by which globalisation occurs in a country.
17. What is the Breakaway Strategy advocated by Hodge?
18. In the poem, 'Freedom', what does the train running north stand for?
19. How does alcohol affect the nervous system?
20. What are the after effects of the misuse of depressants?
21. How can substance abuse be diagnosed in adolescence?
22. What does the phrase "beached whale convey"?

(8 x 2 = 16 marks)

Section-C

Answer any **six** of the following. Each question carries 4 marks.

23. According to V.R. Krishna Iyer, what are the grim ground realities in India at the close of the millennium?
24. Explain the mother's worldview in "The Little Black Boy".
25. How does the social structure influence violence perpetuated against women in India?
26. How did the woman try to avenge her mother, her sisters, and countless other women who had been weak and helpless?
27. What does Joseph E. Stiglitz say about pro-globalisation policies worldwide?
28. Comment on the biblical overtones in 'Freedom'.
29. How is alcoholism categorised?
30. Write a note on the treatment of adolescent substance abuse?
31. Explore the impact of the unusual imagery in 'The Alcoholic at Dawn'.

(6 x 4 = 24 marks)

Section- D

Answer any **two** of the following, each in about three hundred words. Each question carries 15 marks.

32. Write an essay on the imagery and symbolism in the poem, 'The Little Black Boy'.
33. How does Gail Omvedt examine violence against women in India?
34. Explain Hodge's views on globalisation as outlined in the article, 'Going Local'.
35. "Jeet Thayil's poems are honest in their autobiographical touch, unique in their imagery and attention to form." Explain this statement in the light of 'The Alcoholic at Dawn'.

(15 x 2 = 30 marks)

Core Course I

19UHY 141: METHODOLOGY AND PERSPECTIVES OF SOCIAL SCIENCES

Credits: 4

Hours:6 (108 hrs)

Course Outcome

- Familiarize the students with the broad contours of social Sciences and its methodology.
- Familiarize the main concerns of Social Science disciplines.
- Articulate the basic terminologies and theories prevalent in concerned disciplines.
- Critically read popular and periodical literature from a Social Science perspective.

Module I (30 hrs)

History Its Nature and Practice

- a. History-Meaning and Definitions-Purpose-Uses-Art or Science.
- b. Problems in the construction of History-Nationality and Bias-Objectivity-Plagiarism.
- c. Methodology of historians- D.D. Kosambi-R.C Majumdar-Romila Thapar-Irfan Habib-Ranajith Guha-Ramachandra Guha.
- d. History and Social Sciences-need for interdisciplinary approach.

Module II (24 hrs)

Introduction to Social Sciences

Social Sciences-its emergence and nature-relevance of the Social Science in understanding and solving contemporary problems-Basic principles and concepts.

Module III (26 hrs)

Objectivity in Social Sciences

Limits of social Sciences and its practice-Sociology –Economics-Political Science-secular, communal and racial issues.

Module IV (28 hrs)

Understanding Social Structure

Caste, Class, Gender-Marxist and other sociological perspectives.

Marks Distribution

Module	I	II	III	IV
Marks	37	28	30	35

Essential Readings:

1. Elgin F Hunt, *Social Science: An Introduction to the Study of Society*, Allyn & Bacon, Boston, 2008.
2. John Perry, *Contemporary Society- An Introduction to Social Sciences*, Allyn & Bacon, Boston, 2009.
3. Donatella Della Porta & Micheal Keating, *Approaches and Methodologies in Social Sciences; Pluralistic Perspective*, Cambridge University Press, Delhi, 2008.
4. Sujata Patel, (et.al), ed, *Thinking Social Science in India*, Sage Publication, New Delhi, 2002.
5. M.N. Srinivas, *Caste in India and Other Essays*, Asia Publishing House, New Delhi, 1962.
6. M.N. Srinivas, *Social Transition in Modern India*, Orient Longman, New Delhi, 2003.
7. B. Sheik Ali, *History: Its Theory and Method*, Macmillan Publication, New Delhi, 1980.
8. E. Sreedharan, *A Textbook of Historiography*, Orient Longman, New Delhi, 2003.
9. Gail Omvedt, *Dalits and Democratic Revolutions, Dr. Ambedkar and Dalit Movements in Colonial India*, Sage Publications New Delhi, 1994

MODEL QUESTION PAPER
19UHY141: Methodology and Perspectives of Social Sciences

Time: 3 Hours

Max Marks: 80

SECTION-A

Answer the following, each in one or two sentences. Each question carries 1 mark

1. What is Historiography?
2. Who was Herodotus?
3. Who wrote the famous book 'What is History'?
4. What is plagiarism?
5. Who was Ranajit Guha?
6. What is Numismatics?
7. What is Sanskritisation?
8. Explain the term Chaturvarna?
9. What is Endogamy?
10. Explain the term Varna.

(10x1=10 marks)

SECTION-B

Answer eight of the following, each in a paragraph. Each question carries 2 marks

11. What are the different forms of Bias in History?
12. What is Empiricism?
13. Write a note on Objectivity.
14. Write a note on Social Science.
15. Write briefly about R C Majumdar.
16. Write a note on gender inequality.
17. Define Sociology.
18. What is meant by Subaltern studies?
19. Write a note on Dialectical Materialism.
20. Explain the interdisciplinary approach.
21. What is Post-Modernism?
22. Define 'class system and 'class Consciousness'.

(8x2=16 marks)

SECTION-C

Answer any six of the following in short essay form. Each question carries 4 marks

23. Assess the contribution of Romila Thapar to Indian historiography.
24. Explain the difference between class and caste.
25. Describe the basic features of Social Science.
26. Explain the problems in the construction of history.
27. Describe the Marxian theory of class consciousness.
28. Write a note on gender inequality in India.
29. Define Economics. How is it related to history?
30. Explain History is an art or science.
31. Analyse the relevance of Social Sciences in solving contemporary problems at various levels.

(6x4=24 marks)

SECTION-D

Answer any two of the following in essay form. Each question carries 15 marks

32. Explain the important definitions of History.
33. Briefly analyze the emergence and development of Social Science .
34. Analyse the advantages and disadvantages of caste system in India.
35. Highlight the relation of Social Science with other fields of knowledge.

(2x15=30 marks)

COMPLEMENTARY COURSE - I

19UPS131: INTRODUCTION TO POLITICAL SCIENCE

(Total instructional hours-54)

COURSE OUTCOME:

- It will impart elementary knowledge about what is Political Science.
- It gives awareness about important political ideologies and major concepts.
- It broadens the vision of students regarding the political aspects.
- It inspires students to choose it as optional paper for higher studies.

MODULE -I - INTRODUCTION

A. Meaning, nature, definitions and scope of Political Science

B. Relationship with other social sciences-History, Economics, sociology, Psychology and Geography
(12 hours)

MODULE -II – MODERN APPROACHES

A. Behaviouralism

B. Post- Behaviouralism

C. System Theory: David Easton and Gabriel A. Almond
(8 hours)

MODULE -III -POLITICAL IDEOLOGIES

Liberalism- Basic Principles-Types, Marxism-Basic principles, Gandhism-Basic principles- Relevance, Democracy-Basic principles-Direct and Indirect democracy.
(18 hours)

MODULE- IV: STATE AND GOVERNMENT

A. State- Its elements-Origin of the State, Social contract theory-Evolutionary theory of State

B. Organs of Government –

Legislature – Bicameralism (UK)

Executive – Presidential Executive (USA) - Parliamentary Executive (India)

Judiciary - Judicial Review (USA)

C. Civil Society
(16 hours)

Weightage of marks

Module	1	2	3	4
Marks	30	25	40	35

Reading List

MODULE -I

1. A.Appadurai(2001),*Substance of Politics*, Oxford University Press, New Delhi.
2. Urmila sharma,SK sharma(2000), *Principles And Theory in Political Science*, Atlantic Publishers& Dist, New Delhi.
3. A.C.Kapur (2001), *Principles of Political Science*, S,Chand and Company, New Delhi.
4. N.Jayapalan(2002),*Comprehensive Modern Political Analysis*, Atlantic Publishers& Dist, New Delhi.

MODULE -II

5. S.P.Varma (1976) , *Modern Political theory* ,Vikas, New Delhi
6. N.Jayapalan(2002),*ComprehensiveModern Political Analysis*, Atlantic Publishers& Dist, New Delhi.
7. J.C.Johari (1987) , *Contemporary Political theory* ,Sterling Publishers Private limited, New Delhi.
8. Urmila sharma,SK sharma(2000), *Principles And Theory in Political Science* , Atlantic Publishers & Dist, New Delhi

MODULE -III

9. J.C.Johari (1987) , *Contemporary Political theory* ,Sterling Publishers Private limited, New Delhi.
10. Andrew Heywood (2005), *Key Concepts in Politics* ,Palgrave Macmillan.
11. Eddy Asirvatham and K.K.Misra(2005) , *Political Theory* ,S.Chand and CompanyLtd. New Delhi.
12. Andrew Heywood (1998) ,*Political ideologies – An Introduction*,Macmillan Press Ltd., London.

MODULE -IV

13. Raj Kumar Pruthi (2005), *Nature and scope of Political science*, Discovery Publishing house , New Delhi
14. Urmila sharma, SK sharma (2000), *Principles And Theory in Political Science* , Atlantic Publishers & Dist, New Delhi.
15. A.C.Kapur (2001), *Principles of Political Science*, S, Chand and Company, New Delhi.
16. Alan R. Ball and B. Guy Peters (2005), *Modern Politics and Government*, Palgrave Macmillan New Delhi.
17. Rajeev Bhasgara, Ashok Acharya (2008), *Political Theory An Introduction*, Pearson.

MODEL QUESTION PAPER
19UPS131: INTRODUCTION TO POLITICAL SCIENCE

Time – Three Hours

Max. Marks: 80

SECTION –A

(Answer the following, each in one word or one or two sentences. Each question carries 1 mark)

1. Name the thinker who wrote the famous book 'Politics'.
2. What is meant by government?
3. Who stated Politics is the study of "authoritative allocation of values"?
4. What is meant by State?
5. What is Geopolitics?
6. What is meant by Bread labour?
7. What is meant by Polis?
8. Who is known as the intellectual father of Behaviouralism?
9. What is meant by Surplus value?
10. Which day is celebrated as Non –violence day?

(10x1=10 marks)

SECTION-B

(Answer any eight of the following, each in a paragraph. Each question carries 2 marks)

11. What is interdisciplinary approach in Political Science?
12. Discuss the concept of power in Politics.
13. Highlight the importance of Judicial Review.
14. What is mean by Political Economy?
15. Consider sovereignty as an element of State.
16. What is meant by Separation of Powers?
17. Comment on collective responsibility.
18. What is Bicameralism? Give two examples.
19. In what way Negative Liberalism is different from Positive Liberalism?
20. What is meant by Plural Executive?
21. Write any two direct democratic devices.
22. What is meant by Political Sociology?

(8x2=16 marks)

SECTION-C

(Answer any Six of the following in short essay form. Each question carries 4 marks)

23. Examine the major principles of Post-behaviouralism.
24. Discuss the significance of Political Science as a discipline.
25. Examine the relationship between Political Science and History.
26. Describe the features of Parliamentary system in India.
27. What is the difference between the state and the government?
28. Explain the features of Neo-liberalism.
29. Describe Gandhian techniques of Satyagraha.
30. Analyze the Evolutionary Theory of the State.
31. Explain the elements of the State.

(6x4=24 marks)

SECTION-D

(Answer any Two of the following in essay form. Each question carries 15 marks.)

32. Critically analyse the Behavioural approach to the study of Political Science.
33. Describe the meaning, nature and scope of Political Science.
34. Explain the basic principles of Marxism.
35. Examine the relevance of Gandhism in the present era.

(2x15=30 marks)

Complementary Course II

19UEC131: FOUNDATIONS OF ECONOMIC THEORY

Inst. Hours – 3(54 Hours)

Number of credit - 2

Course Specific Outcomes

After the completion of the course the student will be able to:

- Outline the nature and scope of economics.
- Explain the meaning of basic concepts used in economics.
- Create an idea on market structures.

MODULE I: NATURE AND SCOPE ECONOMICS (10 hours)

Nature and Scope of Economics—Definitions: Wealth, Welfare, Scarcity and Growth definition—Basic Economic Problems—Micro and Macro Economics—Positive and Normative Economics—Significance of the study of Economics-Limitations of Economics.

MODULE II: CONSUMER BEHAVIOUR (20 hours)

Consumption—The Concept of Utility—Cardinal Utility and Ordinal Utility—The Law of Diminishing Marginal utility—Consumer's Surplus—Demand and Supply and their determinants—Law of demand and law of supply-Exceptions of demand—Changes in demand and supply-Elasticity of Demand-Price elasticity of Demand-Income elasticity of Demand-Cross elasticity of Demand

MODULE III: PRODUCTION, COST AND PAYMENTS (14 hours)

Factors of production—Production function—Short run and Long run—Concepts of cost: total cost, fixed Cost, variable cost, average cost, marginal cost, opportunity cost—Concepts of revenue: total revenue, average revenue and marginal revenue-Factors of payment-wages, interest, rent and profit. (Concepts only)

MODULE IV: MARKET STRUCTURES (10 hours)

Market structures—Meaning and Features of Perfect competition- Imperfect Competition: Monopoly, Monopolistic competition and oligopoly. (Features Only)

References

- Dewett, K.K., M H Navalur (2006), (Reprint edition): Modern Economic Theory, S. Chand & Co., Delhi.
- Salvatore, D: (2008), Microeconomics: Theory and Practice, 5TH Edition, OUP.
- Agarwal, H.S (2009), Microeconomic, ANE Books Pvt Ltd.
- Samuelson. P.A. Nordhaus (2010), Economics, 19th Edition, Tata McGraw Hill.
- Dwivedi, D.N(2016), Microeconomics: Theory and Applications, 3rd Ed, Vikas Publishing House

MODEL QUESTION PAPER
19UEC131: FOUNDATIONS OF ECONOMIC THEORY

Time: 3Hrs

Max Marks: 80

Section – A

Answer all questions. Each question carries 1 mark.

1. Perfect Competition
2. Utility
3. Consumption
4. Positive Economics
5. Elasticity of demand
6. Production function
7. Consumer Surplus
8. Fixed cost
9. Supply
10. Factor payments

(10x1=10 Marks)

Section – B

Write short notes on any 8 of the following. Each question carries 2 marks.

11. Differentiate Micro and Macroeconomics.
12. What are the factors of production?
13. Write the Scarcity definition of Economics.
14. Define the Law of demand.
15. What is monopolistic competition?
16. What is cardinal and ordinal utility?
17. Differentiate average revenue and marginal revenue.
18. Mention the determinants of supply.
19. What is the difference between average cost and marginal cost?
20. What is cross elasticity of demand?
21. Mention some of the significance of the study of Economics.
22. State the Welfare definition of Economics.

(8x2 = 16 Marks)

Section – C

Answer six of the following. Each question carries 4 marks

23. Mention the features of monopoly market.
24. What are the limitations of Economics?
25. Briefly explain the concepts of revenue.
26. What are the factors determining demand?
27. What is positive and normative economics?
28. Write down the major degrees of price elasticity of demand.
29. Economics – An Art or a Science. Justify?
30. What are the basic economic problems of an economy?
31. Briefly explain the expansion and contraction in demand.

(6x4 = 24 Marks)

Section – D

Answer two of the following. Each question carries 15marks.

32. Explain the nature and scope of economics.
33. Discuss the short run and long run production function?
34. Explain the Law of Diminishing Marginal Utility.
35. Bring out the meaning and features of perfect and imperfect competition.

(2x15 = 30 Marks)

Semester II
Language Course III
19UENS211: ENVIRONMENTAL STUDIES

Credits: 4

Total Lecture Hours: 90 (5/week)

Course Outcome

The course seeks to introduce students to the major concepts of environmentalism, conservation, intellectual property rights and human rights.

The Course aims to develop a world population that is aware of and concerned about the environment and its associated problems and which has the knowledge, skills, attitudes, motivations and commitment to work individually and collectively towards solutions of current problems and prevention of new ones.

COURSE OUTLINE

MODULE 1

Unit 1: The Multidisciplinary Nature of Environmental Studies

Significance of Environmental Studies, Definition, scope and importance, WED - Need for public awareness.

Literary Section: Matthew Olzmann's *Letter to Someone Living Fifty Years from Now*

Unit 2: Natural Resources

History of our Global Environment, Changes in Land and Resource use, Earth's Resources and Humans – Atmosphere, Hydrosphere, Lithosphere, Biosphere

Natural cycles between the spheres, Renewable and Non-renewable resources, Natural Resources and Associated problems – Sustainable lifestyles

- a. Forest resources: Importance, Functions, Use and over-exploitation, deforestation.
- b. Water resources: Sources of Water, Use and over-utilization of surface and ground water, Global climate change – floods, drought, conflicts over water, Sustainable water management, Dams.
- c. Mineral resources: Strategic Mining, Mining, Conservation of Mineral Resources, Use and exploitation
- d. Food resources: World food problems, Food security, Fisheries, Loss of Genetic Diversity, Alternate food sources

Assignment Topic: Energy resources: Growing energy needs, Types of energy – Conventional or Non-renewable Energy sources, Oil and its environmental impacts, Coal and its environmental impacts., Renewable energy – hydroelectric power – drawbacks, Solar energy, Photovoltaic energy, Solar thermal electric power, Biomass energy, Biogas, Wind power, Tidal and Wave power, Geothermal energy, Nuclear power, Energy conservation

- e. Land resources: Land as a resource, land degradation. Soil Erosion

Role of an individual in the conservation of Natural Resources – Equitable use of Resources for Sustainability.

Literary Section: Sugatha Kumari's *Hymn to the Tree*

MODULE 2

Unit 3: Ecosystems

Concept of an Ecosystem, Understanding Ecosystems, Ecosystem degradation, Resource Utilisation, Structure and functions of an ecosystem, Biotic components – Producers, consumers and decomposers. Abiotic components – Physical factors – Chemical Factors – Biotic community and Tropic level – Food chains, food webs and ecological pyramids. Energy Flow in the Ecosystem – The Water Cycle, The Carbon Cycle, The Nitrogen cycle – Integration of Cycles in Nature, Ecological Succession - Types of Ecological succession.

Assignment Topic

Types of Ecosystem: Terrestrial and Aquatic - Forest ecosystem, Grassland ecosystem, Desert ecosystem, Cropland Ecosystem, Mangrove Ecosystem, Aquatic ecosystems – Pond, lake, wet land, River, Delta and Marine – Threats to Aquatic Ecosystems, Conservation of Aquatic Ecosystems – Mullaperiyar Issue - Assignment

Literature: Wangari Maathai's *Unbowed*

Unit 4: Biodiversity and Its Conservation

Introduction to Biodiversity, definition, Classification: Genetic, Species and Ecosystem diversity. Evolution and the Genesis of Biodiversity, Biogeographic classification of India, India's Biogeographic zones, Value of Biodiversity – Consumptive Use Value and Productive Use Value, Social Values, Ethical and Moral values, Aesthetic value, Option Value. Biodiversity at Global, National and Local levels, India as a Mega Diversity Nation. Hot-spots of

biodiversity.

Assignment Topic: Threats to biodiversity: habitat loss, poaching of wildlife, human/wildlife conflicts. Endangered and endemic species of India. Conservation of biodiversity: in-situ and ex-situ conservation of biodiversity. Humans and the Web of life, Rights of Species
Literature: Olivia Judson's *Big Bird*

MODULE 3

Unit 5: Environmental Pollution

Definition of Environmental pollution, Classification of Pollutants.

Major forms of Pollution: Air pollution – Causes, Effects, Ozone Depletion, Control Measures, Water pollution – Causes, Consequences, State of India's Rivers, Ganga Action Plan- Assignment Topic. Control Measures, Soil pollution – Causes, Effects, Control measures. Marine pollution – Causes, Effects, Control Measures. Pollution due to organic wastes, Control measures, Noise pollution – Causes, Effects, Control Measures. Acid rain, Greenhouse Effect, Thermal pollution – Causes, Effects, Controlling Thermal Pollution. Nuclear hazards – Sources, Effects, Radiation Control Measures.

Waste: Solid Waste Management Classification, Role of Individuals, Disaster management – **Case Study:** Endosulfan Tragedy, "Marble Cancer" of Taj Mahal, Chernobyl disaster in Ukraine, The Exxon Valdez Oil Spill, Chandigarh as "City Beautiful", The Swachh Bharat Abhiyan, Plachimada struggle in Palakkad

Literature: *God's Own Country*, an extract from Arundhati Roy's *God of Small Things*

Unit 6: Social Issues and the Environment

Introduction to Social Issues and the Environment – From unsustainable to sustainable development. Think Globally, Act Locally. Urban problems related to energy, Water conservation and Strategies, Rain water harvesting, Watershed management. Resettlement and Rehabilitation of people: Problems and concerns, Environmental ethics: Issues and possible solutions, Equity-Disparity in the Northern and Western Countries, Urban and Rural Equity, Gender Equity, Preservation of resources for future generations. The Ethical Basis of Environmental Education and Awareness. Conservation Ethic and Traditional value systems of India,

Assignment Topic: Environmental Issues of Grave Consequences: Climate change, Global warming, Acid rain, Ozone Layer depletion, Nuclear Accidents and Nuclear Holocaust, Wasteland reclamation, Consumerism and Waste Products, The Environment Protection Act, Issues involved in Enforcement of Environmental Legislation – Environment Impact Assessment, Citizen actions and Action Groups, Environmental Clearance. Public Awareness
Literature: Salim Ali's *Man and Nature in India: The Ecological Balance*

MODULE 4

Unit 7: Human Population and the Environment

Introduction to Human Population and the Environment, Urbanisation, Environment day and Human health, Human Rights, Value Education, Women and Child Welfare. Role of Information technology in Environment and Human health

Literature: Sujatha Devi's *Government Protocol*

Books for Reference: Core Text: 'Our Fragile Earth - Home' [To be published by the Dept]

- Adams, W.M. Future Nature: A Vision for Conservation. London: Earthscan, 2003.
- Arnold, David and Ramachandra Guha, ed. Nature, Culture and Imperialism: Essays on the Environmental History of South Asia. New Delhi: Oxford UP, 2001.
- Bahuguna, Sunderlal. "Environment and Education". The Cultural Dimension of Ecology. Ed. Kapila Vatsyayan. New Delhi: D.K. Printworld. 1998.
- Carson, Rachel. Silent Spring. Boston: Houghton Mifflin, 1962.
- Guha, Ramachandra- Environmentalism: A Global History, New Delhi: Oxford UP, 2000.
- Hayward, Tim. Ecological Thought: An Introduction: Cambridge; Polity, 1994.
- Merchant, Carolyn. The Death of Nature. New York: Harper, 1990.
- Gleick H.P. 1993. Water in Crisis, Pacific Institute for Studies in development Environment and security. Stockholm Env Institute. OUP 473 p.
- Heywood V and Watson R.E. 1995. Global biodiversity Assessment. CUP 1140p
- Odum F.P. 1971. Fundamentals of Ecology. W.B Saunders Co. USA 574p
- Rao. M. N and Dutta A.K. 1987. Waste Water Treatment. Oxford and IBH Publ Co Pvt.
- Wagner K.D. 1998. Environmental Management. W.B Saunders Co. Philadelphia, USA. 499p.

MODEL QUESTION PAPER
19UENS211: Environmental Studies

Time: Three hours

Maximum Marks: 80

Section-A

Answer **all the questions**, each in a word or a sentence. Each question carries 1 mark.

1. Define the term environment.
2. Name the three 'R' s.
3. What forms the abiotic part of nature?
4. Bhopal Gas Leak Tragedy was caused by the release of _____ gas.
5. Expand IUCN.
6. What is ecocriticism?
7. What, according to Salim Ali, is the most important remedy for ecological balance?
8. How did the river appear in Rahel's eyes??
9. Why are humans called "ungrateful ones"?
10. What sinks to grief according to Frost?

(10 x 1 = 10 marks)

Section-B

Answer **any eight** of the following. Each question carries 2 marks.

11. Write a brief note on the four dynamic constituents of the environment.
12. What is deforestation?
13. Write a note on Women and Child Welfare
14. Explain watershed management.
15. What are the main characteristics of biodiversity hotspots?
16. What is Municipal Solid Waste?
17. Why is the History House described as having turned its back on Ayemenem?
18. What is Chandiram's complaint against the narrator?
19. How are frogs useful in paddy cultivation?
20. What were Wangari Maathai's mother's views about the fig trees?
21. Why is the tree compared to Lord Neelakanta?
22. What does the phrase "seagulls rippled with jet fuel" refer to?

(8 x 2 = 16 marks)

Section-C

Answer **any six** of the following. Each question carries 4 marks.

23. Define alternate food sources.
24. What are the important methods of conservation of biodiversity?
25. Write a short note on rainwater harvesting.
26. Write a note on AIDS.
27. Why is Environmental Studies considered multidisciplinary in scope?
28. Why is the Australian rainforest described as a living museum?
29. What does Salim Ali mean by saying that senseless use of advanced technology has tended to boomerang on humans?
30. Describe the ambience around the stream named Kanungu.
31. How does the narrator seek to establish that her generation was capable of refined thinking?

(6 x 4 = 24 marks)

Section- D

Answer **any two** of the following, each in about three hundred words. Each question carries 15 marks.

32. Discuss the various types of pollution and the effective strategies to contain them.
33. What is an ecosystem? What are the main types of ecosystems?
34. How does Sugatha Kumari present the importance of tree to the environment as a whole and to humans in particular?
35. Why does Sujatha Devi say, "Summits should take place inside the mind. Not at Rio"?

(15 x 2 = 30 marks)

Language Course IV

19UEN212.1: ENGLISH GRAMMAR AND COMPOSITION

Credits: 3

Total Lecture Hours: 72 (4/week)

Course Outcome:

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

1. Have an appreciable understanding of English grammar.
2. Produce grammatically and idiomatically correct spoken and written discourse.
3. Spot language errors and correct them.
4. Have a good understanding of modern English grammar.
5. Produce grammatically and idiomatically correct language.
6. Improve their verbal communication skills.
7. Minimise mother tongue influence.
8. Write essays and letters on general topics enabling them to excel in competitive exams
9. Write CVs and Resumes to apply for various posts

COURSE OUTLINES

Module 1

Parts of Speech – Infinitive – gerund – nouns – pronouns- adjectives – verbs – adverbs – prepositions – conjunctions – determiners

Module 2

Sentence types – simple – complex – compound – sentence types based on sense – interrogative – assertive – negative – imperative – exclamatory – modal verbs– conditional clauses.

Module 3

Tenses – articles – voices – active – passive – reported speech. Subject verb agreement – Remedial grammar

Module 4

Précis writing – comprehension – letters – CV – cover letter – reports – essays.

Core Text: Hart, Steven, Aravind R. Nair and Veena Bhambhani. *Embark English for Undergraduates*. CUP, 2016.

Further Reading:

1. Moothathu, V. K. Concise English Grammar. Oxford University Press, 2012.
2. Leech, Geoffrey et al. English Grammar for Today: A New Introduction. 2nd Edition. Palgrave, 2008.
3. Carter, Ronald and Michael McCarthy. Cambridge Grammar of English. CUP, 2006.
4. Greenbaum, Sidney. Oxford English Grammar. Indian Edition. Oxford University Press, 2005.
5. Sinclair, John ed. Collins Cobuild English Grammar. Harper Collins Publishers, 2000.
6. Driscoll, Liz. Common Mistakes at Intermediate and How to Avoid Them. CUP, 2008.
7. Tayfoor, Susanne. Common Mistakes at Upper-intermediate and How to Avoid Them. CUP, 2008.
8. Powell, Debra. Common Mistakes at Advanced Level and How to Avoid Them. CUP, 2008.
9. Burt, Angela. Quick Solutions to Common Errors in English. Macmillan India Limited, 2008.
10. Turton. ABC of Common Grammatical Errors. Macmillan India Limited, 2008.
11. Leech, Geoffrey, Jan Svartvik. A Communicative Grammar of English. Third Edition. New Delhi: Pearson Education, 2009.

MODEL QUESTION PAPER
19UEN212.1/19UEN211.2: English Grammar and Composition

Time: **Three hours**

Maximum Marks: **80**

Section A

Fill in the blanks as directed. **Answer all the questions.**

1. She plays the violin well,.....? (Add a suitable question tag)
2. The leaves fluttered _____ in the breeze. (Use the correct adverbial form of “slight”)
3. Chinese is a language I find difficult. (Fill in with a suitable relative pronoun)
4. Gayathri _____ sing at the concert ((Choose will/could))
5. Sanjay has been living here 2000. (Choose for/since)
6. It is a deserted street. (Identify the adjective)
7. Neither of the boys absent. (Choose is/are)
8. Prevention is..... than cure. (Fill in with the suitable comparative)
9. The teacher put the papers the drawer.(Supply a suitable preposition)
10. Pass the salt, please. (Identify the type of sentence)

(10 x 1 = 10 marks)

Section B

Answer any eight of the following questions as directed:

11. Fill in the blanks using “a”, “an”, “the’ or the “zero article”, wherever they are appropriate
_____ chair I am sitting on is hard. But with _____ couple of pillows, I can make myself comfortable.
Do you mind giving me _____ red pillow placed on _____ cot there?
12. Correct the following sentences:
 1. Despite of his illness he came to school.
 2. I am still remembering his service.
13. Rewrite the sentences beginning with “It”:
 1. To smoke too much is dangerous.
 2. This problem is not easy to solve.
14. Convert the following sentences as directed:
 1. How cold it is today! (Change into assertive)
 2. She obeys her parents. (Change into a question.)
15. Change into comparative and positive:
Bangalore is the cleanest city in India.
16. Use the correct form of Question tag:
 1. She expects to meet him at the station.
 2. He hid behind the door.
17. Use the correct tense form of the verbs given in brackets:
 1. He never (talk) while he (drive) a car.
 2. By next year, he..... (complete) this novel and started the next.
18. Rewrite as directed.
 1. She came back. (Put the following adverbs – at six; hurriedly; to her room – in the right order)
 2. She has a ribbon. (Put the following adjectives – blue, long – in the right order)
19. Do as directed.
 1. When I saw her last, she (live) with her aunt. (Use the correct tense form)
 2. He was killed by a robber by a knife. (Correct the sentence)
20. Rewrite as directed
 1. I am interested in cooking, and _____ prepare a feast in two hours. (Use can/could)
 2. The thief saw the police. He fled. (Combine the sentences using no sooner . . . than)
21. Rewrite the sentences.
 1. He talks English in a fluent way. (Convert the underlined phrase into an adverb)
 2. He is known for his honesty. (Convert the underlined noun into an adjective)
22. Fill in the blanks with the appropriate adverb or adjective
 1. The drunkards behaved _____ towards one another. We are experiencing _____ weather today. (rough/roughly)
 2. I can _____ understand what you have written. You have to work _____ to improve your handwriting. (hard/hardly)

(8 x 2 = 16 marks)

Section C

Answer **any six** questions from the following sections (23 to 31):

23. Correct the following sentences: (All questions should be attempted)

1. The chief guest gave a brilliant speech.
2. When I entered the room, I found my watch is stolen.
3. Ooty is notorious for its sceneries.
4. He carried all his luggages alone.

24. Fill in the blanks with appropriate tense forms

I _____ just _____ (finish) my project here in the US. Now I _____ (go) back to Nigeria. I _____ (stay) there for the rest of my life. It _____ (be) summer in Nigeria this time of the year. I _____ (know) this but all my life I _____ (think) of “overseas” as a cold place of woollen coats and snow. So I _____ (buy) the thickest sweaters I could find.

25. Rewrite as directed. (All questions should be attempted)

1. On Teacher’s Day, students of our school handle all the classes (Change into passive)
2. The Redfort is a very fascinating historical monument in India. (Change into the Comparative Degree)
3. Among all the professions, medicine is the oldest. (Change into Positive)
4. Vivek said, “The boys in the room are practicing a song to be sung at the Annual Day”. (Change into indirect speech)

26. Rewrite as directed. (All questions should be attempted)

1. Prakash said, “My parents are coming home tomorrow so I have arranged a party”. (Rewrite into reported speech)
2. She said, “What a lovely flower!” (Change into indirect speech)

27. Change the voice:

1. The teacher has given a book to Ravi.
2. The CEO is briefing the Secretary on the corrections to be made in the speech.
3. My friend stole my watch.
4. Ravi buys chocolates for me from the newly opened Bakery.

28. Your parents have visited you in your boarding school. Introduce your best friend to your parents.

29. Write five sentences on the “Importance of Value Education Classes”.

30. Write a paragraph on “Reading”.

31. Imagine you are the headmaster of a school. Write a letter to a book distributor regarding the purchase of books for the school library, requesting information about the price, availability of discounts etc.

(6x 4 = 24 marks)

Section D

Answer **any two** of the following:

32. You are Abhisekh Sharma, a postgraduate in Journalism. Prepare a cover letter and resume for the post of Sub-editor in “The Indian Chronicles”, leading English daily.

33. (i) Write a précis on the following passage. (7 marks)

Differences, big or small, can always be noticed even within a national group, however closely bound together it may be. The essential unity of the group becomes apparent when it is compared to another national group, though often the differences between two adjoining groups fade out or intermingle near the frontiers, and modern developments are tending to produce a certain uniformity everywhere. In ancient and medieval times, the idea of the modern nation was non-existent, and feudal, religious, racial or cultural bonds had more importance. Yet I think that at almost at any time in recorded history an Indian would have felt more or less at home in any part of India and would have felt as a stranger and alien in any other country. He would certainly have felt less of a stranger in countries which had partly adopted its culture or religion. Those who professed religion of non-Indian origin, or, coming to India, settle down here, became distinctively Indian in the course of a few generations, such as Christians, Jews, Parsees, Muslims. Indian converts to some of these religions never ceased to be an Indian on account of their change of faith. They were looked upon in other countries as Indians and foreigners, even though there might have been a community of faith between them. (217 words)

(ii) Answer the following questions from the passage given above: (8 marks)

1. Which phenomenon is noticed at the frontiers of different nations?
2. What features were prominent in ancient times?
3. What happened to the immigrants in India in the course of a few generations?
4. What is the quality of Indian converts?

(7+ 8 = 15 marks)

34. Write an essay on “The Role of Media” (Answer in about two to three pages)

(15 marks)

35. Write a report on the following topic in about 300 words.

Stray dog menace in your locality.

(15 marks)

Language course V (Additional Language II)

19UFR211.1: TRANSLATION AND COMMUNICATION IN FRENCH

No of Credits: 3

No of hours: 4 Hrs/week

COURSE OBJECTIVES:

1. To ameliorate the level of language proficiency
2. To analyse the translated texts.
3. To enhance the ability to translate to the target language.

COURSE OUTCOME:

The students would be able to enhance their communication skills with the assistance of translation.

SYLLABUS:

NAME OF TEXT: ECHO-A1 méthode de français

Authors: J. Girardet & J. Pecheur

Publisher: CLE INTERNATIONALE

- Leçon 3 : On se détend ? (Pages : 22 -29)
- Leçon 4 : Racontez-moi (Pages : 30 – 44)
- Leçon 5 : Bon Voyage ! (Pages : 46 – 53)

Reference books:

- Connexions – Niveau 1 By Régine Mérieux and Yves Loiseau
- Le Nouveau Sans Frontières Vol I by Philippe Dominique
- Panorama Vol I by Jacky Girardet

MODEL QUESTION PAPER

19UFR211.1: TRANSLATION & COMMUNICATION IN FRENCH

TIME: 3HRS

MAX MARKS: 80

PART-A

Répondez à toutes questions suivantes:

1. Quels loisirs aimez-vous ?
2. Qui est Jean Paul Sartre ?
3. Qu'est-ce que c'est « TV5 Monde » ?
4. Nommez un monument français ?
5. Qu'est-ce que c'est « SNCF » ?
6. Qu'est-ce que c'est « le Nouvel Observateur » ?
7. Quelles villes connaissez-vous en France ?
8. Quelle heure est-il maintenant ?
9. Nommez deux moyens du transport ?
10. Qui est le président actuel de la France ?

(10x1=10)

PART-B

Répondez à 8 questions suivantes :

11. Ecrivez en chiffres:
 - a. Trois heures dix
 - b. Cinq heures et quart
 - c. Huit heures moins vingt-cinq
 - d. Midi
12. Répondez par « vrai » ou « faux » :
 - a. Le français est très utilisé en Suisse et au Maroc.
 - b. Le Québec est une région de France.
 - c. Une commune est un petit village.
 - d. Les Français déjeunent entre 14h et 15h 30.
13. Complétez avec les prépositions qui conviennent :
 - a. Antonio est né Espagne.
 - b. Il est venu Paris pour passer une semaine de vacances.
 - c. Il est arrivé hier 10 heures.
 - d. Il habiteun ami.
14. Choisissez le bon article :
 - a. Le week-end, Marie fait [le/du] sport. Elle aime [le/du] tennis. Elle fait aussi [un/du] vélo avec des amis.
 - b. Je connais [le/un] bon restaurant sur l'avenue des Champs-Élysées.
15. Quels sont les jours de la semaine ?
16. Rédigez un message de deux phrases :
 - a. Vous recevez l'invitation d'une amie pour la soirée au Saturne. Vous refusez.
17. Traduisez en français :
 - a. Are you interested ?
 - b. Clermont is a pleasant city.
 - c. See you soon.
 - d. Paul and Sophie work together.
18. Faites des comparaisons:
 - a. Entre L'Australie et La France
 - b. Entre Paris et Milan
19. Complétez avec « ce, cet, cette, ces » :
 - a. Qui sontpersonnages ?
 - b. Je connais.....acteur. c'est Depardieu.
 - c. Etchanteuse, c'est Laurie.
 - d. Regardevisiteur. C'est un personnage de cire !

20. Complétez avec « moi, toi, lui, elle, nous, vos, eux, elles » :
- Flore fait du sport avec Pierre et Antoine ?
- Oui, elle fait du tennis avec
 - Flore habite chez Marie ?
- Oui, elle habite chez
 - Elle travaille pour M. Dumont ?
- Oui, elle travaille pour
 - Elle vient en vacances avec nous ?
- Oui, elle vient avec
21. Complétez avec « pouvoir, vouloir, devoir » :
- Tufaire du ski ?
- Je voudrais bien mais je nepas skier.
 - Et toi, Flore, tu viens ?
- Désolée. Je nepas. Jetravailler tout le week-end.
22. Formulez les informations suivantes comme dans l'exemple :
- Ex : 03-02-1970. Naissance de Celia. → Celia est née le 3 février 1970.
1992. Entrée à l'université.
 - Juin 1995. Diplôme de professeur d'anglais.
 - 25-08-1994. Rencontre avec William
 - Septembre 1998. Départ pour l'Australie.

(8x2=16)

PART-C

Répondez à 6 questions suivantes :

23. Mettez les verbes au passé composé :
- « Je (aller) au cinéma avec Pierre. Nous (voir) un film très amusant. Puis nous (faire) une promenade au jardin des Tuileries. Après, je (rentrer) chez moi. »
24. Ecrivez l'heure :
- 09 :20
 - 15 :30
 - 16 :45
 - 00 :15
25. Trouvez les questions:
-? Non, Je n'ai pas compris.
 -? Non, Je n'ai pas lu le texte.
 -? Oui, J'ai travaillé bien.
 -? Oui, j'ai écouté bien.
26. Accordez les mots entre parenthèses :
- « [Cher] Eva,
Je suis à Paris pour quinze [jour] avec des [copain]. C'est une très [beau] ville. »
27. Répondez :
- Est-ce que Tina est française ? Non, elle.....
 - Est-ce qu'elle parle bien français ? Non, elle.....
 - Est-ce qu'elle apprend le français ? Oui, elle
 - Est-ce qu'elle a des amis à Paris ? Oui,
28. Traduisez en anglais :
- « Chers amis,
Il fait beau. La mer est bonne et l'île d'Oléron est magnifique. Laurent fait du gold. Moi, du vélo. On rencontre des gens sympas. Voulez-vous venir le week-end du 24 ? On a envie de découvrir deux ou trois restos avec vous. »
29. Complétez avec les adjectifs possessifs :
- « Noémie montre des photos à Lucas »
- Regarde ! Voiciappartement à Laval.
 - Ici, c'est la maison de.....parents avecjardin.

- Voici,amie Charlotte.

30. Traduisez en anglais :

« Je me suis inscrite à une école de langue pour travailler mon français. J'ai eu mon premier cours. Je suis rentrée à 10 heures, fatiguée. Je suis allée sur Internet et J'ai chatté jusqu'à minuit. J'adore parler avec Tom. Il connaît le monde entier. »

31. Traduisez en français :

- a. Of course! We can also take a taxi.
- b. Do you want to come to discover the region?
- c. They do a lot of activities.
- d. I am very happy.

(6x4=24)

PART-D

Répondez à 2 questions suivantes:

- 32. Vous allez habiter en France chez madame et monsieur Duval. Ils ne vous connaissent pas. Ecrivez-leur pour vous présenter. Indiquez votre nom, votre âge, votre profession, votre nationalité, votre niveau en français, vos loisirs.
- 33. Vous avez visité la ville de Cannes. Vous écrivez une carte postale à une amie. Rédigez cette carte postale.
- 34. Choisissez un voyage que vous avez fait et présentez-le.
- 35. C'est vendredi soir. Vous êtes seul(e). vous n'avez pas envie de rester chez vous. Vous avez envie de sortir. Vous téléphonez à vos amis. Rédigez ce dialogue.

(2x15=30)

Language course V (Additional Language II)
19UHN211.1: FICTION, SHORT STORY & NOVEL

No of Credits: 3

No of hours: 4 Hrs/week

Aims of the Course / Objectives

To guide the students to the world of Hindi Fiction (Novel and short story). To develop the capacity of creative process and communication skills.

Course Outcome

The fiction generally activates the consciousness among young people. To facilitate in students a love for reading, assessing the character and the use of language. Develop many essential skills of vocabulary enhancement and sentence structure.

Module 1

Short story – ‘Swarna Kahaniyam’ – edited by

Dr. Girijakumari R.

Published by Lokbharathi Prakashan, Allahabad

Stories to be studied (Detailed)

- | | |
|---------------------------|----------------------|
| 1. Dooth ka Dam | - Premchand |
| 2. Heelibone ki Bathakein | - Agyeya |
| 3. Hathiyare | - Amarkanth |
| 4. Nail cutter | - Udaya Prakash |
| 5. Hari Bindi | - Mridula Garg |
| 6. No Bar | - Jayaprakash Kardam |

Module 2

Novel (Non-Detailed)

Mobile - Kshama Sharma

Rajkamal Prakashan, Delhi

Books for General Reading

- | | |
|------------------------------------|---|
| 1. Adhunik Hindi Kahani | - Dr. Lakshmi Narayan Lal
Vani Prakashan |
| 2. Hindi Kahani ka Ithihas 1, 2, 3 | - Gopal Rai
Raj kamal Prakashan |
| 3. Hindi Upanyas ka Ithihas | - Gopal Rai
Rajkamal Prakashan |
| 4. Adhunikatha aur Hindi Upanyas | - Indranath Madan, Rajkamal Prakashan |
| 5. Kahani, Nayi kahani | - Namvar Singh, Rajkamal Prakashan |

FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM
Second Semester B.A/B.Sc Degree Examination
Language Course (Additional Language II) - HINDI
19UHN 211.1 Fiction, Short Story & Novel
(2019 Admission onwards)

Time : 3 Hrs.

Max.Marks : 80

I. एक शब्द या वाक्य में उत्तर लिखिए?

1. प्रेमचन्द का जन्म कहाँ हुआ?
2. मधू का पूरा नाम क्या है?
3. 'नदी के द्वीप' किसका उपन्यास है?
4. नवीन खन्ना क्या काम करता है?
5. चन्द्रा कौन है?
6. मधु और फरहत कहाँ काम करती थी?
7. 'पालगोमरा का स्कूटर' किसका कहानी संग्रह है?
8. मधु की बेटियों के नाम लिखिए?
9. राजेश किस कहानी का पात्र है?
10. फरहत के अनुसार आजकल टी.वी. पर कैसी सीरियलों की बाढ़ आयी है? (1×10=10 marks)

II. किन्हीं आठ प्रश्नों के उत्तर पचास शब्दों में लिखिए?

11. मधु ने टी.वी में युद्ध का कौन-सा दृश्य देखा?
12. प्रेमचन्द के चार उपन्यासों के नाम लिखिए?
13. मधु की माँ ने अपनी नौकरी क्यों छोड़ दी?
14. बाबु महेशनाथ कौन थे? गाँव के जच्चेखानों के सुधार में क्या-क्या बाधाएँ थी?
15. फरहत क्यों कहती है कि 'घर की राजनीति, देश की राजनीति से ज़्यादा मुश्किल है'?
16. शिकार की तलाश में गये हीली-बोन और कैप्टन दयाल ने लोमड़ी के बिल में क्या देखा?
17. फरहत की पारिवारिक स्थिति कैसी है?
18. कहानीकार जयप्रकाश कर्दम का परिचय दीजिए?
19. मधु मोबाइल क्यों खरीदना चाहती है?
20. महिला स्वतंत्रता का चित्रण हरी बिन्दी में कैसे किया है?
21. दफ़्तर के लोग मधु को सत्य हरिश्चन्द्र की नातिन क्यों कहते थे?
22. माँ अपनी हथेली कथावाचक के सामने क्यों फैला दी? (2×8=16 marks)

III. किन्हीं छह प्रश्नों के उत्तर 120 शब्दों में लिखिए?

23. 'प्रेमचन्द अब भी समकालीन है' - पठित कहानी के आधार पर विचार कीजिए।

24. विट्ठल भैया और मधु के संबन्ध पर प्रकाश डालिए?
25. कैप्टन दयाल ने हीली-बोन की क्या सहायता की?
26. “वह एक रात को चुपके से मेरे घर आ पहुँचा। गिड़गिड़ाकर बोला जब तक मदद न करेंगे, मेरी किताब लिखी नहीं जाएगी। मुझे दया आ गई कि आदमी शरीफ है और इस के लिए कुछ कर देना चाहिए।” सप्रसंग व्याख्या कीजिए।
27. फरहत का चरित्र-चित्रण कीजिए।
28. हरी बिन्दी की नायिका पात्र की विशेषताएँ लिखिए?
29. ‘नो बार’ कहानी का उद्देश्य क्या है?
30. मधु को इन्क्रीमेन्ट मिलने पर साथियों की प्रतिक्रिया क्या थी?
31. क्षम शर्मा के व्यक्तित्व और कृतित्व पर प्रकाश डालिए?

(4×6=24 marks)

IV. किन्हीं दो प्रश्नों के उत्तर 250 शब्दों में लिखिए?

32. उपन्यास के तत्वों के आधार पर ‘मोबाइल’ उपन्यास की समीक्षा कीजिए?
33. ‘दूध का दाम’ कहानी सामाजिक रीति-रिवाजों पर तीखा प्रहार है।” इस उक्ति की आलोचन कीजिए?
34. ‘हत्यारे’ कहानी की कथावस्तु संक्षेप में लिखकर उसकी विशेषताओं पर प्रकाश डालिए?
35. मधु का चरित्र-चित्रण कीजिए?

(15×2=30 marks)

സെമസ്റ്റർ	:	II
കോഴ്സ് കോഡ്	:	19 UML 211.1
ലാംഗ്വേജ് കോഴ്സ്	:	V (അഡീഷണൽ ലാംഗ്വേജ് : II)
സമയക്രമം	:	ആഴ്ചയിൽ 4 മണിക്കൂർ
ക്രെഡിറ്റ്	:	3

ഗദ്യസാഹിത്യം

പഠനലക്ഷ്യങ്ങൾ, ഫലങ്ങൾ:

1. വിദ്യാർത്ഥികളുടെ ആശയവിനിമയശേഷി വർദ്ധിപ്പിക്കുക.
2. ഔദ്യോഗിക/ഭരണകാര്യങ്ങളും ശാസ്ത്രവിഷയങ്ങളും മലയാളഭാഷയിലൂടെ അവതരിപ്പിക്കാനുള്ള കഴിവാകുക.
3. ഭാഷാപരമായ പാകപ്പിഴകൾ പരിഹരിക്കുക, ഭാഷാശുദ്ധിനിലനിർത്തുക
4. വിവർത്തനത്തിൽ പ്രായോഗിക പരിശീലനം നൽകുക:
5. മാധ്യമ മലയാളത്തിൽ വിനിമയലോകം മനിലാക്കുക.
6. മലയാള ഗദ്യസാഹിത്യത്തിലെ പ്രധാനസാഹിത്യ കൃതികൾ പരിചയപ്പെടുത്തുക
7. രചനകളെ സ്വയം വിശകലനത്തിന് വിധേയമാക്കുക.

പാഠ്യപദ്ധതി

മൊഡ്യൂൾ ഒന്ന് (27 മണിക്കൂർ) മാധ്യമ മലയാളം, ഉപന്യാസം

മാധ്യമങ്ങൾ-സമൂഹവും മാധ്യമങ്ങളും - മാധ്യമങ്ങൾ തുറന്നുതരുന്ന വിനിമയസാധ്യതകൾ - സൈബർമലയാളം - സൈബർസാഹിത്യം - സാഹിത്യേതര രചനകൾ

താഴെപ്പറയുന്ന ലേഖനങ്ങളുടെ വിശദപഠനം

1. മാധ്യമഭാഷ ഇന്ന് (മലയാളഭാഷയും ആഗോളവത്കരണവും) കേരള യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം ഡോ. അനിതകുമാരി
2. മലയാളകാല്പനികത - ഡോ.പി.വി. വേലായുധൻപിള്ള
3. ജീവിതമെന്ന അത്ഭുതം - (ആമുഖം) ഡോ. വി.പി.ഗംഗാധരന്റെ അനുഭവങ്ങൾ
4. നമ്മുടെ ലോകം നാം സൃഷ്ടിക്കുന്നു - കെ.പി. കേശവമേനോൻ
5. വാക്കിന്റെ വരവ് - (ആലോചന എന്ന സമാഹാരത്തിൽ നിന്ന്) എം.എൻ. കാരശ്ശേരി

മൊഡ്യൂൾ രണ്ട് (27 മണിക്കൂർ)

ചെറുകഥ

മലയാള ചെറുകഥയുടെ വികാസപരിണാമങ്ങളെപ്പറ്റിയുള്ള സാമാന്യജ്ഞാനം. ആഖ്യാന തന്ത്രങ്ങളുടെ വൈചിത്ര്യം. പ്രമേയത്തിലും രൂപശിൽപ്പത്തിലും സംഭവിച്ച മാറ്റങ്ങൾ എന്നിവ മനിലാക്കുന്ന തരത്തിലുള്ള ബോധനസമ്പ്രദായങ്ങൾ സ്വീകരിക്കുക.

1. എനിക്ക് ആത്മഹത്യ ചെയ്യാൻ മതിയായ കാരണമില്ലയോ? - സി.വി. കുഞ്ഞിരാമൻ
2. പൊതിച്ചോറ് - കാരൂർ
3. കടൽത്തീരത്ത് - ഒ. വി. വിജയൻ
4. പത്രം - സക്കറിയ
5. ഹിഗ്ഗിറ്റ് - എൻ. എസ്. മാധവൻ
6. വീഡിയോ ചിത്രങ്ങൾ - അഷ്ടമൂർത്തി
7. കൃഷ്ണഗാഥ - കെ. ആർ മീര
8. തല്പം - സുഭാഷ് ചന്ദ്രൻ

മൊഡ്യൂൾ മൂന്ന് (18 മണിക്കൂർ)

നോവൽ

മലയാളസാഹിത്യത്തിന്റെ വികാസ പരിണാമങ്ങളെക്കുറിച്ചുള്ള സാമാന്യജ്ഞാനം ഉാകുന്നതരത്തിലുള്ള ബോധനസമ്പ്രദായം സ്വീകരിക്കുക. (സന്ദർഭവും സ്വാരസ്യവും വ്യക്തമാക്കുകയെന്നതരത്തിലുള്ള ചോദ്യത്തിനു നാലുകെട്ടിന്റെ ആദ്യനാലധ്യായം മാത്രമേ ഉപയോഗിക്കാവൂ)

വിശദപഠനം:

നാലുകെട്ട്: എം.ടി വാസുദേവൻ നായർ

റഫറൻസ് ഗ്രന്ഥങ്ങൾ

1. സമ്പൂർണ്ണ മലയാള സാഹിത്യ ചരിത്രം - എഡിറ്റർ പത്മന രാമചന്ദ്രൻ നായർ
2. കൈരളിയുടെ കഥ - എൻ. കൃഷ്ണപിള്ള
3. ആധുനിക സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ - ഡോ.കെ.എം. ജോർജ്ജ്
4. മലയാളനോവൽ സാഹിത്യ ചരിത്രം - ഡോ.കെ.എം.തരകൻ
5. മലയാള ചെറുകഥാ സാഹിത്യചരിത്രം - ഡോ.എം.എം.ബഷീർ
6. നോവൽ സാഹിത്യം - കെ.സുരേന്ദ്രൻ
7. നോവൽ സ്വരൂപം - കെ.സുരേന്ദ്രൻ
8. നോവൽ സിദ്ധിയും സാധനയും - പി.കെ.ബാലകൃഷ്ണൻ
9. നോവൽ സാഹിത്യപഠനങ്ങൾ - ഡോ. ഡി.ബഞ്ചമിൻ
10. ആധുനിക നോവൽ ദർശനങ്ങൾ - കെ.എം. തരകൻ
11. ചെറുകഥാ പ്രസ്ഥാനം - എം.പി. പോൾ
12. ചെറുകഥ ഇന്നലെ, ഇന്ന് - എം. അച്യുതൻ
13. ചെറുകഥ - വാക്കുംവഴിയും - കെ.എസ്.രവീകുമാർ
14. നോവൽ പഠനങ്ങൾ - ഡോ.പത്മന രാമചന്ദ്രൻ നായർ
15. ചെറുകഥാ പഠനങ്ങൾ - ഡോ.പത്മന രാമചന്ദ്രൻ നായർ
16. കഥയും ഫാൻസിയും - ഡോ.വത്സലൻ വാതുശ്ശേരി
17. കഥയിലെ ആത്മീയസഞ്ചാരങ്ങൾ - ഡോ.ഇ. രമാഭായി
18. കഥ അനുഭവവും ആഖ്യാനവും - ഡോ.കെ.പി.അപ്പൻ
19. കഥയും ഭാവുകത്വപരിണാമവും - ഡോ.കെ.എസ് രവീകുമാർ
20. ഏകാന്തനഗരങ്ങൾ - ഡോ.പി.കെ രാജശേഖരൻ
21. ഭാരതപര്യടനം - കുട്ടികൃഷ്ണമാരാർ
22. മാധ്യമങ്ങളും മലയാളസാഹിത്യവും - കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
23. മാധ്യമങ്ങളും മലയാളസാഹിത്യവും - എം.വി. തോമസ്, കേരള സാംസ്കാരിക പ്രസിദ്ധീകരണവകുപ്പ്
24. തെറ്റില്ലാത്ത മലയാളം - പ്രൊഫ. പത്മന രാമചന്ദ്രൻ നായർ
25. തെറ്റുംശരിയും - പ്രൊഫ. പത്മന രാമചന്ദ്രൻ നായർ

FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM

Second Semester BA/BSc Degree Examination

CBCSS

Language Course

19UML211.1: ഗദ്യസാഹിത്യം

Model Question Paper

Time: 3Hrs.

Max. Marks: 80

Section A

ഒറ്റവാക്കിലോ പരമാവധി രണ്ടു വാക്യത്തിലോ ഉത്തരമെഴുതുക. 1 മാർക്കു വീതം.

1. മലയാളത്തിലെ ആദ്യ ചെറുകഥ ഏത്?
2. കാരൂരിന്റെ രണ്ട് കഥകളുടെ പേരെഴുതുക.
3. അധ്യാപക കഥകളെഴുതിയ ചെറുകഥാകാരൻ ആര്?
4. 'പത്രം' ആരുടെ ചെറുകഥയാണ്?
5. 'കുടല്പുരിന്റെ കഥാകാരൻ' എന്നറിയപ്പെടുന്നതാര്?
6. അസൂരവിത്ത് ആരുടെ നോവലാണ്?
7. 'വീഡിയോ ചിത്രങ്ങൾ' എന്ന കഥ എഴുതിയതാര്?
8. 'കുൾഡ്രിങ്' ആരുടെ ചെറുകഥയാണ്?
9. 'മാധ്യമഭാഷ ഇന്ന്' എന്ന ലേഖനത്തിന്റെ കർത്താവ്?
10. 'വാക്കിന്റെ വരവ്' ആരുടെ ലേഖനമാണ്?

(10x1=10മാർക്ക്)

Section B

അരപ്പുറത്തിൽ കവിയാതെ ഏതെങ്കിലും എട്ടെണ്ണത്തിന് ഉത്തരമെഴുതുക. 2 മാർക്ക് വീതം.

11. അധ്യാപക കഥ എന്ന നിലയിൽ പൊതിച്ചോറിന്റെ പ്രസക്തി വ്യക്തമാക്കുക.
12. പത്രം എന്ന ചെറുകഥയ്ക്ക് ഒരു ആസ്വാദനക്കുറിപ്പ് തയ്യാറാക്കുക.
13. മാധ്യമഭാഷയുടെ പ്രസക്തി വിശദമാക്കുക.
14. മലയാള സാഹിത്യത്തിൽ കാല്പനികതയ്ക്ക് എത്രത്തോളം പ്രാധാന്യമുണ്ട്? വിശദമാക്കുക.
15. 'ജീവിതമെന്ന അത്ഭുതം' എന്ന ലേഖനത്തിൽ ഡോ. വി. പി. ഗംഗാധരൻ വിശദമാക്കുന്ന അനുഭവങ്ങൾ എന്തെല്ലാം?

16. വാക്കിന്റെ ഉത്ഭവത്തെക്കുറിച്ച് എം. എൻ കാർശ്ശേരി കണ്ടെത്തുന്ന അഭിപ്രായങ്ങൾ എന്തെല്ലാം?
17. തെറ്റുണ്ടെങ്കിൽ തിരുത്തുക.
1. പീഡനം 2. പ്രക്രിതി 3. അർത്ഥം 4. രാജ്ഞി
18. തെറ്റു തിരുത്തുക.
അവിരാമമായി പെയ്തുകൊണ്ടിരുന്ന മഴയിലേക്ക് ഒടുവിൽ ഗത്യന്തരമില്ലാതെ അയാൾ സ്വയം ആത്മഹത്യ ചെയ്യുന്നതിനെക്കുറിച്ച് ആലോചിച്ചുകൊണ്ടിരുന്നു.
19. വീഡിയോചിത്രങ്ങൾ എന്ന കഥയിൽ ഉത്തരാധുനികതയുടെ അംശങ്ങൾ കണ്ടെത്താമോ? വിലയിരുത്തുക.
20. സി. വി. കുഞ്ഞിരാമന്റെ രചനാശൈലി വ്യക്തമാക്കുക.
21. നമ്മുടെ ലോകം എങ്ങനെയായിരിക്കണമെന്നാണ് കെ. പി. കേശവമേനോൻ അഭിപ്രായപ്പെടുന്നത്?
22. ആഗോളവൽക്കരണത്തെക്കുറിച്ച് ഡോ. ടി. അനിതാകുമാരിയുടെ അഭിപ്രായമെന്ത്?
(8x2=16മാർക്ക്)

Section C

ഏതെങ്കിലും 6 ചോദ്യങ്ങൾക്ക് ഒന്നരപുറത്തിൽ കവിയാതെ ഉത്തരമെഴുതുക. 4 മാർക്ക് വീതം.

23. എം. ടി. വാസുദേവൻനായരുടെ രചനാശൈലി 'നാലുകെട്ടി'നെ ആസ്പദമാക്കി പരിശോധിക്കുക.
24. മൂന്നിലൊന്നായി സംഗ്രഹിക്കുക.
എത്ര മഹത്തായ കവിതയെഴുതിയ കവിയാണെങ്കിലും പുതുതായി എഴുതുന്ന കവിതയെക്കുറിച്ച് വായനക്കാർ അതെങ്ങനെ സ്വീകരിക്കുമെന്നോർത്ത് ഉത്കണ്ഠപ്പെടുകയും വിറകൊള്ളുകയും ചെയ്യുന്ന കവിമനസ്സുകളെക്കുറിച്ച് കേട്ടിട്ടുണ്ട്. വലിയ എഴുത്തുകാരിലും ഇത്തരം ഉത്കണ്ഠകളുണ്ടാകാറുണ്ട്. എന്നാൽ നമ്മുടെ നാട്ടിലെ ചില കവികൾക്ക് തങ്ങളെഴുതുന്ന എല്ലാറ്റിനെക്കുറിച്ചും വലിയ മതിപ്പാണ്, അഭിമാനവുമാണ്. തങ്ങളുടെ കവിതകളുടെ മഹത്വം മനസ്സിലാക്കാത്ത നിരൂപകരോട് അവർക്ക് വിദ്വേഷമാണ്, പൂച്ഛവുമാണ്.
25. ആശയ വിപുലനം ചെയ്യുക.
“കാരസ്കരത്തിൻ കുരു പാലിലിട്ടാൽ
കാലാന്തരേ കയ്പു ശമിപ്പതുണ്ടോ”?
26. ആധുനിക ചെറുകഥയുടെ സവിശേഷതകൾ വിശദമാക്കുക.
27. മലയാളകവിതയിലെ കാല്പനികതയുടെ കടന്നുവരവ് എപ്രകാരമായിരുന്നു?
28. 'എനിക്ക് ആത്മഹത്യ ചെയ്യാൻ മതിയായ കാരണമില്ലയോ' എന്ന ചെറുകഥയ്ക്ക് ഒരു ആസ്വാദനം തയ്യാറാക്കുക.
29. ആധുനിക ചെറുകഥകളിൽ സക്കറിയയുടെ കഥകൾക്കുള്ള സ്ഥാനം വ്യക്തമാക്കുക.
30. ഉത്തരാധുനികതയുടെ സവിശേഷതകൾ വിശദമാക്കുക.

31. മലയാളത്തിലേക്ക് വിവർത്തനം ചെയ്യുക.

Twinkle twinkle little star
How I wonder what you are
Up above the world so high
Like a diamond in the sky

(6x4=24മാർക്ക്)

Section D

മൂന്നു പുറത്തിൽ കവിയാതെ ഏതെങ്കിലും രണ്ടു ചോദ്യത്തിന് ഉത്തരമെഴുതുക. 15 മാർക്ക് വീതം.

32. പരിസ്ഥിതിക കേന്ദ്രീകൃത വികസനത്തെക്കുറിച്ച് ഉപന്യസിക്കുക.
33. ആദ്യകാല ചെറുകഥകളുടെ സവിശേഷതകൾ ക്രോഡീകരിക്കുക.
34. മലയാള നോവൽ സാഹിത്യത്തിൽ 'നാലുകെട്ടി'നുള്ള പ്രാധാന്യം വിലയിരുത്തുക.
35. 'നമ്മുടെ ലോകം നാം സൃഷ്ടിക്കുന്നു' എന്ന ലേഖനത്തിൽ കെ. പി. കേശവമേനോൻ കണ്ടെത്തുന്നത് എന്തെല്ലാം? വിവരിക്കുക.

(2x15=30മാർക്ക്)

Core Course II

19UHY 241: CULTURAL FORMATION OF THE PRE-MODERN WORLD

Credits: 4

Hours: 6 (108 hrs)

Course Outcome

- Enable the students to engage with conceptual and general issues regarding culture and civilization of the ancient period.
- Inculcate an awareness among the students about the cultural heritage of mankind.
- Have a sound knowledge about changes that took place among the major cultures of world civilizations.
- Give an idea about the harmonious existence of the different sections of the people.

Module I (6 hrs)

Evolution of the Universe

Early Man-New Theories of Evolution of universe- 'God' particle theory-String theory-Genome theory-Human Origin-Charles Darwin-Spencer.

Module II (20 hrs)

Stone Age culture

Paleolithic- Mesolithic –Neolithic revolution and Chalcolithic stage.

Module III (30 hrs)

Bronze Age civilizations

Egyptian Civilization- Mesopotamian Civilization - Sumerian-Babylonian- Assyrian- Chinese Civilization-Indus Valley Civilization.

Module IV (27 hrs)

Iron Age Civilizations

Greek and Roman Civilizations.

Module V (25hrs)

Medieval Developments

Christianity and Islam – Cultural Contributions – Monasticism – Crusades – Feudalism-Guilds.

Marks Distribution

Module	I	II	III	IV	V
Marks	7	24	37	34	28

Essential Readings

1. Will Durant, *The Story of Civilizations*, Simon & Schuster, New York, 1935.
2. Stanley M. Brustein, *World History-Ancient Civilizations*, Holt Rinehart and Winston, New York, 2006.
3. Peter N. Stearns, *Western Civilizations in World History*, Taylor and Francis, Milton Park, UK, 2003.
4. Stephen K. Sanderson, *Civilizations and World Systems*, Rowman Altamira, Maryland, USA, 2005.
5. Jackson J. Spielvogel, *Western Civilization: A Brief History*, Vol. I, Words Worth Publishing Company, London, 2007.
6. Charles Freeman, *Egypt, Greece and Rome: Civilizations of the Ancient Mediterranean*, Oxford University Press, 2004.
7. Charles Kaith Maizels, *Early Civilizations of the Old World-the Formative Histories of Egypt, the Levant, Mesopotamia, India and China*, Psychology Press, Amazon, 2001.
8. Francois Louis Ganshof, *Feudalism in Europe*, University of Toronto Press, Canada, 1964.
9. Mathew Gordon, *The Rise of Islam*, Greenwood Publishing Group, California, 2005.
10. Peter Sarris, *Empires of Faith-The fall of Rome to the Rise of Islam 500-700*, Oxford University Press, 2011.
11. M.A. Fisher, *A History of Civilization*, Penguin Books, New Delhi, 1993.
12. James Edgar Swain, *A History of World Civilizations*, Eurasia Publishing House (Pvt) Ltd., New Delhi, 1992.

MODEL QUESTION PAPER
19UHY241: Cultural Formation of the Pre-Modern World

Time: 3Hours

Max Marks: 80

SECTION-A

Answer the following, each in one or two sentences. Each question carries 1 mark

1. Which is the oldest known specimen that is similar to man?
2. What was the chief occupation in the Neolithic Age?
3. Name the age that followed the Paleolithic Age.
4. Which age did the Harappan civilization belong to?
5. What was the greatest contribution of the Sumerians to the world?
6. Who built the Great Pyramid?
7. Who is called the 'Father of Scientific History'?
8. When did the first Olympiad happen in Greece?
9. In which crusade did the Christians capture Jerusalem?
10. When did Prophet Mohammad go from Mecca to Medina?

(10x1=10 marks)

SECTION-B

Answer eight of the following, each in a paragraph. Each question carries 2 marks

11. Write a note on 'String Theory'
12. Write briefly about Mesolithic Age.
13. Write briefly about any two 'early men'.
14. Write a short note on 'Great Bath' of Harappa.
15. Write a short note on Cuneiform Script.
16. Write a note on Assyrian culture.
17. Write a short note on Pax Romana.
18. Write a short note on 'Doric style'.
19. Highlight the main elements of Code Justinian.
20. Define Feudalism.
21. Bring out the special character of Medieval Guilds.
22. Write a short note on Medieval Monasticism.

(8x2=16 marks)

SECTION-C

Answer any six of the following in short essay form. Each question carries 4 marks

23. Describe the human origin theory of Charles Darwin.
24. Explain the socio-economic life of the Paleolithic people.
25. Briefly examine the features of the Harappan Civilization.
26. What were the special features of the ancient Chinese civilization?
27. Briefly examine the features of the Babylonian civilization.
28. Assess the legacy of ancient Greeks to Philosophy.
29. Bring out the salient features of the social and economic life of the Romans under the Roman Republic.
30. What were the factors which led to the decay of Feudalism?
31. Describe the role of Universities in Medieval Europe.

(6x4=24 marks)

SECTION-D

Answer any two of the following in essay form. Each question carries 15 marks

32. Analyse the unique features of Neolithic Age.
33. Write an essay on the contributions of ancient Egyptians to world civilization.
34. What was the legacy of ancient Greece to civilization?
35. Estimate the various stages of the Crusades.

(2x15=30 marks)

COMPLEMENTARY COURSE - III

19UPS231: INDIAN GOVERNMENT AND POLITICS

(Total instructional hours-54)

COURSE OUTCOME:

- It will help students to know about the working of Indian political system.
- It imparts knowledge about the functioning of the Constitution of India.
- It creates political consciousness among students.
- It will make students as responsible citizen of India.
- It will equip students to meet competitive examinations.

MODULE- I: INTRODUCTION

- A. Ideological foundations of the Indian Constitution
- B. Preamble
- C. Salient features of the Indian Constitution

(15 hours)

MODULE- II: RIGHTS, PRINCIPLES AND DUTIES

- A. Fundamental Rights
- B. Directive Principles of State Policy
- C. Fundamental Duties

(12 hours)

MODULE -III: UNION GOVERNMENT

- A. Legislature- Lok Sabha, Rajya Sabha (Organization and functions)
- B. Executive – President, Council of Ministers (Powers and functions)
- C. Judiciary – Supreme Court and High Court (Organization and Functions)

(15 hours)

MODULE- IV: INDIAN DEMOCRACY AT WORK

- A. Electoral Process – Election Commission (Powers and Functions)
- B. Party System in India – Multiparty system- Coalition politics
- C. Issues in Indian Politics: Communalism, Terrorism
- D. Role of Media and New social Media in Indian Politics

(12 hours)

Weightage of marks

Module	1	2	3	4
Marks	35	25	40	30

Reading list

MODULE -I

1. Dr. J N Pandey, *The Constitutional Law of India*, Central Law Agency Alahabad. PP 11-13.
2. Mahindra Pal Sing, *Constitution of India*, Eastern Book Company Lucknow. PP A-9 - A-13.
3. BM Gandhi, *Landmarks in Indian Legal and Constitutional History*, Eastern Book Company. PP 403- 405.

MODULE II

4. Keshav Dayal, *Makers of Indian Constitution*, Universal Law Publishing Company, Delhi, PP 84-98.
5. Dr. J N Pandey, *The Constitutional Law of India*, Central Law Agency Alahabad. PP 388-413.
6. DD Das, *Introduction To The Constitution Of India*, Lexis Nexis. PP 156-166.

MODULE - III

7. Dr. J N Pandey, *The Constitutional Law of India*, Central Law Agency Alahabad. PP 414-473.
8. Dr. Lokendra Malik, *Judicial Activism In India(ed)*, Universal Law Publishing Company, Delhi, PP 124-131.
9. DD Das, *Introduction To The Constitution Of India*, Lexis Nexis. PP 313-326.

MODULE - IV

10. SP Sathe, *Judicial Activism in India*, Oxford University Press. PP 25-63.
11. Granville Austin, *The Indian Constitution-Corner Stone Of A Nation*, Oxford University.
12. Metric Harvey, *Encyclopedia of Social Science and Politics*, Sage, California, 2014.
13. Bodgan Patrut, Monica Patriot, *Social media in Politics: Case studies on the political power of social Media* Springer, New york, 2014.
14. Daniel Grittier and Christian Fuchs, *Social media, Politics and the State, Protest, Revolution, Riots, Crime and policing in the age of Facebook, Twitter and You Tube*, Routledge, New York

MODEL QUESTION PAPER
19UPS231: INDIAN GOVERNMENT AND POLITICS.

Time – Three Hours

Max.marks: 80

SECTION –A

(Answer the following, each in one word or one or two sentences. Each question carries 1 mark)

1. Who is regarded as the architect of the Indian Constitution ?
2. The Constitution of India came in to force on_____.
3. The word ‘Socialist secular and ‘the unity and integrity ‘ were added to the Constitution by which amendment.?
4. Fundamental duties are borrowed from which Country?
5. Which article of the Indian Constitution deals with Election Commission?
6. How long did the Constituent assembly take to finally pass the Constitution?
7. Which is the highest Court of appeals in India?
8. Who is the present Chief Justice of India?
9. Which part of the Indian Constitution deals with Fundamental rights?
10. Who is the ex- officio Chairman of Rajyasabha?

(10x1=10 marks)

SECTION-B

(Answer any eight of the following, each in a paragraph. Each question carries 2 marks)

11. Why India is called a Democratic Republic?
12. Comment on 42nd Amendment of the Indian Constitution.
13. What is meant by judicial review?
14. Write a note on the Composition of High court.
15. What is meant by Coalition government?
16. Why India opted for a federal form of government?
17. Explain the role of Speaker in Loksabha.
18. What are the Fundamental duties of the Indian Constitution?
19. What is meant by Secularism?
20. Write a note on the Composition of the Rajyasabha.
21. Write any two writs issued by the courts.
22. Different between Fundamental rights and Directive principles of state policy.

(8x2=16 marks)

SECTION-C

(Answer any Six of the following in short essay form. Each question carries 4 marks)

23. Examine the relevance of Preamble to the Constitution of India.
24. Discuss powers and functions of the Supreme Court of India.
25. Examine the types of Constitution amendment in India.
26. Explain the features of Indian party system..
27. Describe the role of Cabinet in India.
28. Explain the major Electoral reforms in India.
29. Bring out the functions of the Legislature.
30. Describe the Directive principles of State policy.
31. Describe the role of new social media in Indian politics.

(6x4=24 marks)

SECTION-D

(Answer any Two of the following in essay form. Each question carries 15 marks.)

32. Discuss the classification of Fundamental rights enacted by the Indian Constitution.
33. Explain the powers and functions of the Chief Election Commission of India.
34. Describe the ideological foundation of the Indian Constitution.
35. Explain the powers and functions of the President of India.

(2x15=30 marks)

Complementary Course IV
19UEC231: MONEY AND BANKING

Instructional hours-3 (54 Hours)

Number of credit-3

Course Specific Outcome

After the completion of the course, the students will be able to: -

- Asses the functioning of money and banking in an economy and thus enhancing banking awareness and financial literacy.
- Discuss the importance of monetary and fiscal policies
- Discuss the structure and components of Indian Banking system

Course content

Module I

Money [10 Hrs.]

Barter economy- problems and limitations- double coincidence of wants- evolution of money system-nature and characteristics of money- types of money- functions- primary, secondary and contingent. Value of money- Fisher's equations of exchange

Module II

Inflation [14 hrs]

Money supply- imbalances- inflation-types-causes and effect-measures to control inflation. Deflation-causes and effect-measures to control deflation- fiscal and monetary policies-importance. Business cycle- reasons and effect of fluctuations.

Module III

Commercial and Cooperative Banks [20 Hrs.]

Banking system- Scheduled banks- commercial banks- functions- primary and secondary- role of commercial bank in credit creation and economic development- credit multiplier. Cooperative Banks- pillars- functions- advantages and weakness. Pubic banks and private banks in India- foreign banks in India. Non- scheduled banks- merits and demerits

Digital money and Payment system- Virtual money (Crypto currency), RTEGS, NEFT, Net Banking, E-Wallets.

Module IV

Central bank [10 Hrs.]

Central bank significance and functions- Reserve Bank of India- Credit policy-instruments of monetary policy- CRR, SLR, Repo and Reverse repo rate, credit ceiling.

References

Module I

1. Dwivedi "macroeconomics theory and policy" 2010
2. RR Paul (2015): Monetary Economics, 11th Edition, Kalyani Publishers

Module II

1. Dwivedi "macroeconomics theory and policy" 2010
2. RR Paul (2015): Monetary Economics, 11th Edition, Kalyani Publishers
3. Partha Ray (2013): Monetary Policy, Oxford University Press

Module III

1. M Y Khan "India's Financial System" 2010
2. Hajela N (2009): Money and Banking Theory with Indian Ane Books Pvt Ltd

Module IV

1. M Y Khan "India's Financial System" 2010
2. Hajela N (2009): Money and Banking Theory with Indian Ane Books Pvt Ltd

Additional Reading

RBI bulletin

MODEL QUESTION PAPER
19UEC231: Money and Banking

Time: 3 Hours

Max. Mark: 80

SECTION-A

Answer all questions. Each question carries 1mark.

1. Double coincidence of wants
2. Value of money
3. Velocity of money
4. $MV=PT$ expand
5. Deflation
6. Crawling inflation
7. Commercial banks
8. Trade cycle
9. CRR
10. Digital money

(10x1=10 Marks)

SECTION –B

Answer any 8 questions out of the following. Each question carries 2 marks.

11. What is meant by credit ceiling?
12. What is SLR
13. Define monetary policy
14. Define virtual money
15. What are the merits of net banking?
16. What is scheduled banks
17. State credit multiplier
18. State RBI act 1934
19. What is hyper inflation
20. What are the characteristics of money?
21. Mention two factors affecting demand for money
22. What is equations of exchange

(8x2=16)

SECTION –C

Answer six of the following. Each question carries 4 marks

23. Explain the types of money
24. What are the functions and significance of money in an economy?
25. Trace the cause and effect of deflation
26. What are the types and causes of inflation?
27. Write note on the role of commercial bank in credit creation
28. Explain the advantages and weakness of cooperative banks
29. Write a note on merits and demerits of public sector banks in India
30. Discuss the credit policy instruments of RBI
31. Discuss the importance of fiscal and monetary policy with respect to price stability.

(6x4=24)

SECTION- D

Answer two of the following. Each question carries 15 marks.

32. Make an assessment of Quantity theory of money- Fisher version
33. Make a note on the measures to control inflation in an economy
34. Analyse the structure of Indian banking system
35. Explain the duties and functions Reserve Bank of India

(2x15=30)

Semester III
Language Course VI
19UEN311.1: READINGS IN LITERATURE I

No of Credits: 4

No of hours: 90 (5 per week)

COURSE OUTCOME

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

1. Understand the various genres of English literature
2. Understand and appreciate Indian literary discourse.
3. Look at the best pieces of Indian writings in English critically.
4. Analyze Indian literature as a cultural and interactive phenomenon.
5. Learn the English language through literature
6. Develop an understanding of the aesthetic, cultural and social aspects of Indian literature.
7. Help them analyze and appreciate literary texts in the Indian context.
8. Learn structures of the English language through the text.

Module 1: Introduction to Literature

What is literature – genres – Poetry: lyric, ode, ballad, sonnet, dramatic monologue – Drama: tragedy, comedy, one-act plays – Fiction: Novel, short story – Non-Fiction: Impersonal essay, Personal essay, biography, autobiography

Module 2: Prose

M.K. Gandhi	: <i>The Need for Religion</i>
Nirad C. Chaudhuri	: <i>Money and the English Man</i>
Arundhati Roy	: <i>The End of Imagination</i>

Module 3: Poetry

Rabindranath Tagore	: <i>Silent Steps</i>
Sarojini Naidu	: <i>The Soul's Prayer</i>
Nissim Ezekiel	: <i>The Railway Clerk</i>
Jayanta Mahapatra	: <i>An October Morning</i>
A.K. Ramanujan	: <i>The Striders</i>
Arun Kolatkar	: <i>An Old Woman</i>
Kamala Das	: <i>Nani</i>
Meena Alexander	: <i>Her Garden</i>

Module 4: Short Stories

Rabindranath Tagore	: <i>The Homecoming</i>
Mahasweta Devi	: <i>Arjun</i>
Abburi Chaya Devi	: <i>The Woodrose</i>
Anita Desai	: <i>Circus Cat, Alley Cat</i>

Core Text

Haneefa, S. and N.P. Rajendran, *Our Country, Our Literature*. Foundation Books. 2015

Further Reading:

1. Abrams, M.H. *A Glossary of Literary Terms* (Rev. ed.)
2. Hobsbaum, Philip. *Metre, Rhythm and Verse Form: The New Critical Idiom*. Indian Reprint. Routledge, 2007.
3. Prasad, Birjadesh. *A Background to the Study of English Literature*. Macmillan, 2012.
4. Wainwright, Jeffrey. *Poetry: The Basics*. Indian Reprint. Routledge, 2009.
5. Hudson, W.H. *An Introduction to the Study of English Literature*. Maple Press. 2012.

MODEL QUESTION PAPER
19UEN311.1: Readings in Literature 1

Time: 3 hours

Max. Marks: 80

Section A

Answer all the ten questions:

1. Where, according to Gandhi, does God reside?
2. What do the Indians rely upon, when their efforts are inadequate?
3. What is a cold war?
4. What does the expression 'silent steps' mean?
5. Death is the _____ of my face.
6. The poem 'The Railway Clerk' has been taken from _____.
7. The picture of the morning presented in the poem "An October Morning" is _____.
8. A.K. Ramanujan was not only a poet, but a _____ as well.
9. What does the poet compare the hill's crack to in 'An Old Woman'?
10. Who is the clumsy puppet in the poem 'Nani'?

(10 x 1 = 10 marks)

Section B

Answer any eight of the following questions in a sentence or two:

11. Why do we, according to Gandhi, live in a state of perpetual fear?
12. Why does Chandhuri say that spending is the positive urge of English people and saving the corrective one.
13. What does Roy call the theory of deterrence?
14. What are the various worldly sorrows according to the poem "Silent Steps".
15. What, according to God, is life and death in "The Soul's Prayer".
16. How does the speaker express his subordination in "The Railway Clerk".
17. What is the significance of the morning being compared to the jackal's snort.
18. What is the poet's say, "Not only prophets walk on water"
19. Can you distinguish between the speaker and the poet in the poem "An Old Women"?
20. Does the poet identify herself with Nani?
21. Why did Phatik's cousins jeer at him more than the other boys?
22. What really happened to Anna's child in 'Circus Cat, Alley Cat'?

(8 x 2 = 16 marks)

Section C

Answer any six of the following questions in about 100 words:

23. How can we be fearless in the world in Gandhi's opinion
24. Describe Chandhuri's experience with the BBC.
25. Comment on Roy's views on nuclear deterrence.
26. Explore the poet's concept of God as reflected in the poem "Silent Steps".
27. What are the poet's implorations to God in "The Soul's Prayer" ?
28. How does the use of Indianisms highlight the theme of the poem "The Railway Clerk"
29. Why do you think the morning is 'out of joint' in 'An October Morning'?
30. What is the significance of the title of the poem "The Stirrers" ?
31. Can you trace out the anguish of cultural rootlessness in the poem 'An Old Woman' ?

(6 x 4 = 24 marks)

Section D

Answer any two of the following essays in about 300 words:

32. How does Gandhi establish the need for religion in the essay.
33. How forcefully does Arundhati Roy argue against the dangers of nuclear weapons?
34. How far is Ketu representative of the dispossessed tribesmen of India?
35. Bring out the symbolism of the story 'Circus Cat, Alley Cat'.

(2 x 15 = 30 marks)

Language course VII (Additional Language III)

19UFR311.1: LITERATURE IN FRENCH

No of Credits: 4

No of hours: 5 Hrs/week

COURSE OBJECTIVES:

1. To enhance literary sensibility.
2. To introduce students to the world of French and Francophone literature.

COURSE OUTCOME:

The students would be acquainted with the French & Francophone literature and thereby they would be equipped to enrich their vocabulary.

SYLLABUS:

NAME OF TEXT : ECHO-A1 méthode de français

Authors: J. Girardet & J. Pecheur

Publisher: CLE INTERNATIONALE

- Leçon – 6 : Bon appetit ! (Pages : 54 – 61)
- Leçon – 7 : Quelle journée ! (Pages : 62 – 69)
- Leçon – 8 : Qu'on est bien ici ! (Pages : 70 – 81)

The following poems to be studied:

- | | |
|-----------------------------|-----------------------|
| 1. Le Pont Mirabeau - | Guillaume Apollinaire |
| 2. Déjeuner du Matin - | Jacques Prévert |
| 3. Noël - | Théophile Gautier |
| 4. Chanson d'Automne - | Paul Verlaine |
| 5. Soir d'hiver - | Émile Nelligan |
| 6. La cigale et la fourmi - | Jean de la Fontaine |

Reference books:

1. Connexions – Niveau 1 By Régine Mérieux and Yves Loiseau
2. Le Nouveau Sans Frontières Vol I by Philippe Dominique
3. Panorama Vol I by Jacky Girardet
4. A bouquet of French poems (Polyglot house) by Prof. T.P Thamby

MODEL QUESTION PAPER
19UFR311.1: LITERATURE IN FRENCH

TIME: 3HRS

MAX MARKS: 80

PART-A

Répondez à toutes questions suivantes:

1. A quelle heure dinez-vous ?
2. Quel logement préférez-vous?
3. Quel pays voulez-vous visiter ?
4. Quel temps fait-il ?
5. Nommez deux pièces qu'on trouve dans un appartement ?
6. Quelle est la plus grande bibliothèque de la France ?
7. Qui a écrit le poème « Soir d'Hiver » ?
8. Nommez un pont français.
9. Quel est votre jour préféré de la semaine?
10. Que prenez-vous pour le déjeuner ?

(10x1=10)

PART-B

Répondez à 8 questions suivantes :

11. Quelles sont les saisons de l'année ?
12. Exprimez leur état physique ou leur besoin :
Ex : il n'a rien mangé. → Il a faim.
 - a. Elle a fait 20km à pied.
 - b. Il a bu trop de whisky.
 - c. Il est au pôle Nord.
 - d. Il fait très chaud.
13. Complétez avec « aller » ou « venir » :
 - Aux vacances de février, je dans les Alpes faire du ski. Tu peuxavec moi ?
 - Je ne peux pas. Jeen Grèce avec Marie. Mais l'été prochain, je voudraischez toi, dans ta maison de campagne. Tu es d'accord ?
14. Complétez avec l'article qui convient :
 - Vous voulezverre de vin ou vous prenezeau ?
 - J'ai préparé rôti de bœuf. Vous n'êtes pas végétarien ? Vous mangezbœuf ?
15. Mettez les verbes entre parenthèses a la forme qui convient :
« Deux femmes parlent de leur emploi du temps »
 - a. Je suis employée dans un cinéma. Alors je (se coucher) tard.
 - b. Et bien sûr, vous (se lever) tôt.
 - c. Non, je na (se lever) pas avant 9 heures !
 - d. Et qui (s'occuper) des enfants ?
16. Complétez :
Après le repas
 - Tu veuxthe ?
 - Non, merci, je n'aime pas....the. Je préfèrecafé.
 - Alors....café ?
17. Complétez les réponses avec une forme « à + pronom » :
Ex : C'est ton portable ? Oui, il est à moi.
 - a. C'est le dictionnaire de Pierre ?
Oui,
 - b. Les enfants, ce sont vos jeux vidéo ?
Oui,
 - c. Ce sac est à Marie ?
Non, il Il est à Julie.
 - d. Ce stylo n'est pas à toi, Pierre ?
Si,
18. Transformez à l'impératif :
 - a. Tu dois te lever.
 - b. Tu dois te préparer.

- c. Nous devons être en forme.
 - d. Nous devons nous réveiller à 7h.
19. Complétez avec « quelque chose, ne.....rien, quelqu'un, ne.....personne » :
- J'ai à te dire. Mais ne raconte cette histoire à
 - D'accord.
 - Melissa n'est pas partie seule au stage de Bruxelles. Elle est partie avec
 - Son mari sait..... ?
20. Dites si les phrases suivantes sont vraies ou fausses :
- a. Avec le TGV, on peut traverser Paris très vite.
 - b. Il y a un aéroport à Nantes.
 - c. Les Français prennent le petit déjeuner en famille.
 - d. Beaucoup de restaurants n'acceptent plus de clients après 14h 30.
21. Complétez ce dialogue avec les questions :
- a. ? Oui, Je pars en vacances.
 - b. ? Dans les Alpes.
 - c. ? En août.
 - d. ? Avec Marie, Vanessa et Luc.
22. Complétez avec un adjectif possessif ou la forme « à + moi, toi, lui etc » :
- Pierre montre une photo à un ami :*
- « Regarde cette photo, c'estmaison de campagne. Là, ce sontenfants et ici, c'estchien.
- Tu loues cette maison ou elle est ? »

(8x2=16)

PART-C

Répondez à 6 questions suivantes :

23. Répondez :
- a. Alexandre est venu ? Non, il
 - b. Tu as dansé avec François ? Non, je
 - c. Vous avez bien mangé ? Non, je
 - d. Luc et Marie ont joué de la guitare ? Non,
24. Mettez les verbes entre parenthèses a la forme qui convient :
- Tu (prendre) un croissant ?
 - Non, merci. Je (faire) un régime. Et Marie aussi. Nous ne (manger) plus de pâtisseries et nous ne (boire) plus de boissons sucrées.
25. Donner-leur des conseils. Utilisez les verbes indiqués :
- Demain, ils vont jouer un match de football.
 - Se coucher tôt – bien manager – ne pas se fatiguer – se détendre.
26. Quelle est la morale de « La Cigale et La fourmi » ?
27. Décrivez le poème « Noël » ?
28. Pourquoi le poète est triste dans le poème « Chanson d'autonome » ?
29. Que savez-vous du poème « Le Pont Mirabeau » ?
30. Quelle est l'humeur du poète dans le poème « Soir d' Hiver » ?
31. Qui signifie-t-il, le poème « Déjeuner du Matin » ?

(6x4=24)

PART-D

Répondez à 2 questions suivantes :

32. Présentez votre logement idéal.
33. Vous logez à l'hôtel Astérix, rue de Rivoli. Une amie doit venir vous voir. Envoyez un message à cette amie pour expliquer comment aller jusqu'à votre hôtel.
34. Vous avez changé de domicile. Envoyez un message à un(e) ami(e) et écrivez en quelque phrase :
- La ville ou le village
 - Le quartier et la rue
 - L'immeuble et les voisins
 - L'appartement.
35. Vous allez déjeuner au restaurant « L'Assiette » avec Un(e) ami(e). Rédigez ce dialogue.

(2x15=30)

Language course VII (Additional Language III)

19UHN311.1: POETRY AND GRAMMAR

No of Credits: 4

No of hours: 5 Hrs/week

Aims of the Course / Objectives

To sensitize the student to the aesthetic aspects of literary appreciation and to introduce Hindi poetry. To understand the grammar of Hindi.

Course Outcome

Understanding the role played by the poets of Bhakti cult in Literature and Society. Developing philosophy of life inspiring by the vision of eminent modern Hindi poets. Develop approach of Hindi Grammar

Module I

Poetry Collection (Detailed) – Kavya Sudha

Edited by Dr. V. Bhaskar

Jawahar Pusthakalaya, Mathura

Poems to be studied

- | | | | |
|-----|--------------------------|--------------------------|---------|
| 1. | Kabeer | Doha | 1 to 5 |
| | | Pada | 1 |
| 2. | Thulsidas | Pada | 3 & 5 |
| 3. | Soordas | Pada | 1,3 & 4 |
| 4. | Nirjjar | - Maidhilisharan Gupth | |
| 5. | Prathibimb | - Sumithranandan Panth | |
| 6. | Kahde mem kya ab Dekkoom | - Mahadevi Varma | |
| 7. | Oh Megh | - Mukthibodh | |
| 8. | Kavitha ki bath | - Agyeya | |
| 9. | Machali | - Sarveswar Dayal Saxena | |
| 10. | Dhabba | - Kedarnath Singh | |
| 11. | Proxy – 4 | - Venugopal | |
| 12. | Machiz | - Sunitha Jain | |

Module 2

Long Poems (Non-Detailed)

Prescribed Text book – ‘Panchrang’ Edited by Dr. V.V. Viswam

Hindi Vidyapeth, Kerala

Poems to be studied

- | | | | |
|----|---------------------|---|----------------|
| 1. | Vah phir jee Udhi | - | Nagarjun |
| 2. | Ek yathra ke Dauran | - | Kumvar Narayan |

Module 3

Grammar- Vyavaharik Hindi Vyakaran: Anuvad tatha Rachana

By Dr H Parameswaran

Published by Radhakrishna Prakashan, Delhi

Topics to be studied

Varna, Ling, Vachan, Karak, Sangya, Sarvanam, Visheshan, Kriya, Kal

Book for General Reading

- | | | | |
|----|---------------------------------------|---|---|
| 1. | Hindi Kavya Ka Ithihas | - | Ramswaroop Chaturvedi
Lokbharati Prakashan |
| 2. | Kabir, Soor, Thulsi | - | Yogendra Pratap Singh
Lokbharati Prakashan |
| 3. | Adhunik Hindi Kavitha | - | Viswanath Prasad Tivari
Lokbharati Prakashan |
| 4. | Lambi Kavithayen
Vaicharik Sarokar | - | Dr. Bal dev Vanshi
Vani Prakashan |

- | | | | |
|----|--------------------------|---|---|
| 5. | Nayi Kavitha | - | Dr. Jugadish Gupt
Rajkamal Prakashan |
| 6. | Samakaleen Hindi Kavitha | - | Viswanath Prasad Tivari
Lokbharati Prakashan |
| 7. | Hindi Vyakaran | - | Kamatha Prasad Guru
Vani Prakashan |

FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM

Third Semester B.A/B.Sc Degree Examination

Language Course (Additional Language III) - HINDI

19UHN 311.1 Poetry and Grammar

(2019 Admission onwards)

Time : 3 Hrs.

Max.Marks : 80

I. एक शब्द या वाक्य में उत्तर लिखिए?

1. 'रामचरितमानस' के रचनाकार कौन है?
2. कबीरदास की प्रामाणिक रचना का नाम क्या है?
3. वचन किसे कहते हैं?
4. द्विवेदी युग के प्रतिनिधि कवि का नाम लिखिए?
5. 'लोकायतन' किसका महाकाव्य है?
6. 'घर' शब्द का बहुवचन क्या है?
7. 'यामा' काव्यकृति के लिए किसको ज्ञानपीठ पुरस्कार मिला था?
8. कवि वेणुगोपाल का जन्म कहाँ हुआ?
9. 'आत्मजयी' किसका प्रबन्धकाव्य है?
10. 'क्रिया' किसे कहते हैं?

(10×1=10 marks)

II. किन्हीं आठ प्रश्नों के उत्तर पचास शब्दों में लिखिए?

11. पुरुषवाचक सर्वनाम किसे कहते हैं? उसके भेदों को समझाइए?
12. 'वह फिर जी उठी' कविता का प्रतिपाद्य क्या है?
13. 'माचिस' कविता में नारी जीवन की किस त्रासदी का वर्णन किया है?
14. संज्ञा किसे कहते हैं? उसके कितने भेद हैं?
15. कबीरदास के अनुसार सच्चे गुरु का लक्षण क्या है?
16. तुलसीदास की नवधा भक्ति का स्वरूप समझाइए?
17. स्त्रीलिंग शब्दों के बहुवचन कैसे बनाये जाते हैं?
18. 'ओ मेघ' कविता का सन्देश क्या है?
19. 'कह दें मैं क्या अब देखूँ' कविता में अभिव्यक्त कवयित्री की विचारधारा का परिचय दीजिए?
20. अज्ञेय द्वारा प्रतिपादित 'कविता की बात' क्या है?
21. हर बार प्लेट में मछली को देखने पर कवि को क्या लगता है?
22. संख्या वाचक विशेषण और परिमाणवाचक विशेषण में क्या अन्तर है?

(8×2=16 marks)

III. किन्हीं छह प्रश्नों के उत्तर 120 शब्दों में लिखिए?

23. 'निर्झर' कविता का सारांश लिखिए?
24. 'प्रतिबिंब' कविता का भाव समझाइए?
25. कारक किसे कहते हैं? कारक के भेदों को सोदाहरण समझाइए?
26. सूरदास की 'बाललीला वर्णन' पर प्रकाश डालिए?
27. प्राक्सी-4 कविता में चित्रित मध्यवर्गीय मानसिकता पर प्रकाश डालिए?
28. लिंग परिवर्तन के नियम लिखिए?
29. सूरदास की भक्ति पद्धति का परिचय दीजिए।
30. कवि नागार्जुन के कृतित्व पर प्रकाश डालिए?
31. भावार्थ लिखिए।

जाके मुंह माथा नहीं, नाहि रूप कुरूप।

पुहुप वास ते पातरा, ऐसा तत अनूप।।

(6×4=24 marks)

IV. किन्हीं दो प्रश्नों के उत्तर 250 शब्दों में लिखिए?

32. 'धब्बा' कविता का मूल्यांकन कीजिए?
33. 'एक यात्रा के दौरान' कविता का सारांश लिखकर उसकी विशेषताओं पर प्रकाश डालिए?
34. सर्वनाम किसे कहते हैं? उसके भेदों को सोदाहरण समझाइए?
35. काल किसे कहते हैं? काल के भेदों को सोदाहरण समझाइए?

(2×15=30 marks)

സെമസ്റ്റർ	: III
കോഴ്സ് കോഡ്	: 19 UML 311.1
ലാംഗ്വേജ് കോഴ്സ്	: VII (അഡീഷണൽ ലാംഗ്വേജ് : III)
സമയക്രമം	: ആഴ്ചയിൽ 5 മണിക്കൂർ (18×5=90 മണിക്കൂർ)
ക്രെഡിറ്റ്	: 4

ദൃശ്യകലാസാഹിത്യം

പഠനലക്ഷ്യങ്ങൾ, ഫലങ്ങൾ:

1) ദൃശ്യകലാ സംസ്കാരത്തിന്റെ സമ്പന്നതയെക്കുറിച്ചുള്ള അറിവ് നേടുക. കഥകളി, തുള്ളൽ, നാടകം, സിനിമ എന്നീ ദൃശ്യകലകളെയും അവയ്ക്ക് ആധാരമായ സാഹിത്യപാഠങ്ങളെയും പരിചയപ്പെടുത്തുക.

പാഠ്യപദ്ധതി

മൊഡ്യൂൾ ഒന്ന് (36 മണിക്കൂർ)

ആട്ടക്കഥ, തുള്ളൽ, സാഹിത്യം

കഥകളിയുടെ ഉത്ഭവവികാസ പരിണാമങ്ങൾ, പ്രധാന ആട്ടക്കഥാകൃത്തുക്കൾ

1. നളചരിതം ആട്ടക്കഥ (നാലാംദിവസം) - ഉണ്ണായിവാര്യർ
(നളദമയന്തീ സംവാദം വരെ)
2. കാർത്തവീര്യാർജ്ജുനവിജയം തുള്ളൽ - കുഞ്ചൻ നമ്പ്യാർ

മൊഡ്യൂൾ ര് (36 മണിക്കൂർ)

നാടക സാഹിത്യം

സംസ്കൃത നാടക പ്രസ്ഥാനം

- മലയാള വിവർത്തന നാടകങ്ങൾ

1. മലയാള ശാകുന്തളം(വിവ:) - എ.ആർ.രാജരാജവർമ്മ (നാലാം അങ്കം
വിശദപഠനം. മറ്റ് അംഗങ്ങൾ സാമാന്യപഠനം)

2. ആ മനുഷ്യൻ നീതന്നെ - സി. ജെ. തോമസ്

3. രാവുണ്ണി - പി. എം. താജ്

മൊഡ്യൂൾ മൂന്ന് (18 മണിക്കൂർ)

തിരക്കഥാപഠനം

- ഒഴിമുറി - ജയകാന്തൻ

റഫറൻസ് ഗ്രന്ഥങ്ങൾ

1. കേരള സാഹിത്യ ചരിത്രം - ഉള്ളൂർ
2. സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ - ഡോ.കെ.എം.ജോർജ്ജ്
3. കൈരളിയുടെ കഥ - എൻ.കൃഷ്ണപിള്ള
4. നാട്യശാസ്ത്രം - ഭരതമുനി
5. കഥകളി - ജി.കൃഷ്ണപിള്ള
6. കഥകളിരംഗം - കെ.പി.എസ്. മേനോൻ

7. കഥകളിയും സാഹിത്യവും	- മാടശ്ശേരി
8. കഥകളി വിജ്ഞാന കോശം	- അയ്മനം കൃഷ്ണകൈമൾ
9. നളചരിതം വ്യാഖ്യാനം	- എം.എച്ച്. ശാസ്ത്രികൾ
10. കഥകളി മഞ്ജരി	- ഡോ.എസ്.കെ നായർ
11. ആത്മകഥ	- പി.കൃഷ്ണൻ നായർ
12. ദി ആർട്ട് & ലിറ്ററേച്ചർ ഓഫ് കഥകളി	- ഡോ.എസ്.കെ. നായർ
13. നാടകദർപ്പണം	- എൻ.എൻ. പിള്ള
14. നാടകം ഒരു പഠനം	- സി.ജെ.തോമസ്
15. ഉയരുന്ന യവനിക	- സി.ജെ.തോമസ്
16. നാടക പഠനങ്ങൾ	- എഡിറ്റർ പത്മന രാമചന്ദ്രൻ നായർ
17. കഥയും തിരക്കഥയും	- എ.ജി. രാജ്കുമാർ
18. സിനിമയും മലയാളസാഹിത്യവും	- മധു ഇറവങ്കര
19. മലയാള സിനിമ	- സിനിക്
20. ചലച്ചിത്രത്തിന്റെ പൊരുൾ	- വിജയകൃഷ്ണൻ
21. ചലച്ചിത്ര സമീക്ഷ	- വിജയകൃഷ്ണൻ
22. സിനിമയുടെ രാഷ്ട്രീയം	- രവീന്ദ്രൻ

FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM

Third Semester BA Degree Examination

CBCSS Malayalam (Additional Language - 1)

19UML311.1 ദൃശ്യകലാസാഹിത്യം

Time : 3 Hrs.

Max.Marks : 80

Section A

I. ഒരു വാക്കിലോ/ വാക്യത്തിലോ ഉത്തരമെഴുതുക. 1 മാർക്ക് വീതം

1. നളചരിതം ആട്ടക്കഥയ്ക്ക് ഏ.ആർ.രാജരാജവർമ്മ രചിച്ച വ്യാഖ്യാനമേത്?
2. രാമനാട്ടത്തിന്റെ ഉപജ്ഞാതാവാര്യ?
3. “അഗ്നിയല്ലാതെ ദഹിപ്പിക്കുമോ?” ആരെക്കുറിച്ചാണ് പറയുന്നത്?
4. അഭിജ്ഞാന ശാകുന്തളത്തിന്റെ ആദ്യ മലയാളവിവർത്തനമേത്?
5. മണിപ്രവാളശാകുന്തളം ആരുടെ കൃതിയാണ്?
6. നാടകത്തിലെ പഞ്ചസന്ധികൾ ഏതെല്ലാം?
7. ‘നളോപാഖ്യാനം’ മഹാഭാരതത്തിലെ ഏത് പർവ്വത്തിൽ ഉള്ളതാണ്?
8. നളചരിതത്തെ മലയാളത്തിലെ ശാകുന്തളം എന്ന് വിശേഷിപ്പിച്ചതാര്?
9. പന്മന രാമചന്ദ്രൻ നായരുടെ നളചരിത വ്യാഖ്യാനമേത്?
10. കൃഷ്ണനാട്ടത്തിന് ആധാരമായ കൃതിയേത്?

(1×10=10)

Section B

II. അരപ്പുറത്തിൽ കവിയാതെ ഏതെങ്കിലും 8 ചോദ്യത്തിന് ഉത്തരമെഴുതുക. 2 മാർക്ക് വീതം.

11. “ഈ ആശ്രമം ഹന്തഃ ശമപ്രധാനം; കയ്യോ തുടിക്കുന്നിതു; കാര്യമെന്തോ?” സന്ദർഭമെന്ത്?
12. “ചെന്തളിരിനൊപ്പമധരം; ചെറുശാഖകളോടീട-
ഞ്ഞിടുന്നു ഭുജം;
പൂമലർപോലെ മനോജ്ഞം പൂമേനിയതിൽ
ത്തികഞ്ഞ താരുണ്യം” - ആരെക്കുറിച്ചാണ് ഇപ്രകാരം പറയുന്നത്? വിശദീകരിക്കുക.
13. “സുകൃതമില്ലാത്തവർക്കു സുചിരം പ്രയത്നം കൊണ്ടും സുജനസംഗമമുണ്ടോ സുലഭമായി വരുന്നു” സന്ദർഭം എഴുതി ആശയം വിശദീകരിക്കുക.
14. “ഉർവ്വീസുരചാപലം പെരുതേ പാരിൽ-
സർവ്വവിദിതം കേവലം” - ഇങ്ങനെ പറയാൻ കാരണമെന്ത്?
15. “നേർന്ന നേർച്ചകളും മമ സഫലാനീ” - ഇങ്ങനെ ചിന്തിക്കാൻ കാരണമെന്ത്?
16. “മര്യാദയോർത്തു വെളിവാൽത്തളിയിച്ചുമില്ല;
മാരന്റെ ചേഷ്ടയവളൊട്ടു മറച്ചുമില്ല” - സന്ദർഭം വിശദമാക്കുക.
17. “സന്താപമേകാനുമകറ്റുവാനും ചെന്താർശരൻ
താനൊരു ഹേതുവായി;
ഇക്കണ്ട ലോകത്തിനു വർഷമേകാൻ

കാർകൊണ്ടെഴും വാസരമെന്നപോലെ” - ആശയം വ്യക്തമാക്കുക.

18. “ഇഷ്ടപ്രവാസമതിനാലുളവാമവസ്ഥ കഷ്ടം!തുലോമബലമാർക്കൊരുതർക്കമില്ല” ഈ വരികളുടെ സാംഗത്യമെന്ത്?
19. “ഏറ്റവസ്തു തിരികെകൊടുത്ത പോ- ലേറ്റവും തെളിമപുണ്ടിതെൻ മനം” - ആരുടെ വാക്കുകൾ? കാരണമെന്ത്?
20. “വിരഹം മേ മർമ്മദാരണം; അതിലേറെനല്ലുമാരണം” ഇങ്ങനെ ചിന്തിക്കാൻ കാരണമെന്ത്?
21. “മുറ്റമതിനായി സംഗതി വന്നു മറ്റൊരു കാര്യവുമേതുമില്ല” - സന്ദർഭം വിശദമാക്കുക.
22. “ക്ലേശവിനാശത്തിനുമുന്നം കൗശലമേതത്” - സന്ദർഭമേത്? (8×2=16)

Section C

III. ഒന്നര പുറത്തിൽ കവിയാതെ ഏതെങ്കിലും ആറ് ചോദ്യത്തിന് ഉത്തരമെഴുതുക. 4 മാർക്ക് വീതം

23. കാശ്യപൻ ദുഷ്യന്തനു നൽകുന്ന സന്ദേശത്തിന്റെ അർത്ഥതലങ്ങൾ എന്തൊക്കെ? വിശദമാക്കുക.
24. കാളിദാസ സൃഷ്ടികളായ അനസൂയാ പ്രിയംവദമാർക്ക് ശാകുന്തളം നാടകത്തിലുള്ള സ്ഥാനമെന്ത്?
25. ശകുന്തള ആശ്രമത്തിൽ നിന്ന് യാത്രയാകുമ്പോൾ പ്രകൃതിയ്ക്കുണ്ടാകുന്ന ഭാവമാറ്റങ്ങൾ എന്തെല്ലാം? വിശദമാക്കുക.
26. ജതുപർണ്ണൻ - കഥാപാത്ര നിരൂപണം ചെയ്യുക.
27. നളനോടു ദമയന്തി തന്റെ നിരപരാധിത്വം വെളിപ്പെടുത്തുന്നതെങ്ങനെ?
28. ശാകുന്തളം രണ്ടാമങ്കത്തിൽ പ്രണയസുരഭിലയായ ശകുന്തളയുടെ മനോവ്യാപാരം വർണ്ണിച്ചിരിക്കുന്നത് എപ്രകാരമാണ്?
29. “വിരഹമോ കഠോരം, കടലിതുവീതഗാധപാരം” - ഈ പരിഭവനത്തിനു പിന്നിലുള്ള മാനസികവ്യഥ അനാവരണം ചെയ്യുക.
30. ‘നളചരിതം ആട്ടക്കഥയും’ ‘അഭിജ്ഞാനശാകുന്തളം’ നാടകവും നാടകീയതയിൽ സമരസപ്പെട്ടുപോകുന്നതെങ്ങനെ?
31. ദുഷ്യന്തന്റെ രാജകൊട്ടാരത്തിൽ എത്തിയ ശാർങ്ഗരവ - ശാരദതന്മാർക്ക് പട്ടണം കണ്ടപ്പോഴുണ്ടായ അനുഭവം കാളിദാസൻ എങ്ങനെ വർണ്ണിക്കുന്നു? (6×4=24)

Section D

IV. മൂന്നുപുറത്തിൽ കവിയാതെ ഏതെങ്കിലും രണ്ട് ചോദ്യത്തിന് ഉത്തരമെഴുതുക 15 മാർക്ക് വീതം

32. “നളചരിതം അരങ്ങിലും പാഠത്തിലും വിസ്മയങ്ങൾ തീർത്തത് കാവ്യശൈലികൊണ്ടാണ്.” ഈ പ്രസ്താവനയോട് ഉദാഹരണസഹിതം പ്രതികരിക്കുക.
33. ‘അഭിജ്ഞാനശാകുന്തളം’ കാലാതീതമായി വായിക്കപ്പെടുന്നതും അനുഭവവേദ്യമാകുന്നതും രചനാ സൗന്ദര്യം കൊണ്ടാണോ? വിശദമാക്കുക.
34. ചരാചരങ്ങളെ ഏകോദര സഹോദരങ്ങളായി കാണുന്ന കാഴ്ചപ്പാട് ശാകുന്തളം നാലാം അങ്കത്തെ ആസ്പദമാക്കി വിലയിരുത്തുക.
35. “നളചരിതത്തിലെ ഭാഷ സംസ്കൃതമാകുന്ന ചെമ്പും മലയാളമാകുന്ന വെളുത്തീയവും ചേർത്തുരുക്കിയ ഒരു വെങ്കലഭാഷയാണ്.” എന്ന കേരളപാണിനിയുടെ അഭിപ്രായം പാഠഭാഗത്തെ മുൻനിർത്തി ചർച്ചചെയ്യുക. (2×15=30)

Foundation Course II
19UHY321: INFORMATICS

Credits: 3

Hours-4 (72 hrs)

Course Outcome

- Update and impart basic skills in informatics relevant to the emerging knowledge society and also to equip the students effectively to utilize the digital knowledge for their course.
- Review the basic concepts and functional knowledge in the field of informatics.
- Impart functional knowledge in a standard office package and popular utilities.
- Create awareness about social issues and concerns in the use of digital technology.
- Develop the skills to enable students to use digital knowledge resources in learning.

Module I (25 hrs)

Overview of Information Technology

Computer – Meaning – Evolution – Types - Features of modern personal computer and peripheral- Computer Networks and Internet –Overview of operating systems and major application software.

Module II (17 hrs)

Knowledge skill for Higher Education

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

Module III (20 hrs)

Social Informatics

IT & society-issues and concerns-digital-IT and development-the free software movement-IT industry-new opportunities and new threats –piracy-cyber threats-cyber security-piracy issues-cyber laws-cyber addictions-information overload-health issues guide lines for proper usage of computers-E wastes and green computing-impact of IT on language and culture-Localization issues IT and Regional languages –E-groups-social cybernetics-Information society

Module IV (10 hrs)

Data Analysis

The use of computer in data analysis and coding-Data analysis software-Excel and SPSS–Starting SPSS-working with data editor and SPSS-Viewer-Importing data-Major statistical techniques using-Excel and SPSS-Preparation of graphs and diagrams using Excel and SPSS-Data presentation using Powerpoint.

Note: Expecting only the conceptual level understanding. No detailed account is needed. No practical in examination.

Marks Distribution

Module	I	II	III	IV
Marks	50	30	40	10

Essential Reading

1. Pearson, *Technology in Action*, Montgomery, 2016.
2. V. Rajaraman, *Introduction to Information Technology*, Prentice Hall, New Delhi, 2003.
3. Alexis Leon & Mathew Leon, *Computers Today*, Leon vikas, New Delhi.
4. Peter Notion, *Introduction to Computers*, Tata McGraw Hill, New Delhi, 2011.
5. Geirge Perry, *SAMS Teach yourself Open office org*, SAMS
6. Alexis Leon & Mathew Leo, *Fundamentals of Information Technology*, Leon Tech World, New Delhi, 1999.
7. Armand Mathew, *The Information society*, Sage Publications, London, 2003.
8. Ajai.S. Gaur, *Statistical Methods for Practice and Research*, Response books, New Delhi, 2012.

Web resources

1. www.fgcu.edu/suppor/office2000
2. www.openofficeorg
3. www.mocrosoft.com/office
4. www.lgta.org
5. www.learnthenet.co
6. www.lgta.org
7. www.learnthenet.com

MODEL QUESTION PAPER
19UHY321: Informatics

Time: 3 Hours

Max Marks: 80

Section – A

Answer the following in one or two sentences each. Each carries one mark

1. Who is known as the father of Computer?
2. Expand CPU.
3. What is meant by Computer Networks?
4. Define Internet.
5. Give the expansion of ROM.
6. What is Wi - Fi?
7. Who is known as the father of E - mail?
8. The Information Technology Act was passed in _____.
9. What is meant by Cyber addictions?
10. What is meant by Cybernetics?

(10x1=10 marks)

Section – B

Answer any eight of the following in one paragraph each. Each carries two marks

11. Write a note on WAN.
12. Write a note on word processing software.
13. Write note on Digital Image Editing software.
14. Give an account on INFLIBNET.
15. Write the significance of search engine?
16. Write a note on Favourites and Book marks.
17. Write a note on Cyber Laws.
18. Define Cyber Ethics.
19. Write a note on Green computing.
20. Write about Spam.
21. Give an account of Trojan Horses.
22. Write note on Excel.

(8x2=16 marks)

Section – C

Answer any six of the following in short essay form. Each carries four marks

23. Explain the evolution of computer.
24. Analyse the types of Operating systems.
25. Discuss the advantages of internet.
26. How far internet is used in daily life?
27. Discuss the new opportunities of Information Technology.
28. Write a short essay on E - waste.
29. What are the health issues faced by regular uses of Computer?
30. Explain the different types of data analysis software.
31. Discuss the basic operations in Microsoft Power Point Software.

(6x4=24 marks)

Section – D

Answer any two of the following in long essay form. Each carries fifteen marks

32. What is Computer? Discuss the features of personal computer.
33. Explain the different types of Input and Output devices.
34. Explain how far the Information Technology is used in Teaching.
35. Discuss the advantages and disadvantages of Information Technology.

(2x15=30 marks)

Core Course III

19UHY341: EVOLUTION OF EARLY INDIAN SOCIETY AND CULTURE

Credits-4

Hours: 5 (90 hrs)

Course Outcome

- Analyze the salient features of prehistoric and proto historic culture in India
- Trace the evolution of Indian culture with special reference to the society and polity of Ancient period.
- Familiarize the students with the heritage of India

Module I (15 hrs)

Pre Historic and Proto Historic Cultures in India

Location and Chronology of Early Stone Age Cultures-Paleolithic Period-Mesolithic Period-Neolithic Revolution-Chalcolithic Culture-Transition to Metal Age

Module II (15 hrs)

Bronze Age Culture in India

Harappan Culture-Settlement Patterns and Town Planning-Agrarian Base-Technology-Craft-Trade-Decline.

Module III (25 hrs)

Vedic Period and After

Early Vedic Period-Social Stratification and Economy-Later Vedic Phase-Second Urbanization-Heterodox Religions-Jainism and Buddhism-Mauryan State and Society.

Module IV (20 hrs)

Cultural Contribution of the Guptas

Contribution of Guptas to Indian Culture-Social changes in the Post Gupta Period- Religious Movements-Vaishnavism, Saivism- Transmission of Knowledge-Secular and Religious

Module V (15 hrs)

Development of Culture in South India

Megalithic Background –Sangam Age-Polity-Society and Economy-Trade with Roman Empire-The Tamil Bhakti Movement

Marks Distribution

Module	I	II	III	IV	V
Marks	20	25	30	30	25

Essential Readings

1. Rajesh Kochar, *The Vedic People: their History and Geography*, Orient Longman, New Delhi, 2000.
2. Stuart and Piggot, *Pre Historic India*, Pelican Books, London, 1950.
3. Bridget & Raymond Allchin, *The Rise of Civilization in India and Pakistan*, CUP, 1982.
4. A.L. Basham (Ed), *Cultural History of India*, OUP, New Delhi, 2007.
5. A.L. Basham, *The Wonder that was India*, OUP, New Delhi, 1967.
6. D.N. Jha, *Economy and Society in Early India: Issues and Paradigms*, Munshiram Manoharlal Pub., New Delhi, 1993.
7. D.D. Kosambi, *An Introduction to the Study of Indian History*, Popular Books Dept, Mumbai, 1956.
8. D.D. Kosambi, *The Culture and Civilization in ancient India: A Historical Outline*, Routledge Kerganpaun, London, 1965.
9. R.S. Sharma, *Indian Feudalism*, McMillan, New Delhi, 2005.
10. Romila Thapar, *Ancient Indian Social History: Some Interpretations*, Orient Longman, New Delhi, 1978.
11. Romila Thapar, *From Lineage to State*, OUP, New Delhi, 1985.
12. Romila Thapar, *History of India Vol.I*, Penguin Books, New Delhi, 1966.
13. Romila Thapar, *Asoka and the Decline of the Mauryas*, OUP, New Delhi, 1998.
14. Irfan Habib, *Medieval India: Study of a Civilization*. NBT, New Delhi, 2008.
15. K.A. Neelakanta Sasthri, *A History of South India*, Oxford Press, New Delhi, 1957.
16. Kesavan Veluthat, *The Political Structure of Early Medieval South India*, OLM, New Delhi, 1993.

17. Sathish Chandra, *Medieval India*, OLM, New Delhi, 2007.
18. N. Subrahmanyam, *Sangham Polity*, Asia Publishing House, Madras, 1966
19. B.N. Lunia, *Evolution of Indian Culture*, Lakshmi Narain Agarwal, Agra, 2018.

Books for Reading

1. Chempakalakshmi.R, *Trade Ideology and Urbanization in South India*, OUP, New Delhi, 1996.
2. D.N. Jha, *Economy and Society in Early India*, Munshiram Manoharlal Publications, New Delhi, 1993.
3. R.C. Manjumdar, *Ancient India*, Motilal Banarsidass, New Delhi, 2017.
4. R.S. Sharma, *Ancient India*, OUP, 2006.
5. Karashima Naboru, *South Indian History and Culture*, OUP, 2016.
6. R.S. Sharma, *Material Culture and Social Formation in Ancient India*, Macmillan, New Delhi, 1983.

MODEL QUESTION PAPER
19UHY341: Evolution of Early Indian Society and Culture

Time: 3 Hours

Max Marks: 80

SECTION-A

Answer the following, each in one or two sentences. Each question carries 1 mark

1. What is the meant by Mesolithic age ?
2. Who were called Quartzite men?
3. Write about the 'Mount of dead'?
4. Who was the 23rd Thirthankara of Jainism?
5. Name the founder of Mauryan Empire?
6. Who is known as the Indian Napoleon?
7. What is meant by Prasasthi?
8. What is meant by Megalithic?
9. Name the author of Chilapadhikaram.
10. Name the place where Buddha delivered his first Sermon.

(10x1=10 marks)

SECTION-B

Answer eight of the following, each in a paragraph. Each question carries 2 marks

11. Define chalcolithic period.
12. Briefly describe the features of pre-historic art.
13. Describe the transition to metal age.
14. What is the significance of Great Bath?
15. Describe the town planning of Indus people.
16. Trace the religious practices of Indus Valley people.
17. Explain the status of women during later Vedic period.
18. Distinguish between Hinayanism and Mahayanism.
19. Write a note on Bhagavatism.
20. Write a note on Navaratnas.
21. Explain the concept of Tinai.
22. Write a note on Sangam literature.

(8x2=16 marks)

SECTION-C

Answer any six of the following in short essay form. Each question carries 4 marks

23. Explain the life and culture of Paleolithic people.
24. Discuss the salient features of Chalcolithic cultures in India
25. Explain the Neolithic Revolution in India.
26. What do you know about the Economic life of Harappan people?
27. What were the important features of the Mauryan administration?
28. Discuss the concept of Asoka's Dhamma.
29. Discuss the progress of religious movement during the Gupta period.
30. What were the factors responsible for the decline of Gupta Empire?
31. Examine the salient features of Tamil Bhakti movement in South India.

(6x4=24 marks)

SECTION-D

Answer any two of the following in essay form. Each question carries 15 marks

32. Bring out the salient features of Indus Valley civilization.
33. Discuss the political, social, economic and religious life of the Rig-Vedic Aryans.
34. What are the important features of Gupta administration?
35. Evaluate the polity and society during the Sangam Age.

(2x15=30 marks)

COMPLEMENTARY COURSE - V
19UPS331: PUBLIC ADMINISTRATION

(Total instructional hours-54)

COURSE OUTCOME:

- It will familiarize the themes of Administration.
- It creates an understanding of the basic elements of Public Administration.
- It will produce better administrators.
- It explores some administrative values among students.
- It inspires students to choose it as optional paper for civil service examination.
- It will give the students the technicalities of Administration.

MODULE - I

Nature, Scope and Evolution of Public Administration - Public and Private Administration. (11 hours)

MODULE-II. New trends in Public Administration

- A. New Public administration.
- B. Development administration.
- C. E-Governance and Good governance. (10 hours)

MODULE -III. Organisation:

- A) Principles of Organisation - Hierarchy, Span of Control, Unity of Command - Delegation -Co-ordination
- Centralisation – Decentralisation- Department- Bases-4 Ps. (14 hours)

MODULE - IV. Personnel Administration

- A. Bureaucracy- Functions
Recruitment - Methods of Recruitment - Direct and Indirect - Recruitment, Agencies (UPSC).
Training - Methods of Training-
Administrative Ethics
- B. Role of District Collector in District Administration. (14 hours)

MODULE - V. Financial Administration

Budgetary Process in India - Preparation - Enactment and Execution of Budget. (5 hours)

Weightage of marks

Module	1	2	3	4	5
Marks	25	25	30	30	20

Reading List

MODULE - I

1. Fadia, P. B. L., & Fadia, D. K. (2011), *Public Administration: Administrative Theories and Concepts*. New Delhi: Sahithya Bhavan Publications.
2. Marx, F.M, (1946), *Elements of Public Administration*, New Delhi, Prentice Hall of India
3. Avasthi, & Maheshwari, (2013), *Public Administration*, Agra: Lakshmi Narain Agarwal.
4. Bhagwan, D. V., Bhushan, D. V., & Mohla, D. V. (2012), *Public Administration*, New Delhi: S Chand Companies Pvt Ltd.
5. Basu, R. (2014), *Public Administration: Concepts and Theories*, New Delhi: Sterling Publishers Pvt Ltd.
6. Appleby, Paul. H., (1949), *Policy and Administration*, United States, University of Alabama Press.
7. Aggarwal.U.C., (ed), (2003), *Public Administration - Vision & Reality*, IIPA Golden Jubilee Publication, New Delhi, Indian Institute of Public Administration.
8. Basu, Rumki, *Public Administration - Concepts and Theories*, New Delhi, Sterling Publishers.

MODULE - II

9. Fadia, P. B. L., & Fadia, D. K. (2011), *Public Administration: Administrative Theories and Concepts...*, New Delhi: Sahithya Bhavan Publications.
10. Avasthi, & Maheshwari. (2013), *Public Administration* . Agra: Lakshmi Narain Agarwal.

11. Bhagwan, D. V., Bhushan, D. V., & Mohla, D. V. (2012). *Public Administration*, New Delhi: S Chand Companies Pvt Ltd.

12. Basu, Rumki, *Public Administration - Concepts and Theories*, New Delhi, Sterling Publishers.

MODULE - III

13. Goel, S. (1999), *Personnel Administration and Management: Concepts and Techniques*, New Delhi: Kanishka Publishers Distributors.

14. C S Venkat Ratnam, & Srivasthava, B. K. (1991), *Personnel Management and Human Resources*, New Delhi: Tata McGraw-Hill Publishing Company Ltd.

15. Ahmed, F. (Ed.) (1995), *Bureaucracy and Development Administration*, New Delhi: Manak Publications Pvt Ltd.

16. Dhariwal, S., & Parnami, K. K. (2007), *Training, Civil Services and Personnel Administration*, New Delhi: Rawat Publishers.

17. Kingsley, Donald.J.(1942), *Recruiting applications for the Public Service - A report submitted by the Committee on recruitment for the Public Service*, United States

MODULE -IV

18. Fadia, P. B. L., & Fadia, D. K. (2011), *Public Administration: Administrative Theories and Concepts*, New Delhi: Sahithya Bhavan Publications.

19. Avasthi, & Maheshwari. (2013). *Public Administration*, Agra: Lakshmi Narain Agarwal.

20. Bhagwan, D. V., Bhushan, D. V., & Mohla, D. V. (2012). *Public Administration*, New Delhi: S Chand Companies Pvt Ltd.

21. Basu, Rumki, *Public Administration - Concepts and Theories*, New Delhi, Sterling Publishers.

22. Parashar, P. (1997), *Public Administration in the Developed World*, New Delhi: Sarup and Sons

23. Srivasthara K.S, (2007), *Public Administration in India*, New Delhi, APH Publishing Corporation

MODULE - V

24. Fadia, P. B. L., & Fadia, D. K. (2011). *Public Administration: Administrative Theories and Concepts* . New Delhi: Sahithya Bhavan Publications.

25. Avasthi, & Maheshwari. (2013), *Public Administration*, Agra: Lakshmi Narain Agarwal.

26. Bhagwan, D. V., Bhushan, D. V., & Mohla, D. V. (2012), *Public Administration*, New Delhi: S Chand Companies Pvt Ltd.

27. Basu, Rumki, *Public Administration - Concepts and Theories*, New Delhi, Sterling Publishers.

28. Chakrabarthy, B., & Chand, P. (2012). *Public Administration in a Globalising World: Theories and Practices*, New Delhi: Sage Publications.

29. Mathur, K. (Ed.) (1996), *Development Policy and Administration*, New Delhi: Sage Publishers.

30. Sapru, R. K. (2007), *Public Policy Formulation, Implementation and Evaluation*, New Delhi: Sterling Publishers Pvt. Ltd.

31. Hazary, Narayan, (2005), *Development Administration*, New Delhi, A.P.H. Publishing Corporation.

32. Roy, Jayatilak Guha, (2006), *Right to Information: Initiatives and Impact* -, New Delhi, Indian Institute of public Administration.

33. Gajanan, R. P., & Sharma, A. (2011), *Public Administration: Today and Tomorrow*, New Delhi, Crescent Publishing Company.

MODEL QUESTION PAPER
19UPS331: PUBLIC ADMINISTRATION

Time: Three Hours

Max Marks: 80

SECTION –A

(Answer the following, each in one word or one or two sentences. Each question carries 1 mark)

1. Who is known as the father of American Public administration?
2. Which is the latest technique of training for civil servants?
3. Which is the first textbook on Public Administration?
4. What is meant by delegation?
5. Who coined the term 'POSDCORB'?
6. What is meant by Integral view?
7. From which the term Budget is derived.
8. Comment on unity of command.
9. Which class of employees does the Staff Selection Commission of India recruit?
10. What is meant by Gang plank?

(10x1=10 marks)

SECTION-B

(Answer any eight of the following, each in a paragraph. Each question carries 2 marks)

11. What are the hindrances in the way of coordination?
12. Highlight the importance of E-Governance in administration?
13. Distinguish between Centralisation and Decentralisation.
14. What is meant by performance appraisal?
15. Discuss the need for discipline in government service.
16. In what way informal training is differ from formal training.
17. Which are the factors influencing span of control?
18. What is meant by Administrative ethics?
19. Bring out the merits and demerits of Hierarchy.
20. Point out the functions of UPSC.
21. Discuss the need for code of conduct in government service.
22. Distinguish between public and private administration.

(8x2=16 marks)

SECTION-C

(Answer any Six of the following in short essay form. Each question carries 4 marks)

23. Explain the significance of the study of Public administration.
24. Bring out the importance of New Public Administration.
25. Describe the 4 Bases of Department.
26. Explain the major types of Recruitment.
27. Analyse different kinds of training in government service.
28. Describe the major recruiting agencies in India.
29. Explain the features of Good governance.
30. Discuss the execution of the Budget in India.
31. Describe the functions of Bureaucracy.

(6x4=24 marks)

SECTION-D

(Answer any Two of the following in essay form. Each question carries 15 marks.)

32. Examine the meaning nature and scope of Public Administration.
33. Explain the budgetary process in India.
34. Bring out the role and functions of the District Collector in district administration.
35. What is Development administration? Explain the features of Development administration.

(2x15=30 marks)

Complementary Course VI

19UEC331: INTRODUCTION TO INTERNATIONAL TRADE AND PUBLIC ECONOMICS

Inst.Hours-3 (54 Hours)

Number of credit-3

Course Specific Outcome

- Analyse the significance of Public finance.
- Examine the trends in revenue and expenditure in India.
- Assess the trends in public debt
- Discuss the relevance of India's foreign trade

MODULE I: INTRODUCTION TO PUBLIC ECONOMICS (14)

Definitions and Scope of Private Finance and Public Finance-Concepts of Public Economics-Concepts in Budget

MODULE II: PUBLIC REVENUE AND EXPENDITURE (14)

Public revenue: Definitions-Sources - Features of Taxation- canons of taxation Types of Taxes - Impact, Incidence and Shifting of Taxes (concepts only)- Effects of Taxation. Definition - Causes of increasing public expenditure - Effects of public expenditure- Public expenditure in India.

MODULE III: PUBLIC DEBT (11)

Meaning and Nature of Public debt—Classification and Trends of public debt in India—Methods of debt redemption

MODULE IV: INTERNATIONAL TRADE (15)

Concepts and Importance of International Trade— Inter regional trade and international trade- Basis of International trade—Absolute and Comparative advantage theory-Balance of Trade and Balance of Payments— Foreign Exchange market and Exchange Rate (Concepts only)- Devaluation and Revaluation- Depreciation and Appreciation (Concept only).

References

- Hajela, T N (2010): Public finance (4th Edition), Ane Book Pvt. Ltd
- D Salvatore: (2014) International Economics 11th edition, Wiley Publication
- Mithani: (2017) D M International Economics 8th Edition, Himalaya Publication
- S K Singh (2010) Public Finance Theory and Practice, Revised Edition, S Chand Publication.

MODEL QUESTION PAPER

19UEC331: Introduction To International Trade and Public Economics

Time: 3Hrs

Max Marks: 80

Section – A

Answer all questions. Each question carries 1 mark.

1. Devaluation
2. Balance of Payment
3. International Trade
4. Sinking Fund
5. Advalorem Tax
6. Balanced Budget
7. Regressive Tax
8. Exchange Rate
9. Public Expenditure
10. Tax

(10x1=10 Marks)

Section – B

Write short notes on any 8 of the following. Each question carries 2 marks.

11. Repudiation of public debt
12. Two Adam Smith's Canon Of Taxation
13. Distinguish between internal and external trade
14. Differentiate progressive and proportional tax
15. Productive and unproductive debt
16. What is tax evasion
17. Write any two similarities of public finance and private finance
18. Specific and Advalorem tax
19. What is Public revenue
20. What is pump priming
21. Two merits of direct tax
22. Distinguish between devaluation and depreciation

(8x2 = 16 Marks)

Section – C

Answer six of the following. Each question carries 4 marks

23. Balance of Trade and Balance of Payment
24. Different types of public debt
25. Explain the Canons of Taxation
26. What are the effects of Taxation?
27. Explain the different methods of debt redemption
28. Discuss the principles of public expenditure
29. What are the different types of taxes?
30. Explain major types of public expenditure in India
31. Discuss the merits and demerits of direct tax

(6x4 = 24 Marks)

Section – D

Answer two of the following. Each question carries 15marks.

32. Explain the Ricardian theory of International Trade
33. What are the causes for the growth of public expenditure in India
34. Explain the major sources of revenue of the government in India
35. Critically discuss the absolute cost advantage theory

(2x15 = 30 Marks)

Semester IV
Language Course VIII
19UEN411.1: READINGS IN LITERATURE II

No of Credits:4

No of hours: 90 (5 per week)

COURSE OUTCOME

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

1. Understand and appreciate literary discourse.
2. Look at the best pieces of writings in English critically.
3. Analyze literature as a cultural and interactive phenomenon.
4. Learn the English language through literature
5. Understand the aesthetic, cultural and social aspects of global literature.
6. Analyze and appreciate literary texts in the global context.
7. Learn structures of the English language through the text.

Module 1: Poetry

Module 2: One-Act Play

Module 3: Prose

Module 4: Fiction

COURSE MATERIAL

Module 1: Poetry

1. William Shakespeare : *Sonnet 30*
2. John Keats : *Ode to a Nightingale*
3. Robert Frost : *Mending Wall*
4. David Malouf : *The Bicycle*
5. Maya Angelou : *Poor Girl*
6. Gabriel Okara : *Once Upon a Time*

Module 2: One-Act Play

1. Anton Chekhov : *The Marriage Proposal*

Module 3: Prose

1. E. V. Lucas : *Bores*
2. Jawaharlal Nehru : *A Glory has Departed*
3. Bertrand Russell : *How to Escape from Intellectual Rubbish*

Module 4: Fiction – Short stories

1. Charles Lamb and Mary Lamb : *Tales from Shakespeare - King Lear*
2. Charles Lamb and Mary Lamb : *Tales from Shakespeare – Merchant of Venice*
3. O. Henry : *Retrieved Information*
4. A.J. Cronin : *Two Gentlemen of Verona*

Core Text:

Sadasivan, Leela. *Perspectives in Literature*. Foundation Books 2015

Further Reading

1. Abrams, M.H. *A Glossary of Literary Terms* (Rev. ed.)
2. Hobsbaum, Philip. *Metre, Rhythm and Verse Form: The New Critical Idiom*. Indian Reprint. Routledge, 2007.
3. Prasad, Birjadish. *A Background to the Study of English Literature*. Macmillan, 2012.
4. Wainwright, Jeffrey. *Poetry: The Basics*. Indian Reprint. Routledge, 2009.
5. Hudson, W.H. *An Introduction to the Study of English Literature*. Maple Press. 2012.

MODEL QUESTION PAPER
19UEN411.1: Readings in Literature II

Time: Three hours

Maximum Marks: 80

Section-A

Answer **all the questions**, each in a word or a sentence. Each question carries 1 mark.

1. Who is Lancelot Gobbo?
2. Who is the illegitimate son of the Earl of Gloucester?
3. Who does Nehru refer to in “We have failed to protect”?
4. Why does Keats wish for a “draught of vintage”?
5. A foundation stone of a bore is _____.
6. What is the attitude of the poet towards the bicycle?
7. What was the reason for the tourist’s interest in the two boys?
8. Why was Jimmy Valentine imprisoned?
9. What happens after Natalia accepts the marriage proposal?
10. What does the poet mean by the terms “unlearn” and “relearn”?

(10 x 1 = 10 marks)

Section-B

Answer **any eight questions**, each in a short paragraph not exceeding 50 words. Each question carries 2 marks.

11. What was the contract that Shylock made Antonio sign before giving him the loan?
12. Write a brief note on the storm scene in ‘King Lear’.
13. What is the greatest asset of a Bore?
14. How did the brothers help to defeat the German army in ‘Two Gentlemen of Verona’?
15. What is the “gap” that the poet refers to in ‘Mending Wall’?
16. What is Ivan’s outlook towards lottery and luck?
17. What is the mistake that Aristotle made according to Russell?
18. Why does the poet say that his “grievances” are foregone?
19. Do you think nostalgia is the predominant theme in the poem, “Once Upon a Time”?
20. Who is Mid-May’s eldest child?
21. What is the divine quality that Gandhi possessed?
22. Why did Lomov visit his neighbour?

(8 x 2 = 16 marks)

Section-C

Answer **any six** questions in about 100 words. Each question carries 4 marks.

23. Describe the first meeting between Lomov and Natalia?
24. Comment on the role of the Fool in ‘King Lear’.
25. How does the story of ‘The Two Gentlemen of Verona’ give promise of greater hope for human society?
26. Nehru feels Gandhi does not need any monument in bronze. Why?
27. What are the two ways of avoiding fear in ‘How to Escape from Intellectual Rubbish’?
28. What are the two opposing ideas of the two neighbours?
29. Comment on the phrase ‘Once Upon a Time’ as the title and the opening line of the poem.
30. Do you think money exercises power and has an adverse effect on personal relationships in ‘The Lottery Ticket’?
31. Trace the elements of a farce in ‘The Marriage Proposal’?

(6 x 4 = 24 marks)

Section-D

Answer **any two** of the following, each in about three hundred words. Each question carries 15 marks.

32. How does Maya Angelou treat the themes of love and deception in ‘Poor Girl’?
33. Discuss how the theme of ingratitude is treated in the play, ‘King Lear’.
34. What are the ways suggested by Russell to escape from “intellectual rubbish”.
35. In ‘The Proposal’ by Anton Chekhov, what idea does each of the characters represent?

(15 x 2 = 30 marks)

Language course IX (Additional Language IV)

19UFR411.1: CULTURE & CIVILIZATION

No of Credits: 4

No of hours: 5 Hrs/week

COURSE OBJECTIVES:

1. To acquaint the students with French culture and civilization.
2. To comprehend, compare and understand better the civilization of one's native place.

COURSE OUTCOMES:

The students would be able to comprehend French culture and civilization and thereby be able to compare and grasp better the civilization of one's native place.

SYLLABUS:

NAME OF TEXT : ECHO-A1 méthode de français

Authors: J. Girardet & J. Pecheur

Publisher: CLE INTERNATIONALE

- Leçon- 9 : Souvenez-vous ! (Pages : 86 -93)
- Leçon – 10 : On s'appelle ? (Pages : 94 – 101)
- Leçon – 11 : Un bon conseil ! (Pages : 102 – 109)
- **The following topics on Kerala culture with special emphasis on festivals, tourist centres, cuisine and cities are to be asked as short essays and long essays.**
 - » L'Onam – la fête unique du Kerala
 - » Le Vishou,
 - » Une ville touristique favori du Kerala
 - » Le Kerala – Le Pays du Dieu
 - » L'importance touristique du Kerala
 - » Un écrivain célèbre du Kerala
 - » Un plat traditionnel du Kerala

Reference books :

1. Connexions – Niveau 1 By Régine Mérieux and Yves Loiseau
2. Le Nouveau Sans Frontières Vol I by Philippe Dominique
3. Panorama Vol I by Jacky Girardet

MODEL QUESTION PAPER
19UFR411.1: CULTURE & CIVILIZATION

TIME: 3HRS

MAX MARKS: 80

PART-A

Répondez à toutes questions suivantes:

1. Qui est le fils de votre père ?
2. Vous avez un ordinateur ?
3. Qu'est-ce que vous faites pour rester en contact avec vos amis ?
4. Nommez deux parties du corps ?
5. Quel numéro fait-on pour appeler les pompiers en France ?
6. Que faites-vous si vous avez perdu votre carte bancaire en France ?
7. Nommez un film français que vous avez regardé ?
8. Pourquoi utilisez-vous l'internet ?
9. Jusqu'à quand peut-on dire « Bonjour » en France ?
10. En France, qu'est-ce que vous devez faire quand on vous fait un cadeau ?

(10x1=10)

PART-B

Répondez à 8 questions suivantes :

11. Complétez en utilisant un pronom complément direct :
Leo : J'ai rencontré une fille sympa. Je aime bien.
Marco : Tu vois souvent ?
Leo : Oui, Jeappelle.
12. Remplacez les mots soulignés par un pronom complément direct ou indirect :
 - Tu connais la nouvelle ? Clémentine a quitté Antoine !
 - Elle a quitté Antoine quand ?
 - Il y a un mois. Elle a écrit une lettre à Antoine. Elle a dit à Antoine qu'elle allait vivre à Toulouse.
 - Et les enfants ?
 - Elle a emmené les enfants.
13. Mettez les verbes entre parenthèses à l'imparfait :
« A Paris. J'(avoir) une chambre dans le Quartier Latin. J'(étudier) à l'Ecole de médecine. C'(être) une belle époque. Le soir, nous (danser) à la Huchette.
14. Mettez les verbes suivants à l'imparfait :
 - a. Connaitre : Elle
 - b. Lire : Je
 - c. C. habiter : Nous
 - d. Regarder : Vous
15. Répondez :
 - a. Vous jouez encore au football ?
 - b. Vous lisez encore des bandes dessinées ?
16. Vous êtes en vacances en France. Que faites-vous dans les situations suivantes :
 - a. Dans la rue, une voiture brûle.
 - b. Vous avez perdu votre carte bancaire.
17. Faites des phrases avec « *Souvent* » et « *Quelquefois* » :
18. Transformez les mots ci-dessous aux mots de la répétition :
 - a. Faire
 - b. Lire
 - c. Prendre
 - d. Dire
19. Donnez deux raisons pour lesquels vous utilisez l'ordinateur.
20. Rédigez un court message pour votre répondant.
21. Peut-on vivre sans le téléphone portable ? Exprimez votre avis.
22. Ecrivez deux phrases pour présenter des actions que vous avez déjà faites :
Ex : J'ai déjà mangé des escargots !

(8x2=16)

PART-C

Répondez à 6 questions suivantes :

23. Mettez le récit suivant au passé. Utilisez le passé composé et l'imparfait :
« Nous allons au bord de la mer pour le week-end. Il fait chaud. Il y a beaucoup de monde. Je prends un bain. Puis, avec mon frère, nous faisons du surf. Le soir, nous sommes fatigués. »
24. Répondez en utilisant un pronom :
Ex : Vous apprenez bien le vocabulaire ? → Oui, je l'apprends.
a. Vous faites les exercices ? → Oui, Je
b. Vous regardez la chaîne française TV5 ? → Oui, Je
c. Vous regardez les films ? → Oui, Je
d. Vous comprenez les acteurs ? → Non, Je
25. Rapportez le dialogue :
Ex : Lisa dit à Paul qu'elle a envie de sortir...
Lisa : J'ai envie de sortir.
Paul : Ou tu veux aller ?
Lisa : Je voudrais aller danser. Tu veux venir ?
Paul : Je suis fatigué.
Lisa : Je ne veux pas sortir seule.
Paul : Appelle Marie.
26. Dites ce qu'ils sont en train de faire, ce qu'ils viennent de faire, ce qu'ils vont faire :
a. Paul part en vacances (arriver à la gare, monter dans le train, chercher sa place).
b. Marie va faire une course (sortir, acheter du pain, rentrer dans cinq minutes).
27. Présentez votre voisin.
28. Rédigez en quatre phrases les souvenirs de votre premier livre.
29. Présentez un écrivain du Kerala que vous connaissez.
30. Présentez le film dernier que vous avez regardé.
31. Une amie vous a prêté un livre il y a six mois. Elle vous le demande. Vous lui renvoyez ce livre avec un petit mot. Exprimez vos excuses, vos remerciements, votre plaisir d'avoir lu ce livre.

(6x4=24)

PART-D

Répondez à 2 questions suivantes :

32. Faites un arbre généalogique de votre famille. Alors, présentez votre famille.
33. Pourquoi le Kerala est appelé comme « Le Pays du Dieu » ?
34. Décrivez une fête unique du Kerala.
35. Vous décidez de quitter votre travail ou d'arrêter vos études. Vous avez d'autres projets. Vous rencontrez un(e) ami(e) et vous parlez de ces projets.

(2x15=30)

Language course IX (Additional Language IV)

19UHN411.1: DRAMA, TRANSLATION & COMMUNICATIVE HINDI

No of Credits: 4

No of hours: 5 Hrs/week

Aims of the Course / Objectives

To appreciate and analyze the dramatic elements in literature. To understand the distinct features of Hindi Drama. To understand the process of translation and the qualities of a translator. To familiarize official correspondence in Hindi. Learn Hindi for effective communication. To familiarize the technical terms used in offices.

Course Outcome

Understanding the Drama 'Nepatya Rag' written by Mira Kaanth in context of struggle for independence of women in patriarchal society. Students got scope to gain knowledge about the forms of exploitation faced by women in feudalistic system. To develop communication skills in Hindi. Get jobs for their livelihood.

Module 1

Drama

Prescribed textbook – 'Nepathya Rag' by Mira Kaanth
Published by Bharatheey Gyanpeeth, New Delhi

Module 2

Translation

Textbook – 'Anuvad evam Vyavaharik patra vyavahar'
By Prof. Vanaja K. V
Published by Govind Prakashan Mathura
(Passages 1 to 8 should be studied.)

Module 3

Communicative Hindi

Patravvyavahar

Text: 'Anuvad evam Vyavaharik patra vyavahar' By Prof. Vanaja K. V

Published by – Govind Prakashan, Mathura

(Invitation letter, Leave letter, Letter to (Father, Son, Friend), Application letter for employment, Letters regarding orders, Letters of enquiry and Letters of complaint).

Technical Terminology

Prescribed Textbook – Anuvad Evam Vyavaharik Patra Vyavahar

Prof, Vanaja K V

Published by – Govind Prakashan, Mathura

Varthalap

Text: 'Bolchal ki Hindi'

By Dr Susheela Gupt

Published by Lok Bharati Prakashan

(Chapters 2 to 16 should be studied)

Books to General Reading

1. Samakaleen Hindi Natak aur Rangmanch
Dr. Narendra Mohan
Vani Prakashan
2. Hindi Natak - Dr. Bachan Singh
Radhakrishna Prakashan
3. Sattothar Hindi Natak - Dr. K.V. Naryana Kurup
Lokbharati Prakashan
4. Anuvad Sidhanth aur Prayog – Dr. G. Gopinathan
Lokbharati Prakashan
5. Patravvyavahar Nirdeshika - Bholanath Thivari
Vani Prakashan

FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM
Fourth Semester B.A/B.Sc Degree Examination
Language Course (Additional Language IV) - HINDI
19UHN 411.1 Drama, Translation and Communicative Hindi
(2019 Admission onwards)

Time : 3 Hrs.

Max.Marks : 80

I. एक शब्द या वाक्य में उत्तर लिखिए?

1. मीरा कान्त का जन्म कहाँ हुआ?
2. मालवगणनायक विक्रमादित्य के नवरत्नों में आयुर्वेद के विद्वान कौन थे?
3. वराह मिहिर किस गाँव के निवासी है?
4. सुबन्धु भट्ट को खना प्यार से क्या पुकारती थी?
5. किसने 'कुमार सम्भवम्' की रचना की?
6. 'बृहत-जातक' ग्रंथ के रचयिता कौन है?
7. इतिहास की पहली महिला ज्योतिषी कौन थी?
8. 'ततः किम' किसका उपन्यास है?
9. 'Casual Leave' का हिन्दी अनुवाद क्या है?
10. 'संघ लोक सेवा आयोग' का अंग्रेज़ी अनुवाद क्या है?

(10×1=10 marks)

II. किन्हीं आठ प्रश्नों के उत्तर पचास शब्दों में लिखिए?

11. मीरा कान्त के चार नाटकों के नाम लिखिए?
12. मेधा अपने कार्यालय में क्यों दुःखी है? उसके ऑफिस में चल रही 'पोस्ट मॉडर्न प्रॉब्लम' क्या है?
13. स्वास्थ्य के बारे में धन्वन्तरि की राय क्या है?
14. 'निर्धन पुरुष' के वेष में वराह मिहिर से मिलने कौन आया था? क्यों?
15. महादेवी ज्योतिष्मती खना से क्या जानना चाहती है?
16. महाराज भर्तृहरि ने संन्यास क्यों स्वीकार किया था?
17. विक्रमादित्य खनादेवी को क्यों सभासद बनाना चाहते हैं?
18. वररुचि के स्त्री विषयक दृष्टिकोण का परिचय दीजिए?
19. वराह मिहिर ने अनुवाद केलिए कौन-सी व्याख्या दी है?
20. नाटककार मीराकान्त का परिचय दीजिए?
21. अंग्रेज़ी पारिभाषिक शब्द लिखिए?

- | | |
|---------------|-------------------|
| 1. Accountant | 2. Administration |
| 3. Code | 4. Notification |

22. हिन्दी पारिभाषिक शब्द लिखिए?

- | | |
|----------------|--------------|
| 1. अवर सचिव | 2. कार्यक्रम |
| 3. प्रमाण-पत्र | 4. सचिवालय |

(8×2=16 marks)

III. निम्नलिखित खंडों से किन्हीं छह प्रश्नों के उत्तर 120 शब्दों में लिखिए?

खण्ड 'ख' से एक प्रश्न का उत्तर अनिवार्य है।

खण्ड क

23. पत्र-लेखन के महत्व पर प्रकाश डालिए?
24. आचार्य वराह मिहिर की चरित्रगत विशेषताओं पर प्रकाश डालिए?
25. आवश्यक पुस्तकों की माँग करते हुए वाणी प्रकाशन, दिल्ली के प्रकाशक के नाम पत्र लिखिए?
26. खनादेवी को सभासद् बनाने के प्रस्ताव पर नवरत्नों की प्रतिक्रिया क्या थी?
27. रसोई घर में माँ के साथ बातचीत का नमूना लिखिए?
28. 'परन्तू... यह निर्धन पुरुष था कौन.... साम्राज्य की चिन्ता में डूबा। घुटनों से नीचे तक पहुँचते वे हाथ क्या किसी निर्धन के थे?' सप्रसंग व्याख्या कीजिए?
29. अनुवाद किसे कहते हैं? अनुवाद करते समय किन किन बातों पर ध्यान रखना चाहिए?

खण्ड 'ख'

निर्देश: हिन्दी में अनुवाद कीजिए

30. The government, however, cannot do everything by itself. So it looks to the people for help. Infact, the most wonderful thing about our plans is the way in which the people have come forward to improve their lives by working together. By far, the best example of this is the community development programme. This is the right step in the right direction. It will lead us to progress and prosperity. On it depends the future of India to a large extend.
31. I am extremely glad to note the progress of Hindi in South India. A common language for the whole of India is a necessity. There are many advantages in making Hindi the national language. There is no possibility of Hindi endangering the provincial languages. Hindi is a fine rope with which we can bind the whole of India together. Some people complain that it is difficult to learn other languages. But there is really no difficulty in that. You can find many people in Europe knowing four or five languages, besides their mother tongue.

(6×4=24 marks)

IV. किन्हीं दो प्रश्नों के उत्तर 250 शब्दों में लिखिए?

32. खना का चरित्र-चित्रण कीजिए?
33. केरल हिन्दी प्रचार सभा, तिरुवनन्तपुरम के हिन्दी विभाग में एक अतिथि अध्यापक का पद खाली है। उक्त पद में आपकी नियुक्ति के लिए सचिव के नाम एक पत्र लिखिए?
34. कॉलज में विभिन्न व्यक्तियों के साथ बातचीत का नमूना तैयार कीजिए।
35. 'नेपथ्य राग' नाटक के नामकरण की सार्थकता पर विचार कीजिए?

(2×15=30 marks)

സെമസ്റ്റർ	:	IV
കോഴ്സ് കോഡ്	:	19UML 411.1
ലാംഗ്വേജ് കോഴ്സ്	:	IX (Add lang:IV)
സമയക്രമം	:	ആഴ്ചയിൽ 5 മണിക്കൂർ (18×5= 90 മണിക്കൂർ)
ക്രെഡിറ്റ്	:	4

ഭാഷാപ്രായോഗിക പഠനം

പഠനോദ്ദേശ്യം

1. വിദ്യാർത്ഥികളുടെ ആശയവിനിമയശേഷി വർദ്ധിപ്പിക്കുക.
2. ഔദ്യോഗിക/ഭരണകാര്യങ്ങളും ശാസ്ത്രവിഷയങ്ങളും മലയാളഭാഷയിലൂടെ അവതരിപ്പിക്കാനുള്ള കഴി വ്യാപ്തമാക്കുക.
3. മലയാള ഭാഷ കൈകാര്യം ചെയ്യുമ്പോൾ ഉപയോഗിക്കുന്ന പാഠകപിഴകൾ സ്വയം തിരുത്താൻ പ്രാപ്തമാക്കുക.
4. പദം, വാക്യം, ചിഹ്നം എന്നിവ തെറ്റുകൂടാതെ പ്രയോഗിക്കുന്നതിലൂടെ ഭാഷാശുദ്ധി നിലനിർത്തുക.
5. മലയാള ഭാഷ അനായാസം കൈകാര്യം ചെയ്യാനുള്ള കഴിവ് നേടിക്കൊടുക്കുക.
6. വിവർത്തനത്തിൽ പ്രായോഗിക പരിശീലനം നൽകുക.

പാഠ്യപദ്ധതി :

മൊഡ്യൂൾ - ഒന്ന് (18 മണിക്കൂർ)

പദശുദ്ധി - വാക്യശുദ്ധി, വാക്യ രചനയിൽ ശ്രദ്ധിക്കേ കാര്യങ്ങൾ, ഭാഷാ പ്രയോഗത്തിലെ ശരി തെറ്റുകൾ - നല്ല മലയാളം ശൈലി - ശൈലീ ഭംഗം - വാക്കുകളും വാക്യങ്ങളും തെറ്റുകൂടാതെയെഴുതാവാനുള്ള പ്രായോഗിക പരിശീലനം.

മൊഡ്യൂൾ - രണ്ട് (18 മണിക്കൂർ)

ശബ്ദ കോശജ്ഞാനം, വാക്കുകളുടെ അർത്ഥം വിപരീത ശബ്ദങ്ങൾ സമാന ശബ്ദങ്ങൾ നാനാർത്ഥങ്ങൾ, പദച്ഛേദം, ചേർത്തെഴുത്ത്, എതിർ ലിംഗം, അർത്ഥ വ്യത്യാസം. മുതലായവയിലൂടെ വിദ്യാർത്ഥികളുടെ ഭാഷാ ഗ്രഹണ ക്ഷമ വർദ്ധിപ്പിക്കുന്നു.

വിശദപഠനം:

മൊഡ്യൂൾ മൂന്ന് (18 മണിക്കൂർ)

1. ആശയ വിപുലനം പ്രകൃഷ്ട കാവ്യ മാതൃകകളിലെ ഉദ്ധരണികൾ നൽകി, ആശയം വിപുലീകരിച്ച് എഴുതാവാനുള്ള ശേഷി വർദ്ധിപ്പിക്കും വിധം അഭ്യാസ പ്രവർത്തനങ്ങൾ നടത്തുക.
2. പരാവർത്തനം: തന്നിരിക്കുന്ന പാഠ്യഭാഗം എറ്റക്കുറച്ചിലുകൾ വരാതെ ഗദ്യരൂപത്തിലാക്കുവാനുള്ള പരിശീലനം
3. മുന്നിലൊന്നായി സംഗ്രഹിക്കൽ: ആശയ ചോരണം വരാതെ സുദീർഘങ്ങളായ മാതൃകകൾ സംഗ്രഹിക്കാനുള്ള ശേഷി.
4. ഉത്തരം കത്തെൽ: ഗദ്യ-പദ്യ മാതൃകകളിൽ നിന്ന് ഉത്തരം കത്തിയെഴുതാവാനുള്ള ശേഷി വളർത്തുന്നു.

മൊഡ്യൂൾ നാല് (36 മണിക്കൂർ)

1. ഉപന്യാസം : നിർവ്വചനം., വിവിധ ഉപന്യാസ മാതൃകകൾ, ഒരു ഉപന്യാസം തയ്യാറാക്കുമ്പോൾ ശ്രദ്ധിക്കേണ്ട കാര്യങ്ങൾ, പ്രായോഗിക ഒരു ഉപന്യാസം തയ്യാറാക്കുമ്പോൾ ശ്രദ്ധിക്കേണ്ട കാര്യങ്ങൾ, പ്രായോഗിക മാതൃകകളിലൂടെ ഏതൊരു വിഷയത്തെക്കുറിച്ചും ഉപന്യാസം തയ്യാറാക്കുവാനുള്ള പരിശീലനം.

വിശദീകരണം

1. ആ മനുഷ്യൻ നീതന്നെ : സി.ജെ. തോമസ്
2. രാവുണ്ണി : പി.എം. താജ്

മൊഡ്യൂൾ മൂന്ന് (18 മണിക്കൂർ)

തിരക്കഥാപഠനം

ചലച്ചിത്രനിർമ്മിതിയിൽ തിരക്കഥയ്ക്കുള്ള പ്രാധാന്യത്തെക്കുറിച്ചുള്ള അറിവ് നേടണം

വിശദീകരണം

- | | | |
|--------------------------------------|---|----------------------------|
| 1) ഒഴിമുറി | : | ജയകാന്തൻ |
| 1. കേരള സാഹിത്യ ചരിത്രം | - | ഉള്ളൂർ |
| 2. സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ | - | ഡോ.കെ.എം.ജോർജ്ജ് |
| 3. കൈരളിയുടെ കഥ | - | എൻ.കൃഷ്ണപിള്ള |
| 4. കുഞ്ചൻ നമ്പ്യാർ വാക്കും സമൂഹവും | - | കെ.എൻ.ഗണേഷ് |
| 5. കഥയും തിരക്കഥയും | - | എ.ജി.രാജ്കുമാർ |
| 6. സിനിമയുടെ ലോകം | - | അടൂർ ഗോപാലകൃഷ്ണൻ |
| 7. ആധുനിക മലയാള സിനിമ | - | കെ.പി. രാമൻ കുട്ടി |
| 8. സിനിമയുടെ വഴിയിൽ | - | ഐ.ഷൺമുഖദാസ് |
| 9. സഞ്ചാരിയുടെ വീട് | - | ഐ.ഷൺമുഖദാസ് |
| 10. കഥയും തിരക്കഥയും | - | എ.ജി. രാജ്കുമാർ |
| 11. സിനിമയും മലയാളസാഹിത്യവും | - | മധു ഇറവങ്കര |
| 12. മലയാള സിനിമ | - | സിനിക് |
| 13. ചലച്ചിത്രത്തിന്റെ പൊരുൾ | - | വിജയകൃഷ്ണൻ |
| 14. ചലച്ചിത്ര സമീക്ഷ | - | വിജയകൃഷ്ണൻ |
| 15. സിനിമയുടെ രാഷ്ട്രീയം | - | രവീന്ദ്രൻ |
| 16. കാഴ്ചയുടെ അശാന്തി | - | രവീന്ദ്രൻ |
| 17. സിനിമയെ കണ്ടെത്തൽ | - | എം.എഫ്.തോമസ് |
| 18. മലയാള സിനിമ അരങ്ങത്ത് | - | (എഡി) കെ.ജയകുമാർ |
| 19. എം.ടി, കല, കാലം, വ്യക്തി | - | (എഡി) കെ.ജയകുമാർ |
| 20. എം.ടി. കഥയും പൊരുളും | - | (എഡി) എം.എം. ബഷീർ |
| 21. എം.ടി.യുടെ സർഗ്ഗപ്രപഞ്ചം | - | കേരളഭാഷാഇൻസ്റ്റിറ്റ്യൂട്ട് |
| 22. എം.ടി.കല,കാലം,സ്വത്വം | - | ഡോ.എ.എസ്. പ്രതീഷ് |

FATIMA MATA NATIONAL COLLEGE (AUTONOMOUS), KOLLAM

Fourth Semester B.A Degree Examination May 2019

CBCSS

19UML 411.1: ഭാഷാപ്രായോഗിക പഠനം

Time : 3 Hrs.

Max.Marks : 80

Section A

I. ഒറ്റവാക്കിലോ പരമാവധി രണ്ടു വാക്യത്തിലോ ഉത്തരമെഴുതുക. 1 മാർക്ക് വീതം

1. 'തലപ്പാവ്' എന്ന സിനിമയുടെ സംവിധായകൻ ആര്?
2. 'റൂഥ്' ആരുടെ നാടകം ആണ്?
3. പി.എം. താജിന്റെ ഏതെങ്കിലും രണ്ട് നാടകങ്ങളുടെ പേര് എഴുതുക.
4. തുള്ളൽ വിഭാഗങ്ങൾ ഏതെല്ലാം?
5. സ്യമന്തകം ഓട്ടൻതുള്ളൽ ആരുടെ കൃതി?
6. അമ്പലപ്പുഴ ശ്രീകൃഷ്ണസ്വാമി ക്ഷേത്രം മലയാളത്തിലെ ഏത് കവിതയുമായി ബന്ധപ്പെട്ടിരിക്കുന്നു?
7. 'ഇനി വായന ഇനി വായന' ആരുടെ കൃതി?
8. 'മധുരം നിന്റെ ജീവിതം' ആരെക്കുറിച്ചുള്ള കൃതിയാണ്?
9. മലയാളത്തിലെ ഇബ്സൺ എന്നറിയപ്പെടുന്ന നാടക്യത്താര്?
10. മലയാളത്തിൽ ആദ്യമായി പ്രഹസനങ്ങൾ രചിച്ചത് ആര്? (1×10=10)

Section B

II. ഏതെങ്കിലും 8 ചോദ്യത്തിന് അരപ്പുറത്തിൽ കവിയാതെ ഉത്തരമെഴുതുക 2 മാർക്ക് വീതം.

11. ജോർദ്ദാൻ എങ്ങോട്ടാണ് ഒഴുകുന്നത് - സന്ദർഭം വ്യക്തമാക്കുക.
12. ഇ-വായന എന്നാൽ എന്ത്?
13. കണ്ണുള്ളത് തുറക്കാൻ മാത്രമല്ല അടയ്ക്കാൻ കൂടിയാണ് - സന്ദർഭം വ്യക്തമാക്കുക.
14. ഇതര നാടകങ്ങളിൽ നിന്നും തനത് നാടകം എങ്ങനെ വ്യത്യാസപ്പെട്ടിരിക്കുന്നു?
15. ബ്ലോഗെഴുത്തിന്റെ സവിശേഷതകൾ വ്യക്തമാക്കുക.
16. രാവണൻ കാർത്തവീര്യാർജ്ജുനന്റെ അഹങ്കാരം ശമിപ്പിച്ചതെങ്ങനെ?
17. കാർത്തവീരാർജ്ജുനം തുള്ളൽ ഏത് വിഭാഗത്തിൽപ്പെടുന്ന വിശദമാക്കുക.
18. രാവുണ്ണി എന്ന നാടകത്തിന്റെ കേന്ദ്രഭാവം എന്ത്?
19. കാർത്തവീര്യാർജ്ജുന വിജയത്തിൽ കാർത്തവീര്യന്റെ അഹങ്കാരം ശമിപ്പിക്കുന്നതെങ്ങനെ?
20. ഓട്ടൻ തുള്ളലിലെ വേഷവിധാനത്തെ കുറിച്ച് വിവരിക്കുക.

Section C

II. ഏതെങ്കിലും 6 ചോദ്യത്തിന് ഒന്നരപ്പുറത്തിൽ കവിയാതെ ഉത്തരമെഴുതുക 4 മാർക്ക് വീതം.

21. 'ആ മനുഷ്യൻ നീ തന്നെ' എന്ന ശീർഷകത്തിന്റെ സാങ്കല്പം പരിശോധിക്കുക.
22. തിരുവിതാകൂർ ഭാഷയിലെ മനോഹാരിത 'ഒഴിമുറിയിൽ' എങ്ങനെ ആവിഷ്കരിച്ചിരിക്കുന്നു?
23. ഒഴിമുറി ചർച്ചചെയ്യുന്ന ജീവിതസംഘർഷം വിവരിക്കുക.
24. കാർത്തവീരാർജ്ജുന വിജയം തുള്ളലിൽ പ്രകടമാകുന്ന സാമൂഹിക ആക്ഷേപഹാസ്യം വ്യക്തമാക്കുക.
25. രാവുണ്ണി എന്ന നാടകപ്രമേയ സവിശേഷത വിശദമാക്കുക.
26. 'ബത്ഗേബ' എന്ന കഥാപാത്ര നിരൂപണം ചെയ്യുക.
27. നാഥാൻ എന്ന പ്രവാചകന്റെ കടന്നുവരവ് 'ആ മനുഷ്യൻ നീ തന്നെ' എന്ന നാടകത്തെ എത്രമാത്രം സംഘർഷാത്മകമാക്കുന്നു? വ്യക്തമാക്കുക.
28. ബൈബിൾ രചനകളുടെ മേന്മയും പരിമിതിയും വ്യക്തമാക്കുക.
29. പാപബോധം ആ മനുഷ്യൻ നീ തന്നെ എന്ന നാടകത്തിൽ എങ്ങനെ കടന്നു വരുന്നു?
30. മലയാള നിരൂപണത്തിലെ വേറിട്ട മുഖമാണ് കെ.പി. അപ്പന്റേത് - വിശദമാക്കുക.
31. സി. ജെ. യുടെ ദാർശനികമായ വിചാരധാരകൾ 'ആ മനുഷ്യൻ നീ തന്നെ'യിൽ എത്രത്തോളം പ്രതിഫലിക്കുന്നു.

Section D

IV. മൂന്നുപുറത്തിൽ കവിയാതെ രണ്ടുചോദ്യത്തിന് ഉത്തരമെഴുതുക. 15 മാർക്ക് വീതം.

32. തനത് നാടകത്തിന്റെ പൊതു സവിശേഷതകൾ വിശദമാക്കുക.
33. ബൈബിൾ കഥയെ നാടകീയമായി ചിത്രീകരിക്കുന്നതിനുള്ള സി.ജെ.യുടെ കഴിവ് 'ആ മനുഷ്യൻ നീ തന്നെ' എന്ന നാടകത്തെ ആസ്പദമാക്കി ചർച്ച ചെയ്യുക.
34. കടക്കണിയിൽ അകപ്പെട്ടുപോയ ഒരാളുടെ മാനസിക വ്യഥകളെ രാവുണ്ണി എന്ന നാടകത്തിൽ എപ്രകാരം ചിത്രീകരിച്ചിരിക്കുന്നു?
35. നമ്പ്യാരുടെ കൃതികൾ ഉത്തമമായ സാമൂഹിക പരിഹാസങ്ങൾ ആണ്. കാർത്തവീരാർജ്ജുന വിജയത്തെ ആധാരമാക്കി വിലയിരുത്തുക.

Core Course IV

19UHY441: MEDIEVAL INDIA: SOCIO-CULTURAL PROCESSES

Credits: 4

Hours: 5 (90 hrs)

Course Outcome

- Equip the students to have an idea on the Social Cultural and Administrative Features during the Medieval Period.
- Familiarize the Students, the processes that made the socio-cultural specificities possible.
- Make the students, aware of the linkage effect of this period in subsequent centuries.

Note: Political (dynastic) history as such is avoided, however administrative system prevailed in the period concerned is included.

Module I (25 hrs)

Economic and Social Life under Delhi Sultanate

Formation of Delhi Sultanate-nature of Nobility-Peasant and Rural Gentry-Trade, Industry and Merchants-Emergence of new Towns-Town Life- Slaves, Artisans and other sections-Social manners and customs-Caste and Social mobility-status of Women.

Module II (25 hrs)

Administrative System, Economic and Social Life Under the Mughals

Mughal Administration-Mansabdari system and the Mughal army-Economic and social conditions-Jagirdari system-Organisation of Trade and Commerce- Foreign trade and European traders-Patterns of village life and Mass-Ruling classes- Nobles and Zamindars.

Module III (15 hrs)

Cultural Development in Medieval India

Art and Architecture - Literature and fine Arts - Religious ideas and beliefs-The Sufi Movement-Chisthi Suharwari Silsilahs - Bhakthi Movement in India

Module IV (25 hrs)

Emergence of Regional Cultures

Emergence of Cultures-Cholas-Vijayanagar and Maratha Cultures

Marks Distribution

Module	I	II	III	IV
Marks	40	40	20	30

Essential Readings

1. B.D. Chathopadyaya, *The Making of Early Medieval India*, OUP, New Delhi, 1994.
2. Shireen Moosvi, *The Mughal Economy*, OUP, New Delhi, 1987.
3. Peter Jackson, *The Delhi Sultanate: Political and Military History*, OUP, New Delhi, 2003.
4. Sathish Chandra, *History of Medieval India*, Orient Black Swan, Delhi, 2009.
5. Irfan habib (ed), *Medieval India, Vol. I*, OUP, Delhi, 1992.
6. Irfan Habib, *The Agrarian System of Mughal India -1520-1707*, OUP, New Delhi, 1999.
7. Tapan Ray Chaudhary & Irfan Habib (ed), *The Cambridge Economic History of India, Vol I-* Orient Longman, Delhi, 1993.
8. Muhammed Habib and K.A. Nizami (ed), *The Delhi Sultanate, Vol: 5-2 parts*, People Pub House, Delhi, 1992.
9. R.C. Majumdar & A.D. Pusalkar, *The Delhi Sultanate- The History and Culture of Indian People, Series Vol. 6* Vidyabhavan, Bombay, 1960.
10. R.C. Majumdar, JN Chaudhari & S Chaudhari, *The Mughal Empire, Vol 7- The History and Culture of the Indian People Series, vol. 6*, Bharathiya Vidya Bhavan, Bombay, 1960 .
11. Sathish Chandra, *Essays on Medieval Indian History*, OUP, New Delhi, 2003.
12. L.H. Quereshi, *The Administration of Mughal Empire*, OUP, Karachi, 1966.
13. B. Catherine Asher, *Mughal Architecture*, OUP, New Delhi, 1992.

14. P.N. Ojha, *Some Aspects of North India Social Life, 1556-1707*, Nagari Prakashan, Patna, 1961.
15. K.A.N. Sastri, *A History of South India*, OUP, New Delhi, 1957.

Books for Readings

1. Kesavan Veluthattu, *Political Structure of Early Medieval South India*, Orient Longman, Delhi, 1993.
2. Herman Kulki, *The State in India (1000-1700 AD)*
3. R.S. Sharma, *Indian Feudalism*, McMillan, New Delhi, 2005.
4. Burton Stein, *Peasant, State and Society in Early Medieval South India*, OUP, New Delhi, 1980.
5. Musafir Alan and Sanjay Subrahmaniam, *Mughal State, 1526-1750*
6. Sathish Chandra, *Medieval India, 2 Vols*, Orient Longman, New Delhi, 2007.

MODEL QUESTION PAPER
19UHY441: Medieval India: Socio-Cultural Processes

Duration: 3 Hours

Max Marks: 80

PART-A

Answer the questions in a word or a sentence. Each question carries 1 mark

1. Who introduced Dagh system?
2. What is meant by the term Diwan-i-Ariz?
3. Who started Diwan-i-Amir-i-Kohi?
4. Who took up the title Zillillah?
5. Name the founder of Lodhi dynasty.
6. Name the Mughal ruler who founded Din-i-Illahi in 1581.
7. What is Dahsala system?
8. Who were Alwars?
9. Whose period is considered as the Augustan Age of Telugu literature?
10. Name the founder of Chola dynasty.

(10x1=10 marks)

PART-B

Answer any Eight of the following in a paragraph each. Each carries 2 marks

11. What is meant by Chahalghani?
12. Write a note on the introduction of token currency by Muhammed Tughlaq.
13. Write a note on the slaves in Delhi Sultanate.
14. Give an explanation on the status of women in Delhi Sultanate.
15. Write a note on Barani.
16. What was the importance of Iqta system in Delhi Sultanate.
17. What is meant by 'Zat' and 'Sawar'?
18. Give a note on the 'Second Battle of Panipat'.
19. Write briefly on Chisti order.
20. Write a short note on Nayanars.
21. Write a short note on 'Ashtapradhan'.
22. Write a note on 'Ashtadiggajas' of Krishnadevaraya's court.

(8x2=16 marks)

PART-C

Answer any Six of the following in short essay form. Each question carries 4 marks

23. Discuss the Market Regulations of Alauddin Khilji.
24. Assess the measures adopted by Delhi Sultans for improving agriculture.
25. Estimate the measures adopted by Sher Shah Sur for improving trade and commerce.
26. Evaluate the features of Maratha administration.
27. Assess the Local self government system of imperial Cholas.
28. Describe the characteristics of society under Vijayanagara Empire.
29. Evaluate the progress of literature under Vijayanagara rule.
30. Evaluate the socio-economic condition during Cholas.
31. Evaluate the Chola contribution to temple architecture.

(6x4=24 marks)

PART-D

Answer any two of the following. Each question carries 15 marks

32. Assess the socio-economic condition of India during Delhi Sultanate.
33. Explain the salient features of Mughal administration.
34. Estimate the economic condition of Mughal period.
35. Elucidate details of Bhakti Movement in Medieval Indian society.

(2x15=30 marks)

Core Course V

19UHY442: HISTORY OF MODERN WORLD – PART I

Credits: 3

Hours: 4 (72 hrs)

Course Outcome

- Familiarize the students about the changes in the history of the modern world.
- Analyze the agenda of the imperialistic powers in Latin America and Africa.
- Create an understanding among students about the liberal ideas and freedom struggles.

Module I (25 hrs)

Emergence of the Modern Age

Renaissance-Reformation-Counter Reformation- Geographical Explorations-Scientific Revolution

Module II (25 hrs)

Age of Revolutions

English Revolution of 1688- American War of Independence- French Revolution of 1789.

Module III (10 hrs)

Colonial Expansion and Resistance

Colonialism- imperialism- Latin American Resistance - Miranda-Simon Bolivar – San Martin-Colonialism in Africa.

Module IV (12 hrs)

Industrialization and Emergence of Socialist Ideas

Industrial Revolution-Agrarian Revolution-Socialism-Robert Owen-Saint Simon-Karl Marx.

Marks Distribution

Module	I	II	III	IV
Marks	45	45	16	24

Essential Readings

1. R. Hilton, *Transition from Feudalism to Capitalism*, Alan Sutton Publication, England, 1976.
2. Jonnathan W. Zophy, *A short History of Renaissance and Reformation in Europe: Dances over Fire and Water*, Prentice Hall PTR, 2003.
3. John Addington Aymonds, *Renaissance in Italy: The Age of the Despots*, Kessinger Publisher, 2005.
4. Andrew Johnson, *The Protestant Reformation in Europe*, Longman, New Delhi, 1991.
5. John Morris Roberts, *A Short History of the world*, Oxford University Pess, New Delhi, 1993.
6. R.R. Palmer, *A History of the Modern World*, Mc. Graw Hill Companies, 2004
7. Euegene Davidson, *The Making of Adolf Hitler- The Birth and Rise of Nazism*, University of Missouri Press, 1997.
8. John Miller, *The Glorious Revolution*, Longman, New Delhi, 1997
9. Henry Bamford Parkes, *The United States of America: A History*, (First Indian Reprint), Khosla Publishing House, New Delhi, 1986.
10. Christopher Hibbert, *French Revolution*, Penguin, UK, 2001.
11. C.A. Bailey, *The Birth of the Modern World*, Blackwell, California, 2004.
12. Edward Mc Nall Burns, Philip Lee Ralph, Robert E. Lerner & Standish Meacham, *World Civilizations*, GOYL SaaB Distributors, New Delhi, 1998.
13. Eric J. Hobsbawn, *Age of Revolution, Abacus*, 1998.

MODEL QUESTION PAPER
19UHY442: History of Modern World – Part I

Time: 3 Hours

Max Marks: 80

Section – A

Answer the following in one or two sentences each. Each carries one mark

1. Who is considered as the father of Renaissance?
2. What is meant by Reformation?
3. Who is considered as the father of modern science?
4. Who was the first Stuart king?
5. American War of Independence came to an end by the treaty of _____.
6. Name the French king stated 'I am the state'.
7. What is meant by New Imperialism?
8. Define the concept 'neo colonialism'.
9. What is meant by Agrarian Revolution?
10. Who invented 'Cotton Gin'?

(10x1=10 marks)

Section – B

Answer any eight of the following in one paragraph each. Each carries two marks

11. Give a brief account on Henry the Navigator.
12. Write the significance of the 'Letter of Indulgences'.
13. Give an account on 'Long Parliament'.
14. Write the significance of the 'Oath of the Tennis Court'.
15. Write the contributions of Francisco Miranda.
16. Write a note on Simon Bolivar.
17. Give an account of Jose San Martin.
18. Give an account on scramble for Africa.
19. Write the significance of Boer war.
20. Write about Karl Marx.
21. Give an account of Robert Owen.
22. Write about Saint Simon.

(8x2=16 marks)

Section – C

Answer any six of the following in short essay form. Each carries four marks

23. Write the chief Geographical Discoveries.
24. Why did Renaissance begin in Italy?
25. Explain the role played by James II to the Glorious Revolution.
26. Write the significance of American War of Independence.
27. Discuss the causes for the growth of Imperialism.
28. Why did Industrial Revolution begin in England?
29. Analyse the effects of Industrial Revolution.
30. Explain the features of Industrial Revolution.
31. Discuss the features of Agrarian Revolution.

(6x4=24 marks)

Section – D

Answer any two of the following in long essay form. Each carries fifteen marks

32. Explain the various features of Renaissance
33. Discuss the causes and results of Reformation.
34. Analyse the causes of French Revolution.
35. Explain the factors led to the American War of Independence.

(2x15=30 marks)

COMPLEMENTARY COURSE - VII
19UPS431: INTERNATIONAL POLITICS

(Total instructional hours-54)

COURSE OUTCOME:

- It equip students with the basic intellectual tools for understanding International relations.
- It equip the students with the basic concepts, Ideologies, and approaches in the study of International Politics
- It give an idea of International and regional Organisations.
- It enables students to generate some fruitful discussions on global issues and thereby inculcate the feeling of global citizen.
- It gives awareness to the students that all international issues will be affected to all Nations.

MODULE - I- Meaning, Nature and Scope of International Politics. (10 hours)

MODULE- II – Theories in International Relations

- a) Idealism
- b) Realism,
- c) System Theory: Morton Kaplan (12 hours)

MODULE - III – Features of Nation-State system

- a) Elements of National Power
- b) War and Interventions (8 hours)

MODULE- IV -International Organization: UN and its Organs

- U.N and its Role in maintaining International Peace and Security.
- Regional Organizations- SAARC, ASEAN, E.U, BRICS (12 hours)

MODULE V - Issues in Global Politics

- a) Globalization and its Impact on Developing Countries.
- b) International Terrorism.
- c) Environmental issues.
- d) Weapons of Mass Destruction. (12 hours)

Weightage of marks

Module	1	2	3	4	5
Marks	20	30	25	25	30

Reading List

MODULE-1

1. Anne Peters, L. K. (2009), *Non-State Actors as Standard Setters*. Cambridge: Cambridge University Press.
2. GHOSH, P. (2013), *International Relations*, New Delhi: PHI Learning Pvt. Ltd.
3. Keersmaeker, G. D. (2017), *Polarity, Balance of Power and International Relations Theory: Post-Cold War and the 19th Century Compared*, Ghent: Palgrave.
4. Morgenthau, H. J. (1993), *Politics Among Nations: The Struggle for Power and Peace*, New York: McGraw-Hill.
5. Reinalda, D. B. (2013), *The Ashgate Research Companion to Non-State Actors*, Farnham: Ashgate Publishing, Ltd.
6. Tellis, A. J. (2001), *Measuring National Power in the Postindustrial Age*, Santa Monica: Rand Corporation.
7. Waltz, K. N. (2010), *Theory of International Politics*, Illinois: Waveland Press.

MODULE-II

8. Daddow, O. (2009), *International Relations Theory*, New Delhi: SAGE.
9. Harvey, D. (2007), *A Brief History of Neoliberalism*, oxford: OUP Oxford.
10. Kissinger, H. (2014), *World Order: Reflections on the Character of Nations and the Course of History*, London: Penguin UK.

11. Siegfried Schieder, M. S. (2014), *Theories of International Relations*, New York: Routledge.
12. Walter Carlsnaes, T. R. (2012), *Handbook of International Relations*, New Delhi: Sage.

MODULE-III

13. Appadorai, A. (1992), *National interest and India's foreign policy*. New Delhi: Kalinga Publications.
14. David Armstrong, T. F. (2012), *International Law and International Relations*. Cambridge: Cambridge University Press.
15. Griffiths, M. (1995), *Realism, Idealism and International Politics: A Reinterpretation*, London: Routledge.
16. Jayapalan, N. (2001), *Foreign Policy of India*, New Delhi: Atlantic Publishers & Dist.
17. Kumar, S. (2010), *In the National Interest: A Strategic Foreign Policy for India*, New Delhi: Business Standard Books.

MODULE-IV

18. Chatterjee, A. (New Delhi). *International Relations Today: Concepts and Applications*, 2010: Pearson.
19. Karen A. Mingst, M. P. (2016), *The United Nations in the 21st Century*, Boulder: Westview Press.
20. Shannon L. Blanton, C. W. (2017), *World Politics: Trend and Transformation*, 2016 - 2017. Boston: Cengage Learning.
21. Muni S D, *The emerging dimensions of SAARC*: Institute of South Asian studies, Foundation Books 2011
22. Amitav Acharya, *Constructing a security community in South East Asia: ASEAN and Problems of regional order*, Routledge : London (2001).
23. Oliver Stuenkel. Lanham, Maryland, *The Brics and the future of Global order*, Lexington Books (2015).
24. Daniel Kenealy, John Peterson, Richard Corbett, *The European union. How does it work*, Oxford University press (2018).

MODULE V

25. Ahmed, N. M. (2017), *Failing States, Collapsing Systems: BioPhysical Triggers of Political Violence*, Cambridge: Springer.
26. Brooks, R. (2016), *How Everything Became War and the Military Became Everything: Tales from the Pentagon*, New York: Simon and Schuster.
27. D'Anieri, P. (2016), *International Politics: Power and Purpose in Global Affairs*, Boston: Cengage Learning.
28. Nacos, B. L. (2016), *Terrorism and Counterterrorism*, New York: Routledge.
29. Steve Lamy, J. M. (2016), *Introduction to Global Politics*, New York: Oxford University Press.

MODEL QUESTION PAPER
19UPS431: INTERNATIONAL POLITICS

Time- Three Hours

Max Marks: 80

SECTION-A

(Answer the following, each in one word or one or two sentences. Each question carries 1 mark)

1. What is meant by Geo Politics?
2. What is meant by aggressive nationalism?
3. Which day is celebrated as UN day?
4. What is meant by Cold war?
5. What is meant by national power?
6. Who wrote 'Politics among nations'?
7. What is meant by Unit- veto system?
8. What is meant by BRICS?
9. What is meant by Kyoto protocol?
10. What is meant by Euro?

(10x1=10 marks)

SECTION-B

(Answer any eight of the following, each in a paragraph. Each question carries 2 marks)

11. Discuss the role of Power in International Politics?
12. What is meant by MNCs?
13. Explain the role of ideology in International Politics.
14. Which are the major transnational actors?
15. What is meant by Idealism?
16. Write a note on ASEAN.
17. What is meant by Balance of power?
18. Write a note on UNESCO.
19. Explain collective security under the UN Charter.
20. Write a difference between National politics and International Politics.
21. What is meant by Buffer state?
22. Write a brief note on Morgenthau's political realism.

(8x2=16 marks)

SECTION-C

(Answer any Six of the following in short essay form. Each question carries 4 marks)

23. Explain the future of Nation-state system.
24. Describe India's role in UN.
25. Explain the features of European Union.
26. To reform UNO means to reform the Security Council. Explain.
27. Analyse the importance of the SAARC as a regional organisation.
28. Explain the new trends in Nationalism.
29. What is Globalisation? Explain its impact on developing nations.
30. Explain the causes of International terrorism.
31. Describe the impact of weapons of Mass destruction in global politics.

(6x4=24 marks)

SECTION-D

(Answer any Two of the following in essay form. Each question carries 15 marks)

32. Describe the meaning, nature and scope of International Politics.
33. Describe the major approaches to the study of International Politics.
34. What is National power? Explain the factors determining national power.
35. Discuss the major issues in Global Politics.

(2x15=30 marks)

Complementary Course VIII

19UEC431: INDIAN ECONOMY SINCE INDEPENDENCE

Inst. Hours- 3 (54 Hours)

Number of Credit – 3

Course Specific Outcome

- Examine the demographic trends in Indian Economy.
- Discuss the concepts poverty inequality and unemployment.
- Analyse the significance of three sectors in Indian economy.
- Evaluate the significance of National Income and its Measurement.
- Examine the features of Kerala Economy and its structural changes.
- Illustrate the impact of migration on Kerala Economy.

MODULE I: Basic Features of Indian Economy (24)

Features of Indian Economy—Major demographic features—Concept of poverty and Inequality- types of unemployment and extend of Unemployment—Human Development Index and PQLI-Role of agriculture in Indian Economy-Green Revolution-Role of Industry in Indian Economy-Industrial Policy of 1991-Significance of Service Sector in Indian Economy

MODULE II: National Income (14)

Meaning of national income - importance of the study of national income estimation —Aggregate concepts of national income estimation—Methods and difficulties in the measurement of national income—Green Accounting (concept only)

MODULE III: Kerala Economy (16)

Features of Kerala Economy-Structural changes -Trends of SDP in Kerala economy-Impact of migration in Kerala economy- Kerala model of development.

References

- Uma Kapila (2013): Indian Economy since Independence, Academic Foundation, New Delhi.
- Prakash, B A, B R Prabakaran Nair: (2009) Kerala's Development Issues in the new Millennium. Serials Publications.
- Mishra S K and V K Puri: (2017) *Indian Economy: The Development Experience*, 35th Revised Edition, Himalaya Publishing House, Mumbai.
- Ramesh Singh: (2017) Indian Economy ,7th Ed, Mac Graw Hill New Delhi
- G Omkarnath (2016): Economics: A Primer for India, Orient Black Swan Pvt Ltd, New Delhi

MODEL QUESTION PAPER
19UEC431: INDIAN ECONOMY SINCE INDEPENDENCE

Time: 3Hrs

Max Marks: 80

Section – A

Answer all questions. Each question carries 1 mark.

1. GDP
2. Transfer Payments
3. Tertiary sector
4. Green revolution
5. Privatization
6. Poverty line
7. Disguised unemployment
8. Birth rate
9. subsidy
10. migration

(10x1=10 Marks)

Section – B

Write short notes on any 8 of the following. Each question carries 2 marks.

11. Personal disposable income
12. PQLI
13. Gross value and net value
14. National product at factor cost
15. Lorenz curve
16. Mixed income of self employed
17. Components of human development index
18. Emigration
19. Double counting
20. Private income
21. Globalization
22. Green GDP

(8x2 = 16Marks)

Section – C

Answer six of the following. Each question carries 4 marks

23. What are the difficulties involved in the calculation of national income?
24. Discuss the role of industry in Indian economy
25. Briefly explain the impact of migration in Kerala Economy?
26. What is decentralized planning?
27. Explain the role of service sector in India
28. What are the components of net factor income from abroad?
29. Briefly explain the value-added method of measuring national income
30. What are the different types of unemployment?
31. Explain the role of agriculture of in Indian economy

(6x4 = 24 Marks)

Section – D

Answer two of the following. Each question carries 15marks.

32. Critically evaluate the industrial policy of 1991
33. Discuss the various methods of measuring national income
34. Explain in detail the new agricultural strategy in India
35. What are aggregate concepts of national income in India?

(2x15 = 30 Marks)

Semester V

Core Course VI

19UHY541: MAJOR TRENDS IN HISTORICAL THOUGHT AND WRITINGS

Credits: 4

Hours: 4 (72 hrs)

Course Outcome

- Enable the students to understand the history of historical writings.
- Intellectually equip the students to evaluate the works in the light of new theories and concepts.

Module I (15 hrs)

Early Historical Writings

Greece-Rome-China-Herodotus-Thucydides-Livy-Tacitus- Su-ma- Chien.

Module II (14 hrs)

Medieval Historiography

Christian Historiography-St. Augustine-Arab Historiography-Ibn Khaldun.

Module III (14 hrs)

Renaissance, Cartesianism, Anticartesianism, Enlightenment and their impact on Historiography

Renaissance-Machiavelli, Cartesianism-Rene Descartes-anti Cartesianism-Vico, Enlightenment-Gibbon, Romanticism-Hegel.

Module IV (15 hrs)

Postivism and Historical Materialism

Positivism and Ranke- Materialistic interpretation of history and Karl Marx

Module V (14 hrs)

Twentieth Century Historiography

Oswald Spengler-Arnold Toynbee-Annales School-Structuralism-Subaltern Studies-Post Modernism

Marks Distribution

Module	I	II	III	IV	V
Marks	28	24	28	27	23

Essential Readings:

1. E.H. Carr, *What is History*, Vintage Publication, 1967.
2. R.G. Collingwood, *The Idea Of History*, Oxford University Press, 1994.
3. Keith Jenkins, *Re-thinking History*, Routledge Publication. London, 2003.
4. G.A. Cohen, Karl Marx, *Theory of History*, Princeton University Press, 1978.
5. Arthur Marwick, *Nature of History*, Palgrave Macmillan, 1970.
6. Arthur Marwick, *The New Nature of History*, Palgrave Macmillan, 2001.
7. B. Sheik Ali, *History: Its theory and Method*, Macmillan, New Delhi, 1980.
8. E. Sreedharan, *A Text Book of Historiography*, Orient Longman, 2003.
9. J.W. Thomson, *A History of Historical Writings* (2 Vols.) Macmillan, 1942.
10. Keith Jenkins, ed, *The Post Modern History Reader*, Routledge Publication, London, 2000.
11. Fernad Braudel, *On History*, University of Chicago Press, USA, 1982.
12. Satheesh.K. Bajaj, *Recent Trends in Historiography*, Anmol Publication, 1998.

MODEL QUESTION PAPER
19UHY541: Major Trends in Historical Thought and Writings

Time: 3 Hours

Max Marks: 80

Section – A

Answer the following in one or two sentences each. Each carries one mark

1. Define Historiography.
2. Who wrote the book 'What is History'?
3. Who was Thucydides?
4. Write a brief note on Ibn Khaldun.
5. Who is known as cricket historian?
6. Who was the father of Positivism?
7. What is meant by Romanticism?
8. Write briefly on the Berlin Revolution?
9. Who wrote 'Prison Note Books'?
10. Name the author of 'Madness and Civilization'?

(10x1=10 marks)

Section – B

Answer any eight of the following in one paragraph each. Each carries two marks

11. Why is Herodotus called the father of History?
12. What do you know about Titus Livy.
13. Write a note on Ssu - Machien.
14. What is objectivity?
15. Write a brief note on Vico.
16. Explain the term Dialectical Materialism.
17. Bring out the characteristic features of Cartesianism.
18. What is meant by Logography?
19. Write a note on Spengler.
20. Explain the term Subaltern.
21. Explain the term Structuralism.
22. What is meant by Post Modernism.

(8x2=16 marks)

Section – C

Answer any six of the following in short essay form. Each carries four marks

23. Distinguish between the characteristics of Greek historiography and Roman historiography.
24. Explain the theory of Challenge and Response.
25. Explain the contribution of Ibn Khaldun to the Medieval Muslim historiography.
26. Assess the contribution of Hegel to Historiography.
27. Bring out the chief characteristic features of Romanticist historiography.
28. Summarise the contributions of Annals school of historiography.
29. Critically analyse Karl Marx's Materialistic Interpretation of History.
30. Compare Positivism and Enlightenment.
31. Write a short essay on Subaltern Studies.

(6x4=24 marks)

Section – D

Answer any two of the following in long essay form. Each carries fifteen marks

32. Trace the contributions of Herodotus to historiography.
33. Critically examine the place of St. Augustine in the Church historiography.
34. Discuss the contribution of Gibbon to the Enlightenment historiography.
35. Explain the contributions of Leopold Von Ranke to historiography.

(2x15=30 marks)

Core Course VII

19UHY542: COLONIALISM AND RESISTANCE MOVEMENTS IN INDIA

Credits: 4

Hours: 4 (72 hrs)

Course Outcome

- Review the circumstances that led to the establishment of colonialism in India
- Bring out the impact of colonial rule in India with particular reference to socio-religious-political and economic fields.
- Analyze the genesis and progress of the resistance Movements against the British.

Module I (8 hrs)

Contextualizing colonialism

Different Perspectives- Major historiographical Trends.

Module II (18 hrs)

Process of colonial conquest

The Early European settlements-Contest for supremacy among European Powers- British conquest of India- Conflict between the English and the Nawab of Bengal-Battle of Plassey and Buxar- Legislative Measures-Regulating Act of 1773, Pitt's India Act of 1784-Anglo-Mysore Wars-Maratha Wars.

Module III (24 hrs)

Impact of British Rule

Economic impact-Land revenue settlements in British India-Permanent Settlement-Ryotwari Settlement-Mahalwari Settlement-Commercialization of Agriculture-Impoverishment of the peasantry-Dislocation of Traditional Trade and Commerce- concept of Deindustrialization-decline of traditional crafts-Drain of Wealth-State of Indigenous and Western Education in India-Growth of Press. Socio –Religious Reform Movements –Abolition of Sati-Child Marriage-Female infanticide-untouchability-promotion of widow remarriage.

Module IV (22 hrs)

Resistance to British Imperialism

Early Resistance Movements-Kattabomman and Poligar Rebellion- Vellore Mutiny-Veluthampi-Pazhassi Raja-Sanyasi Rebellion of Bengal-Santhal Rebellion-The Revolt of 1857-Causes-Nature-Failure-Consequences.

Marks Distribution

Module	I	II	III	IV
Marks	8	36	44	42

Essential Readings:

1. Bipan Chandra, *Nationalism and Colonialism in Modern India*, Orient Longman, Delhi, 1961.
2. Bipan Chandra, *Essays on colonialism*, Bertrams Pub., New Delhi, 2005.
3. Ramakrishna Mukherjee, *Rise and Fall of English East India Company*, Punthi Pustak, 1994.
4. R.C.Majumdar, *British Paramountcy and Indian Renaissance*, Bharathiya Vidya Bhavan, 1963.
5. Sekhar Bandopadhyaya, *Plassey to Partition*, Orient Blackswan, New Delhi, 2015.
6. Tarachand, *History of Freedom Movement in India*, Vikas Pub. House, Delhi.
7. Dadabhai Naoriji, *Poverty and Un British Rule in India*, Anmol Pub. 1991.
8. P.N. Chopra N Subrahmanyam and T.K. Ravindan, *History of South India*, Kanishka Pub, Bombay, 1986.
9. Kenneth.W. Jones, *Socio-Religious Reform Movements in British India*, CUP, 1990.
10. M.S.A Rao, *Social Movements and Social transformation*, Mac Millan, Madras, 1977.
11. Sumit Sarkar, *Writings Social History*, OUP, USA, 1989.
12. S.N. Sen, *Eighteen Fifty Seven*, Pub. Division, 1957.
13. Charles H Heimsath, *India Nationalism and Hindu Social Reform*, Priceton Uty Press, 1964.
14. K.Rajayyan, *South Indian Rebellion: The First War of Independence*, Rao & Raghavan, 1971.
15. Paul.R. Brass, *The Politics of India Since Independence*, CUP, Delhi, 1992.
16. Anilket Alam, *Becoming India*, CUP, Delhi, 1992.
17. Barbara Metcalf and Thomas.R. Metcalf, *A Concise History of India*, CUP, Delhi, 1992.
18. Jürgen Habermas, *Structure of Transformation in Public Sphere*, CUP, 1984.

Books for Reading

1. Bipan Chandra, *India's Struggle for Freedom*, Independence, Penguin Books, New Delhi, 1987.
2. Dharama Kumar, Tapan Ray Chaudhari, *The Cambridge Economic History of India*, Orient Longman, New Delhi, 2005.
3. Sucheta Mahajan, *Independence and Partition: The Erosion of colonial Power in India*, Sage Publications, New Delhi, 2000.
4. A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, Delhi, 1987.
5. Herman Kulke, *State in India*
6. K.N. Panikkar, *Culture, Ideology, Hegemony and social Consciousness in Colonial India*, Tulika, New Delhi, 1995.
7. Sumit Sarkar, *Modern India, 1887-1944*, McMillan, New Delhi, 2004.
8. Bandopadhyaya Sekhar, *Plassey to Partition*, Orient Blackswan, New Delhi, 2015.
9. R.C. Majumdar, *The Struggle for Freedom*, Bombay, 1969.
10. Irfan Habib, *Essays in Indian History*
11. Partha Chatterjee, *National Thought and Colonial World*, Zed Books, London, 1986.
12. Chandrasekhar.S, *Colonialism, Conflict and Nationalism*, Viswa Prakasam, New Delhi, 1995.
13. S.C. Gosh, *History of Education in Modern India*, Orient Longman, Hyderabad, 1995.
14. Battacharya, Savya Sachi and Romila Thapar, *Situating Indian History*, Oxford University Press, Delhi, 1986.
15. Cohn Bernarn S, *Colonialism and its form of knowledge*.
16. Jnanendra Pandey, *Construction of Communalism in Colonial North India*, Oxford University Press, Delhi, 1992.

MODEL QUESTION PAPER
19UHY542: Colonialism and Resistance Movements in India

Time: 3 Hours

Max Marks: 80

Section – A

Answer the following in one or two sentences each. Each carries one mark

1. Name the historian who called the Revolt of 1857 as ‘The First War of Indian Independence.
2. Who was the leader of Poligar revolt?
3. Who was the founder of Arya Samaj?
4. When was the Regulating Act passed?
5. Who was the first Viceroy of British India?
6. When was Macaulay’s Minute passed?
7. Who is known as the father of Indian Renaissance?
8. What is meant by Nizamath?
9. What is the importance of the Act of 1858?
10. Name the Governor General who introduced Permanent Revenue Settlement?

(10x1=10 marks)

Section – B

Answer any eight of the following in one paragraph each. Each carries two marks

11. Give an account of Drain of wealth.
12. Write a brief note on Dupleix.
13. What is Indology?
14. What is ‘Black Hole Tragedy’?
15. What are the features of Pitts India Act?
16. What is meant by ‘Subsidiary Alliance’?
17. Write a note on James Mill.
18. Write briefly on Sanyasi Rebellion.
19. Write briefly on the Treaty of Srirangapatnam.
20. Write a note on Vernacular Press Act.
21. Write about Queen’s Proclamation.
22. Write a note on White man’s burden.

(8x2=16 marks)

Section – C

Answer any six of the following in short essay form. Each carries four marks

23. Give an account of Colonial historiography.
24. Explain the features of revenue system introduced by the British in India.
25. Give an account of Carnatic Wars.
26. Explain the features of Charter Act of 1833.
27. Discuss the importance of the battle of Plassey.
28. Write a note on Anglo-Maratha war.
29. Give an account of the battles of Pazhassi Raja.
30. Write about Vellore Mutiny.
31. Discuss about Poligar revolt.

(6x4=24 marks)

Section – D

Answer any two of the following in long essay form. Each carries fifteen marks

32. Explain the causes and nature of the revolt of 1857.
33. Assess the economic impact of British rule in India.
34. Explain the role of socio-religious reform movement in India.
35. Discuss the Anglo-Mysore wars.

(2x15=30 marks)

Core Course VIII

19UHY543: HISTORY OF MODERN WORLD- PART II

Credits: 2

Hours: 3 (54 hrs)

Course Outcome

- Trace the significance of the unification movements in Italy and Germany that paved the way for the beginning of a new epoch.
- Give an idea about the first and Second World Wars.
- Evaluate the achievements and failures of the International Organizations.

Module I (15 hrs)

US Civil War and Unification Movements in Europe

Civil War in USA- Unification of Italy- Unification of Germany

Module II (12 hrs)

World War I and the League of Nations

First World War-Background and Causes- Results- Significance- League of Nations.

Module III (12 hrs)

Rise of Dictatorships

Fascism in Italy- Nazism in Germany.

Module IV (15 hrs)

Second World War and UNO

Second World War- Causes and Results- Significance- United Nations Organization.

Marks Distribution

Module	I	II	III	IV
Marks	35	30	30	35

Essential Readings

1. Henry Bamford Parkes, *The United States of America: A History*, (First Indian Reprint) Khosla Publishing House, New Delhi, 1986.
2. Martin Collier, *Italian Unification 1820-71*, Heinemann, 2003.
3. Timothy W. Mason, *Nazism, Fascism and the Working Class*, Cambridge University Press 1995.
4. Ditlef Muhiberger, *The Social Bases of Nazism 1919-1933*, CUP Press, 2003.
5. Eugene Davidson, *The Making of Adolf Hitler- The Birth and Rise of Nazism*, University of Missouri Press, 1997.
6. John Morris Roberts, *A short History of the World*, OUP, 1993
7. Martin Gilbert, *The First World War- A Complete History*, Henry Holt and Company, 2004
8. J.M. Roberts, *The Penguin History of Europe*, Penguin Books, New Delhi, 1998
9. Norman Lawe, *Mastering Modern world History*, Macmillan, New Delhi, 2003.
10. Andrew Langley, *World War II*, Raintree, 2013
11. Stanley Maisler, *United Nations- A History*, Grove Press, 2011.

MODEL QUESTION PAPER
19UHY543: History of Modern World-Part II

Time: 3 Hours

Max Marks: 80

Section – A

Answer the following in one or two sentences each. Each carries one mark

1. Which party did Abraham Lincoln belong to?
2. Who were 'junkers'?
3. Who was the founder of 'Young Italy'?
4. Who was known as 'Bismark of Italy'?
5. When did the First World War begin?
6. When did the League of Nations come into existence?
7. What is meant by 'Trench Warfare'?
8. Who was the author of the 'Mein Kampf'?
9. Who was the founder of Fascism?
10. Which was the secret police of Mussolini?

(10x1=10 marks)

Section – B

Answer any eight of the following in one paragraph each. Each carries two marks

11. Write the significance of the Treaty of Frankfurt.
12. Give the features of the 'Case of Dred Scott'.
13. Write a brief note on Victor Emmanuel II.
14. Write briefly about William I, the King of Prussia.
15. Write the features of the Treaty of Versailles.
16. Write a note on 'Triple Alliance'.
17. Write about 'Lusitania'.
18. Write a note on 'Concentration Camps'.
19. Give an account of 'Black Shirts'.
20. Write a note on the 'Attack on Pearl Harbour'.
21. Write about 'Phoney War'.
22. Give an account of the surrender of Japan in the II World War.

(8x2=16 marks)

Section – C

Answer any six of the following in short essay form. Each carries four marks

23. Explain the diplomatic policies made by Bismark to unify Germany.
24. Discuss the role played Cavour in the unification of Italy.
25. Explain the reasons for the failure of the League of Nations.
26. Analyse the results of the First World War.
27. Bring out the evil legacy of fascist rule.
28. How did Mussolini become the dictator of Italy?
29. Analyse the results of II World War.
30. Explain the origin of UNO.
31. Write about the specialized agencies of UNO.

(6x4=24 marks)

Section – D

Answer any two of the following in long essay form. Each carries fifteen marks

32. Explain the causes and results of the American Civil War.
33. Discuss the causes of the First World War.
34. The Nazi ideologies of Hitler were responsible for the II World War. Discuss.
35. Estimate the role played by UNO in maintaining World peace.

(2x15=30 marks)

Core Code IX

19UHY544: HISTORY OF PRE-MODERN KERALA

Credits: 4

Hours: 4 (72 hrs)

Course Outcome

- Acquaint with the historical background of own State Kerala.
- Develop the knowledge on political life of pre-modern Kerala.
- Appreciate the cultural contribution of pre-modern Kerala.

Module I (12 hrs)

Sources, Geographical features and Prehistoric Culture

Sources-Physical features-Pre-historic cultures- Megalithic Culture.

Module II (15 hrs)

Early History of Kerala

Early Chiefs and Kings-Sangam Age- Polity-Society-Ay, Ezhimala and Chera-spice Trade-Internal and Overseas-impact-Jains-Buddhists-Jews- Arabs- Brahmin Settlements

Module III (15 hrs)

The State of Mahodayapuram

Perumals of Mahodayapuram- Nature of Monarchy- Evolution of Malayalam language- Development of different Art forms – Bhakti cult-Temples- Philosophy-Knowledge- Agrarian Expansion- Brahmaswam-Devaswam-Trade and Trade Corporations- Arab-chinese.

Module IV (15 hrs)

Nadus and Swarupams

Formation of Nadus-Nattudayavar- Growth of Swaroopam-Village Communities-Martial Tradition- Caste-Untouchability-Mamamkom-Revathy Pattathanam-Janmi system-Matrilinial system.

Module V (15 hrs)

Rise of New Kingdoms

Travancore and Cochin-Modernization- Mysorean Invasions-Effects on Kerala Society and Culture Performing Arts –Art, Architecture-Cultural symbiosis.

Marks Distribution

Module	I	II	III	IV	V
Marks	20	30	30	25	25

Essential Readings

1. Rajan Gurukkal, *Kerala Charitram* (Malayalam), Part II, Vallathol Vidyapeedam Sukapuram 2012.
2. Kavalam Narayana Panikkar, *Folklore of Kerala*-NBT 1991.
3. Rajan Gurukkal & Kesavan Veluthat, *Theresappallippattayam* (Malayalam), 2013.
4. Rajan Gurukkal, *Social Formations of Early South India*, Oxford Publications, New Delhi 2012.
5. Vijayakumar Menon, *A Brief Survey of the Art Scenario of Kerala*- ICKS, 2006.
6. M.T. Raghavan, *Folk plays and Dances of Kerala*, Thrissur, 1947
7. Panmana Ramachandran Nair (ed), *Kerala Samskara Patanangal*- 2 Volumes, Current Books, 2014.
8. A.P. Ibrahim Kunju, *Medieval Kerala*, International Centre for Kerala Studies, University of Kerala, Trivandrum, 2007.
9. Sreedhara Menon, *A Survey of Kerala History*, DC Books, Ed. 2, Kottayam, 2008.
10. Sreedhara Menon, *Cultural Heritage of Kerala*, S.V. Publishers, Madras, 1996.
11. Elamkulam Kunjan Pillai, *Studies in Kerala History*, Kottayam, 1970.
12. *Kerala through the Ages*, Government of Kerala, Trivandrum, 1980.
13. Kesavan Veluthat, *Brahmin Settlements in Kerala*, Calicut, 1978.
14. K.K. Kusuman (ed.), *Issues in Kerala Historiography*, Trivandrum, 1976.
15. K.K. Kusuman, *Slavery in Travancore*, Kerala Historical Society, Trivandrum, 1976.
16. K.P. Padmanabha Menon, *History of Kerala* (4 Volumes), Delhi, 1986.

17. M.G.S. Narayanan, *Perumals of Kerala*, Calicut, 1996.
18. M.G.S. Narayanan, *Aspects of Aryanisation in Kerala*, Trivandrum, 1973.
19. M.G.S. Narayanan, *Cultural Symbiosis in Kerala*, Trivandrum, 1972.
20. P.K.S. Raja, *Medieval Kerala*, Nava Kerala Co-operative Publishing House, Calicut, 1966.
21. M.R. Raghava Varier and Rajan Gurukkal (eds.), *Cultural History of Kerala* Vol.I, Trivandrum, 1999.
22. M.R. Raghava Varier and Rajan Gurukkal, *Kerala Charithram* (Malayalam), Sukapuram, 1991.
23. M.R. Raghava Varier, *Village Communities in Pre-colonial Kerala*, Delhi, 1994.
24. R. Champakalakshmi & Kesavan Veluthat (et.al), *State and Society in Pre Modern South India*, Thrissur, 2002.

MODEL QUESTION PAPER
19UHY544: History of Pre-Modern Kerala

Time: 3 Hours

Max Marks: 80

SECTION-A

Answer the following, each in one or two sentences. Each question carries 1 mark

1. What is meant by Granthavaris ?
2. Which temple of ancient Kerala was a famous centre of Buddhism?
3. What is meant by 'Tinai'?
4. Who was the court poet of Nannan?
5. Who issued the Jewish Copper plate?
6. Who is considered as father of Malayalam language?
7. Which was the capital of Kulasekharas?
8. Where was Mamankom celebrated?
9. What is meant by Untouchability?
10. Who was De Lennoy ?

(10x1=10 marks)

SECTION-B

Answer eight of the following, each in a paragraph. Each question carries 2 marks

11. Discuss the impact of Arabs on Kerala society.
12. Write a short note on Roman Trade in Sangam Kerala.
13. Write a note on Anchuvannam.
14. Explain the significance of Manipravalam.
15. Write a note on Sri Sankaracharya.
16. What is meant by Brahmaswom land?
17. Write a note on Revathi Pattathanam.
18. Write a note on Kalaripayattu.
19. Write a note on Nediyruppu Swaroopam.
20. Write a note on Chavers.
21. What is Mohiniyattom?
22. Write a note on Saktan Thampuran.

(8x2=16 marks)

SECTION-C

Answer any six of the following in short essay form. Each question carries 4 marks

23. Briefly explain the physical features of Kerala.
24. Discuss the impact of Buddhism in Kerala.
25. Write a detailed note on Ay Kingdom.
26. Assess the growth of Malayalam as a separate language in Kerala.
27. Write about Matrilineal system.
28. Discuss about Devadasi system.
29. Explain the emergence of slavery system in Kerala.
30. Elucidate the origin of Jainism in Kerala.
31. Write about Marthandavarma as a maker of modern Travancore.

(6x4=24 marks)

SECTION-D

Answer any two of the following in essay form. Each question carries 15 marks

32. Evaluate the sources for the reconstruction of the history of Kerala.
33. Write an essay on the society and economy of Kerala in the Sangam age.
34. Elucidate the political condition of Kerala during Kulasekhara period.
35. Evaluate the impact of Mysorean invasion in Kerala.

(2x15=30 marks)

Core Course X

19UHY545: MAKING OF INDIAN NATION

Credits: 4

Hours: 4 (72 hrs)

Course Outcome

- Students understand different phases of the Indian National Movement.
- Appreciate the contributions of nationalists.
- Inculcate a love towards a nation.

Module I (22 hrs)

Emergence of Nationalism

Concept of Nationalism- British rule and emergence of Indian Nationalism- formation of Indian National Congress- Moderate Phase- Rise of Extremism- Swadhesi Movement- Formation of Muslim League- Minto-Morely Reforms- Home rule League- Montague- Chelmsford Reforms.

Module II (18 hrs)

Advent of Gandhiji

Early Sathyagrahas-Rowlatt Act-Amritsar Tragedy- Khilafat agitation- Non Co-operation Movement-Swarajist Party- Simon Commission- Nehru Report –Revolutionary Nationalist Movements- Ghadr Party –Anuseelan Samithi- Hindusthan Republican Association.

Module III (10 hrs)

Emergence of New Forces

Emergence of Socialist ideas- Trade Union Movement- Bardoli Sathyagraha- Growth of Peasant Movements-Women in Revolutionary Movement- Kalpana Dutta- Bina Das- Preethy Latha Vadedar.

Module IV (22 hrs)

Towards Independence

Lahore session – Gandhi-Irwin Pact-Civil Disobedience Movement- Round Table conferences- Poona Pact-Govt. of India Act of 1935- Indian National Movement and Second World War- August offer - Cripps Mission-Quit India Movement- Subhash Chandra Bose and INA- Cabinet Mission- RIN Mutiny- Communal Politics-Mount Batten Plan- Indian Independence Act and Partition.

Marks Distribution

Module	I	II	III	IV
Marks	45	30	15	40

Essential Readings

1. A.R. Desai, *Social Background of Indian Nationalism*, Popular Prakasham, Delhi, 1987.
2. Bipan Chandra, *India's Struggle for Independence*, Penguin Books 1998.
3. Bipan Chandra, *Nationalism and Colonialism in Modern India*, Orient Longman, 1987.
4. Bipan Chandra, *Communalism in Modern India*, Har Anand Pub. 2008.
5. Bipan Chandra, *Modern India*- NCERT Books New Delhi, 2000.
6. K.N. Panikkar, *Culture, Ideology Hegemony: Intellectual and Social Consciousness in Colonial India*, Tulika, New Delhi, 1995.
7. R.C. Manjumdar, *History of Freedom Movement in India*, South Asia Books, 1998.
8. Sumit Sarkar, *Modern India, 1887-1947*, McMillan, Madras, 1983.
9. Tara Chand, *History of Freedom Movement in India* (3 vols) Pub. Division, New Delhi, 1961.
10. Ramachandra Guha, *India After Gandhi*, MacMillan, New Delhi, 2007.
11. Judith Brown, *Modern India*- OUP, New Delhi.
12. S.C. Gosh, *History of Education in Modern India*, UBS Pub, Delhi, 2009.
13. Irfan Habib, *Indian Economy- 1858- 1914*- Manohar Pub. 2006.
14. Partha Chatterjee, *Wages of Freedom*, OUP, 1999.
15. Mohandas Karamchand Gandhi, *My Experiments with Truth*, Crossland Pub.,2009.
16. Jawaharlal Nehru, *An Autobiography*, Theenmurthy House, Delhi, 1936.
17. Jasvanth Singh, *Jinnah- India Pakistan Independence*, Rupa Pub, 2001.

18. Ernst Gellner, *Nation and Nationalism*, Basil Blackwell, OUP, 1983.
19. Antony.D. Smith, *The Antiquity of Nations*, Polity Press, Cambridge, 2004.
20. Anil Seal, *The Emergence of Indian Nationalism*, Cambridge University Press, New Delhi, 1968.

Books for Reading

1. Bipan Chandra, *Essays on Contemporary India*, New Delhi, 1999.
2. Bipan Chandra, *A History of India since Independence*, Penguin Books, Gurgaon, 2008.
3. Brass Paul.R, *Politics of India since Independence*, CUP, New Delhi, 1992.
4. Santhanan M.K., *Fifty Years of Indian Republic*, Publication Division, Govt. of India, New Delhi, 2000.
5. Hassan Mushirul, *Legacy of a Divided Nation*, Oxford University Press, New Delhi, 1997.
6. Ahamed Aijaz, *Communalism and Globalization*, Three Essays Press, New Delhi, , 2008.
7. Byres Terence, *The Indian Economy- Major Debate since Independence*, Oxford University Press, New Delhi, , 1998.
8. Desai S.S.M., *An Economic History of India*, 1980.
9. Puri Balraj, *The Issue of Kashmir*, Princeton, 1968.
10. Amartya Sen and Pranab Bardwan, *The Political Economy of Development in India*, Oxford University Press, New Delhi, , 1999.

MODEL QUESTION PAPER
19UHY545: Making of Indian Nation

Time: 3 Hours

Max Marks: 80

Section – A

Answer the following in one or two sentences each. Each carries one mark

1. Who was the first president of Indian National Congress?
2. Who were known as Moderates?
3. When did Surat split take place?
4. Which was the headquarters of Ghadr party?
5. When was Simon Commission appointed?
6. Chauri Chaura is located in _____ State.
7. Give the expansion of AITUC.
8. When was Gandhi – Irwin Pact signed?
9. When was Lahore session of the Congress held?
10. Who was the Governor General of India at time of Indian independence?

(10x1=10 marks)

Section – B

Answer any eight of the following in one paragraph each. Each carries two marks

11. What were the objectives of the formation of Indian National Congress.
12. Write a note on extremists.
13. Write about the Hindustan Republican Association.
14. Write the significance of Rowlatt Act.
15. Write about Kalpana Dutta.
16. Give an account of Bina Das.
17. Write briefly about Preethy Latha Vadedar.
18. Give an account of Provincial Autonomy.
19. Write briefly about August Offer.
20. Write the significance of First Round Table Conference.
21. Write about Quit India Resolution.
22. Write the background of Quit India Movement.

(8x2=16 marks)

Section – C

Answer any six of the following in short essay form. Each carries four marks

23. Analyse the causes led to the growth of extreme nationalism in India.
24. What were the achievements of Moderates?
25. Discuss about the Simon Commission proposals.
26. Write a short essay on Jalianwallahbagh Massacre.
27. Explain the features of Bardoli Satyagraha.
28. Explain the growth of Trade Union Movement in India.
29. Discuss the various programmes of Civil Disobedience Movement.
30. Write the features of the Government of India Act of 1935.
31. Discuss the Mountbatten Plan.

(6x4=24 marks)

Section – D

Answer any two of the following in long essay form. Each carries fifteen marks

32. Explain the causes led to the emergence of Indian Nationalism in the 19th century.
33. Discuss the features of Montague – Chelmsford Reforms of 1919.
34. Analyse the various programmes and achievements of Non – Cooperation Movement.
35. Explain the role played by Subash Chandra Bose in the Indian National Movement.

(2x15=30 marks)

Open Course

19UHY551.1: EMPOWERMENT OF WOMEN WITH SPECIAL REFERENCE TO INDIA

Credit: 2

Hours-3 (54 hrs)

Course Outcome

- Enable the students to know the historicity of Women Empowerment.
- Acquaint with women leaders of India.

Module I

Empowerment of Women- Concept and Relevance- Scope of women Empowerment – Understanding Gender Studies- Important legislations for Women in India

Module II

Feminism- Theories of feminism: Liberal, Marxist, social, Radical, Post Colonial and Eco-Feminisms

Module III

Changing role and status of women in historical perspective: Indian Women- Dravidian, Aryan, Islamic, British and Post Independent periods

Module IV

Important women personalities- Gargi- Lopamudra- Pancharatans- Prajapati Gautami-Sanghamitra- Amarapali- Meerabai- Sultana Raziya- Noorjahan- Jahanara- Chandbibibi- Rani of Jhansi- Raj Kumari Amarit Kaur- Sarojini Naidu- Kasturba Gandhi- Annie Besant- Bikaji Kama- Aruna Asif Ali- Captain Lakshmi – Akkamma Cheiran- Ammu Swaminathan- Anne Mascarene- Indira Gandhi- Medha Patkar- Vandana Siva

Essential Readings

1. Bader, Clarisse, *Women in Ancient India*. Trubner's Orient Series, Routledge, 2001
2. Kumar, Radha, *History of Doing: An Illustrated Account of Movement for Women's Rights and Feminism in India, 1800-1900* New Delhi: Kali for Women, 1993
3. Forbes, Geraldine, *Women in Modern India, the New Cambridge History of India*, Vol.4, Cambridge: Cambridge University Press, 1996
4. Sangari. Kumkum and Sudesh Vaid (Ed.), *Recasting Women: Essays in India Colonial History*. New Jersey: Routgers University Press, 1990
5. Offor, Evans, *Women Empowerment*, Snaap Press, 2000
6. Barber, Elizabeth Wayland, *Women's work: The first 20,000 Years Women, Cloth and Society in Early Times*. USA: W.W.Norton, 1995
7. Asmat, Shamim and Chanda Devi (Ed.), *Women Empowerment in India*, Mittal Publications, 2012
8. Parpart, Jane L., Shirin M.Rai, Kathleen A. Staudt Taylor and Francis, *Rethinking Empowerment: Gender and Development in Global/Local World*. Routledge: Warwick Studies
9. Ahuja, Ram, *Indian Social System*. Jaipur: Ravatt Publications, 2002
10. Andal.N, *Women and Indian Society- Options and Constrains*, USA, WW Norton and co, 2002
11. Kumar, Premjith T.B, *Keralathile Sthree Shaktheekaranavum London Missionary Prasthanavum* (Mal) Thiruvananthapuram: Raven Publications, 2014
12. Gopalakrishnan, Bismi, Shakti: *Laws to ensure Gender Justice*, Thiruvananthapuram University of Kerala, 2013
13. Myneni S.R., *Women and Law (2nd ed.)*, Asia Law House, Hyderabad, 2008
14. Andermanhr, Sonya., Terry Lovell and Carol Wolkowits, *A Glossary of Feminist Theory*, Oxford University Press, New York, 2000
15. Singh S. Kans A. K. Singh, *OBC Women Status and Educational Empowerment*, New Royal Book Co., Lucknow, 2004
16. Singh U.B., *Empowerment of Women in Urban Administration*, Serials Publications, New Delhi
17. Agarwal, Bina, *A field of One's Own: Gender and Land rights in South Asia*, Cambridge University Press, Cambridge, 1994
18. ICSSR Advisory Committee on Women Studies, *Critical Issues on the Status of Women: Employment, Health, Education*, Indian council of social Science Research, New Delhi, 1997
19. Baluchamy.S, *Empowerment of Women*, Anmol Publications, New Delhi, 2010
20. Kumari, Sumitra, *Dynamics of Women Empowerment*, Alfa Publications, New Delhi, 2006

Open Course

19UHY551.2: INTRODUCTION TO ARCHAEOLOGY

Credits: 2

Hours-3 (54 hrs)

Course Outcome

- Provide an insight into the discipline of archaeology
- Trace the evolution of archaeology as a subject
- Give various periods & concepts in archaeology
- Familiarize students to archaeological methods

Module I

Introduction to Archaeology

Definition- Nature and scope-importance of archaeology- Archaeology as a discipline- important concepts like Artifacts, Assemblage, tools, culture, Civilization & Settlement – Relation of Archaeology with other Sciences and Social Sciences

Module II

Kinds of Archaeology

Marine archaeology or under water archaeology- Ethno-archaeology- Environmental archaeology salvage archaeology, Aerial archaeology

Module III

Functions of Archaeology

Introduction to archaeological explorations & excavations- dating Technique- Relative Dating- typology technology and morphological aspects-Fluorine-Phosphorous dating-Absolute dating- Potassium Argon- Dendrochronology or Tree Ring Method- Pollen Analysis, Petrology- Thermoluminescence.

Module IV

Archaeological Survey of India (ASI)

Importance of the Museums- need for preservation & exhibition- General characteristics of Paleolithic-Mesolithic –Neolithic & Megalithic cultures in India

Essential Readings:

1. Allchin Bridget and Raymond Allchin, *Rise of Civilization in India & Pakistan*, Cambridge University Press, Cambridge, 1982.
2. Bukitt.M.C, *The Old stone Age*, London, 1956
3. Chakrabarti.D.K. *History of Indian Archaeology*, Munshiram Manoharlal, New Delhi 1988
4. Daniel, Glynn *150 years of Archaeology*, London, 1978
5. Ghosh A, *Encyclopedia of India Archaeology*, Munshiram manoharlal, New Delhi, 1990
6. Rajan.K., *Archaeology- Principles & Methods*, Thanjavur, 2002
7. Raman K.V. *Principles and Methods of Archaeology*, Madras, 1986
8. Sankalia .H.D, *Indian Archaeology Today*, Bombay, 1962
9. Tauldahn, *Archaeology- A very short Introduction*, Oxford University Press, 1996.
10. Wheeler, R.E.M, *Archaeology from the Earth*, London, 1954
11. Whitehouse, Ruth.D, *The Macmillan Dictionary of Archaeology*, London, 1983
12. Zeuner F.E, *Dating the Past*, London, 1970

Open Course

19UHY551.3: HISTORY OF HUMAN RIGHTS MOVEMENTS

Credits:2

Hours: 3 (54 hrs)

Course Outcome

- Made familiar with the rights of human beings.
- Students know the various agencies protect human rights.
- Acquaint with various human rights activists.

Module I (15 hrs)

General Background

Human Rights-Meaning and Definitions-Historical background-Universal Declaration of Human Rights-International Covenant on Civil and Political Rights-International Covenant on Economic, Social and Cultural Rights.

Module II (18 hrs)

Movements against Racial Discrimination

Question of Slavery and Civil War in America-Activities of William Wilber Force.
Movements led by Mahatma Gandhi-Martin Luther King-Nelson Mandela.

Module III (13 hrs)

Indian Experiments of Human Rights

Constitutional Safeguards and Laws-Dr.B.R. Ambedkar-Movements against Violation-Dalit Panthers-Tribal Movements-Women's Movements-Environmental Movements.

Module IV (8 hrs)

Human Rights Organisations

Amnesty International- People Union for Civil Liberties- National Human Rights Commission- State Human Rights Commission.

Marks Distribution

Module	I	II	III	IV
Marks	35	45	35	15

Essential Readings:

1. Cynthia Sahoo, Catherine Albisa and Martha S. Davis (ed), *Bringing Human rights Home: Portraits of Movements*, Vol.I
2. Naomi Klein, *The Shock Doctrine, The rise of Disaster Capitalism*
3. Donnelly Jack, *Universal Human rights in Theory and Practice*
4. Steiner Henry.J. *Diverse Partners: Non Governmental Organizations in Human Rights Movements*
5. Shute Stephen and Susan Harley; *On Human Rights*
6. Marlin.J. *Revolution in Wonderland*
7. Krishna Menon (ed.), *Human Rights Gender and Environment*, Delhi, 2009.
8. Davis Mike, *Planet of slum*, Ureso, 2007.
9. O.P. dhiman, *Understanding Human Rights-An Overview*, Kalpaz Publication, 2011.
10. Jayanth Chaudhary, *A Text Book of Human Rights-An Overview*, Wisdom Press, 2011.
11. O. Byrne Darrew, *Human Rights-An Introduction*, Dorling Kindersley (India Pvt. Ltd.), 2007.
12. Akhtar Saud, *Human Rights in the World*, Sarup Book Publishers, Pvt. Ltd, 2012.
13. Daniel Fischin Martha, *The concise guide to Global Human Rights*, Oxford University Press, 2007.
14. Dr. Sreenivasulu.N.S., *Human Rights-Many Sides to A Coin*-Regal Publications, 2008.

MODEL QUESTION PAPER
19UHY551.3: History of Human Rights Movements

Time: 3 Hours

Max Marks: 80

Section – A

Answer the following in one or two sentences each. Each carries one mark

1. What is meant by Human Rights?
2. Give the expansion of UNHRC.
3. When is International Human Rights day is celebrated?
4. Which is known as the Bible of French Revolution?
5. Who abolished slavery in the USA?
6. What is meant by 'Apartheid'?
7. Who was the founder of 'Spear of the Nation'?
8. Expand SEWA.
9. Who led the 'Appiko Movement'?
10. When was the Protection of The Human Rights Act passed?

(10x1=10 marks)

Section – B

Answer any eight of the following in one paragraph each. Each carries two marks

11. Write a note on ICCPR.
12. Write the significance of 'Magna Carta'.
13. Write a note on the Directive Principles of State Policy.
14. Write the significance of Mahar Movement.
15. Write about Dalit Panthers.
16. Give an account of Santhal rebellion.
17. Write a brief note on Jharkand Movement.
18. Write about Chipko Movement?
19. Write briefly about Medha Patekar.
20. Give a brief account on State Human Rights Commission.
21. Write a note on Amnesty International.
22. Write the composition of National Human Rights Commission.

(8x2=16 marks)

Section – C

Answer any six of the following in short essay form. Each carries four marks

23. Write a short essay on Universal Declaration of Human Rights.
24. Explain the features of ICESCR.
25. Write the important definitions of Human Rights.
26. Explain the contributions of William Wilberforce.
27. Examine the part played by Nelson Mandela in abolishing 'Apartheid'.
28. Martin Luther King was a Human Rights activist. Explain.
29. Explain the part played by B R Ambedkar in protecting the rights of the depressed classes.
30. Explain the functions of National Human Rights Commission of India.
31. Discuss the various activities of People's Union for Civil Liberties.

(6x4=24 marks)

Section – D

Answer any two of the following in long essay form. Each carries fifteen marks

32. Write a long essay on the historical developments of Human Rights.
33. Explain the causes and results of American Civil War.
34. Discuss the role played by Gandhiji to uphold the rights of man.
35. Explain the various women's movements in India.

(2x15=30 marks)

HISTORICAL METHOD

Mechanics of Project Writing

Hours:3

Instructions

1. This paper is to be taught during the **3** instructional hours allotted for the Project Work during the **Semester-V**.
2. There is no end semester examination for this paper.

Course Outcome

- Enable the students to understand the method of writing history.
- Make aware of the various tools pertaining to the writing of history
- Familiarize the new theories and concepts in historical method

Module I

- a. Preliminaries
Selection of a theme-criteria-framing of the topic-Hypothesis-preparation of a Bibliography-Data collection – Note taking- Card System.
- b. Primary & Secondary Sources- Documentary and non documentary- Oral History sources- Interviews- Newspaper reports- Internet Sources.

Module II

Method of Citation

Footnotes- Endnotes- MLA, APA, Chicago Style

Quotations- Direct- Indirect – Short quote- long quote -quote within quote

Module III

Tentative Chapterization- writing the first draft- Acknowledgement-Glossary- List of abbreviations- Introduction- Contents- Conclusion- appendices- Bibliography-Primary-Secondary.

Essential Readings

1. Jonathan Anderson, et al, *Thesis and Assignment Writing*, John Wiley & Sons Inc.
2. Ralph Berry, *How to Write a Research Paper*, Pergamon press, Oxford
3. Joseph Gibaldi, *MLA Handbook for the Writers of Research Papers*, New York, Modern Language Association, America, 1999.
4. Kate.L. Turabin, *A Manuel for Writers of Term Papers, Thesis and Dissertation*, University of Chicago Press, London.
5. B. Sheik Ali, *History: Its theory and Method*, MacMillan, New Delhi, 1980
6. E. Sreedharan, *A Text Book of Historiography*, Orient Blackswan, Hyderabad, 2018.
7. E.H.Carr, *What is History*, MacMillan, New Delhi, 1983.

Study Tour

A compulsory study tour programme to historically important sites is introduced during the fifth Semester. The rules & regulations for the study tour are as per government order (Directorate of Collegiate Education). The students have to submit a detailed report of the same, instead of Assignment/Seminar for the Core course- 15UHY544-History of Pre-Modern Kerala.

Semester VI
Core Course XI
19UHY641: MAKING OF MODERN KERALA

Credits: 4

Hours: 5 (90 hrs)

Course Outcome

- Develop thorough understanding about Europeans in Kerala.
- Get clear insight about the social reform movements in Kerala.
- Develop knowledge about the freedom movement in Kerala.
- Appreciate the transformation took place in Kerala after independence.

Module I (25 hrs)

Colonial Experience

Advent of the Europeans- the Portuguese, the Dutch, the French and the English- Impact on Kerala society. Growth of the British Power- Early Resistance movements- Pazhassi Raja, Velu Thampi and Paliyath Achan- Kurichya Revolt.

Module II (25 hrs)

Towards Modern Era

Role of Christian Missionaries - Education- Press- Upper cloth Rebellion- Kallumala Agitation- Social reform movements - Chattampi Swamikal, Sri Narayana Guru, Ayyankali and Vakkom Abdul Khadar Moulavi- Temple Entry Movement.

Module III (25 hrs)

Agitations for Democratic Process

Malayali and Ezhava Memorials and Struggle for Civic rights- Abstention Movement- Travancore State Congress- Agitation for responsible Government- Travancore- Cochin – Nationalistic struggle in Malabar- Malabar Rebellion- Role of Women in Freedom Struggle.

Module IV (15 hrs)

Post Independence Era

Formation of the State of Kerala – Emergence of Ministries- Coalition experiments- Land reforms- Educational reforms-socio-economic transformation.

Marks Distribution

Module	I	II	III	IV
Marks	40	35	35	20

Essential Readings

1. P.N. Chopra, ed, *History of South India*, S.Chand Publications, New Delhi, 2003.
2. P. Govindapillai, *Kerala Navodhanam Oru Marxist Veekshanam* (Malayalam), Chinta Pub. Trivandrum, 2003.
3. K.M. Chummar, *Thiruvithamkoor State Congress* (Malayalam), Bhasha Institute, 2013.
4. Liten George Christophell, *The First Communist Ministry in Kerala*, Bagchi, Kolkatta, 1982.
5. Planning Commission of India, *Kerala Development Report*, Academic foundation, New Delhi, 2008.
6. Parayill Govindan (ed), *Kerala- The Development Experience*, Zed Books, London, 2000.
7. Panmana Ramachandran Nair (ed), *Kerala Samskara Patanangal*, 2 Volumes, current Books, 2014.
8. A. Sreedhara Menon, *A Survey of Kerala History*, DC Books, Ed.2, Kottayam, 2008
9. B. Sobhanan, *Dewan Veluthampi and the British*, Trivandrum, 1978.
10. B. Sobhanan (ed), *A History of Christian Missionaries in South India*, Kerala Historical Society, Trivandrum, 1996.
11. Elamkulam Kunjan Pillai, *Studies in Kerala History*, Kottayam, 1970.
12. K.K. N. Kurup, *Aspects of Kerala History and Culture*, Trivandrum, 1977
13. K.N. Panikkar, *Against Lord and State*, Delhi, 1989

14. K. Raviraman (ed), *Development, Democracy and the State: Critiquing Kerala Model of Development*, Routledge, London, 2010.
15. M.A. Oommen, *Land Reforms and Socio-Economic Change in Kerala*, CLS Madras, 1971
16. K.T. Rammohan, *Tales of Rice: Kuttanad, South West India*, Centre for Development Studies, Thiruvananthapuram, 2006.
17. P.S. Raghavan, *The History of Freedom Movement in Kerala*, Vol. I, Trivandrum-2000
18. P.K.K. Menon, *The History of Freedom Movement in Kerala* Vol.2, Trivandrum, 1972
19. P.J. Cheriyan (ed.), *Perspectives on Kerala History*, Kerala Gazetteers Department, Trivandrum, 1999.
20. R.N. Yesudas, *A People's Revolt in Travancore- A Backward Class Movement for Social Freedom*, Trivandrum, 1975.
21. S. Raimon (ed.), *The History of Freedom Movement in Kerala* Vol.3, Trivandrum, 2006
22. T.K. Ravindran, *Eight furlongs of Freedom*, New Delhi, 1980
23. T.J. Nossiter, *Communism in Kerala*, Oxford University Press, Delhi, 1982.
24. Anna Lindberg, *Experience and Identity: A Historical Account of Class, Caste and Gender Among the Cashew Workers of Kerala 1930-2000*, Lund University, Sweden, 2001.
25. Kerala 2000 (Mal.), ed.; *State Language Institute*, Trivandrum, 2000.

MODEL QUESTION PAPER
19UHY641: Making of Modern Kerala

Duration: 3 Hours

Max Marks: 80

PART-A

Answer the questions in a word or a sentence. Each question carries 1 mark

1. Who was the first English Navigator in Kerala?
2. Who was responsible for the composition of *Hortus Malabaricus*?
3. Name the first Portuguese Viceroy in Kerala.
4. Name the great scholar and man of letters who came to be called 'Vidyadhiraja'.
5. Who was the leader of Savarna Jatha of caste Hindus?
6. Name the founder of 'Swadeshabhimani.'
7. Who was the brain behind the Malayali Memorial of 1891?
8. When did Tiru-Cochin state came into existence ?
9. Who was the author of *Onnekakkodi Malayalikal*?
10. Name the first education minister of Kerala.

(10x1=10 marks)

PART-B

Answer any Eight of the following in a paragraph each. Each carries 2 marks

11. Briefly evaluate the significance of the 'Synod of Diamper'.
12. Give an account of Kallumala agitation.
13. Write a note on Vakkom Abdul Khadar Maulavi.
14. Write a brief note on SNDP.
15. Give an account of 'Guruvayur Satyagraha'.
16. Give an account of Malabar rebellion.
17. Describe the incidents that led to 'Wagon Tragedy'.
18. Briefly describe the land-reform measures implemented in Kerala.
19. Write the educational reforms undertaken by the first Ministry of Kerala.
20. Briefly narrate the Kerala Model of Development.
21. Write a short note on 'Liberation Struggle'.
22. Write a note on Aikya Kerala Movement.

(8x2=16 marks)

PART-C

Answer any Six of the following in short essay form. Each carries 4 marks

23. Explain the agitations organized by Velu Thampi Dalawa in Travancore against the British.
24. Analyze the factors contributed to the revolts of Kurichyas.
25. Assess the role of Christian Missionaries in the educational upliftment of Kerala.
26. Describe the Temple Entry Movement in Kerala.
27. Assess the role of women in the freedom struggle in Kerala.
28. Explain the role played by Abstention Movement in Kerala.
29. Analyze the impact of the struggle for responsible government in Travancore and Cochin.
30. Assess the revolutionary administrative policies of the First Ministry of Kerala.
31. Explain the nature of coalition experience in the administration of Kerala.

(6x4=24 marks)

PART-D

Answer any two of the following. Each question carries 15 marks

32. Analyze the impact of the advent of colonial powers on Kerala Society.
33. Evaluate the major elements of the struggles of Pazhassi Raja against the British in Kerala.
34. Assess the impact of Socio-Religious Reform Movements in Kerala.
35. Assess the role of Malayali Memorial and Ezhava Memorial in the struggle for civic rights in Travancore.

(2x15=30 marks)

Core Course XII

19UHY642: MAJOR TRENDS IN INDIAN HISTORICAL THOUGHT AND WRITINGS

Credits- 4

Hours: 5 (90 hrs)

Course Outcome

- Enable the students to understand the origin and development of historical writings in India.
- Locate major historical works in Indian history
- Create an awareness among the students about the influence of ideas and theories, trends and concepts in Indian historical writings.

Module I(18 hrs)

Early Historical Perceptions and Writings

Historicity of Itihasa, Purana traditions- Jain and Buddhist traditions- Harsha Charita- Rajatarangini

Module II (12 hrs)

Medieval Historiography

Characteristic features of Sultanate and Mughal writings- Barani-Abul Fazl

Module III (18 hrs)

Colonial Historiography

Orientalists- William Jones- Max Muller- Utilitarian and Imperialist approaches- James Mill –Vincent Smith

Module IV (22 hrs)

Indian Nationalist Response to colonial historiography

K.P. Jayswal- J.N. Sarkar- R.C.Majumdar- K.A. N. Sastri- K.M. Panikkar.

Module V (20 hrs)

Post- Independent Trends in Indian Historical Writings

D.D. Kosambi- R.S. Sharma – Romila Thapar- Irfan Habib- Bipan Chandra- Ranajith Guha- Ramachandra Guha

Marks Distribution

Module	I	II	III	IV	V
Marks	25	16	25	31	33

Essential Readings:

1. Peter Hardy, *Studies in Indo-Muslim Historical Writings*, Munshiram Manoharlal Publications, London, 1960
2. D.N. Jha, *Ancient India: An Introductory Outline*, People's Publishing House, New Delhi, 1977.
3. Ranajith Guha, ed, *Subaltern Studies*, Vol I, Oxford University Press, Delhi, 1982.
4. R.C. Majumdar, *History in Modern India*, Asia Publishing House, New Delhi, 1970.
5. C.H. Philip, ed, *Historians of India, Pakistan and Ceylon*, Oxford University Press, New Delhi, 1961.
6. S.P. Sen, ed, *History and Historians of Modern India*, Calcutta, 1973.
7. B. Sheik Ali, *History: Its Theory and Method*, Macmillan, New Delhi, 1980.
8. E. Sreedharan, *A Text Book of Historiography*, Orient Longman, New Delhi, 2003.
9. D.K. Ganguli, *History and Historians of Ancient India*, Abhinav Publications, New Delhi, 1987.
10. V.S. Pathak, *Ancient Historians of India*, Asia Publishing House, New Delhi, 1963.
11. J.N. Sarkar, *History of History Writings in Medieval India*, Calcutta, 1977.

MODEL QUESTION PAPER

19UHY642: Major Trends in Indian Historical Thought and Writings

Duration: 3 Hours

Max Marks: 80

PART-A

Answer the questions in a word or a sentence. Each question carries 1 mark

1. Write briefly about *Harshacharita*.
2. Write a note on *Itihasa*.
3. Write a note on *Akbarnama*.
4. Who was the author of *Tarik-i-Muhammadi*?
5. Who is known as the father of Indology?
6. Who wrote *The Beginnings of South Indian History*?
7. Who wrote *The Myth and Reality*?
8. Name the famous Cricket historian of India.
9. Who is the best known historian for his Subaltern studies?
10. Write a note on Barani.

(10x1=10 marks)

PART-B

Answer any Eight of the following in a paragraph each. Each carries 2 marks

11. Write a note on *Rajatharangini*.
12. Write a note on *Jatakas*.
13. Give an account of Ibn-Batuta.
14. Write about *Tarik-i-Ferozshahi*.
15. Write a note on *Babarnamah*.
16. Give an account of Asiatic Society of Bengal.
17. Write a note on Utilitarianism.
18. Write a note on Marxist Historiography.
19. Write briefly about the Jain tradition.
20. Write a note on V A Smith.
21. Write a note on Ramachandra Guha.
22. Write a note on Nationalist Historiography.

(8x2=16 marks)

PART-C

Answer any Six of the following in short essay form. Each carries 4 marks

23. Analyze the Itihasa-Purana tradition.
24. Examine the chief features of Sultanate tradition.
25. Evaluate the contributions of James Mill to colonial historiography.
26. Comment on the contributions of Abul Fazal.
27. Assess the contributions of Romila Thapar to the study of the early history of India.
28. Evaluate the contributions of D D Kosambi to Indian Historiography.
29. Comment on the contributions of K M Panikkar.
30. Evaluate the contributions of Buddhist traditions in early Indian historical writings.
31. Examine the contributions of Bipan Chandra to Indian Historiography.

(6x4=24 marks)

PART-D

Answer any two of the following. Each question carries 15 marks

32. Explain the importance of Puranas as a source material for writing history.
33. Examine the chief features of Colonial Historiography.
34. Discuss the Post-Independent Trends in Indian Historical Writings.
35. Examine the contributions of K A N Sastri to Indian Nationalist Historiography.

(2x15=30 marks)

Core Course XIII
19UHY643: CONTEMPORARY INDIA

Credits: 3

Hours: 4 (72 hrs)

Course Outcome

- Provide the students with a graphic account of the circumstances that led to the formation of Indian Union.
- Understand the challenges faced by independent India and the bold measures initiated after independence.
- Evaluate the achievements of contemporary India with special reference to Science, Information Technology.

Module I (18 hrs)

Consolidation of the Nation

Integration of Indian States- Constitution of India, 1950- Issues of Minorities- Linguistic Reorganization of States

Module II (18 hrs)

Nehruvian Era

National Re-construction –Economic Policy-Mixed Economy- Five Year Plans and Economic Development-Educational, Social and Cultural changes.

Module III (18 hrs)

Progress of Science and Technology in the Post Independence Period

Growth of Scientific Institutions- CSIR- IISE-ISRO- IITs- Atomic Energy Commission

Technological Development –Growth of Communication - Mass Media- Electronic Revolution- Digital and Social Media - Agrarian Changes –Green Revolution and White Revolution - Environmental Issues-Movements against the construction of Big Dams- Nuclear Power Stations- Deforestation and Urban pollution-Natural Disasters-Strategies.

Module IV (18 hrs)

India and the World

Foreign Policy under Nehru- NAM- SAARC-Shift in Foreign Policy during 1970s and 1980s –IMF- World Bank- India in the age of Globalization.

Marks Distribution

Module	I	II	III	IV
Marks	32	31	36	31

Essential Readings

1. Bipan Chandra, Mridula Mukharjee and Adithya Mukharjee, *India after Independence, 1947-2000*, Penguin Books, 2007.
2. Paul.R. Brass, *The Politics of India since Independence*, Foundation Books, Delhi, 1992.
3. Theerthankar Roy- *The Economic History of India, 1857-1947*, Oxford Press
4. Bipan Chandra, *Nationalism and Colonialism in Modern India*, Orient Longman, New Delhi, 2004.
5. M.S.A. Rao, *Social Movement in India*, Manohar Pub, 1992.
6. Anilker Alam, *Becoming India*, CUP, Delhi, 1992.
7. Barbara MetCalf & Thomas R Metcalf, *A Concise History of India*, CUP, Delhi, 1992.
8. Andrew.M.Watson, *Agricultural Innovations in the Early Islamic world*
9. Adam Robert Lucas, *Industrial Milling in the Ancient and Medieval world*
10. Francis and Joseph Gies, *Cathedral forge and Water Wheel Technology and the innovation in the Middle Ages*.
11. Mourice Daumas (Ed), *History of Technology and Innovations*
12. Paul Ceruzzi, *A History of Modern Computing*
13. L.T.C Rolt, *Tools for the job: A History of Machine tools*
14. Derry Thomas Kingston William, *A short History of Technology*
15. Singer C Holmyard EJ, Hall & Williams, *A History of Technology*
16. J.A. Naik, *A Text Book of International Relations*, MC Millen, Delhi, 2003

17. Vinay Kumar Malhotra, *International Relations*, Anmol Pub, Delhi-2008
18. Collin Mason, *A Short History of Asia*, Palgrave MC Millan Delhi, 2005

Books for Reading

1. Santhanan M.K., *Fifty Years of Indian Republic*, Publication Division, Govt. of India, New Delhi, 2000.
2. Hassan Mushirul , *Legacy of a Divided Nation*, OUP, New Delhi, 1997.
3. Ahammed Aaijaz, *Communalism and Globalization*, Three Essays Press, New Delhi, 2008.
4. Byres Terence, *The Indian Economy – Major Debate since Independence*, OUP, New Delhi, 1998.
5. Desai S.S. M., *An Economic History of India*, 1980.
6. Puri Balraj, *The Issue of Kashmir*, Princeton, 1968.
7. Amarthya Sen and Pranab Bardwan, *The Political Economy of Development in India*, OUP, New Delhi, 1999.
8. Neera Desai, *Women in Modern India*, Asia Book Corporation, 1977.
9. Manmohan Kaur, *Role of Women in the Freedom Movement (1857-47)*, 1967.
10. Prakash Singh, *The Naxalite Movement in India*, Rupa & Co., 2006.

MODEL QUESTION PAPER
19UHY643: Contemporary India

Time: 3 Hours

Max Marks: 80

SECTION-A

Answer the following, each in one or two sentences. Each question carries 1 mark

1. Who is known as the 'Iron Man of India'?
2. Who is known as the 'Father of Indian Constitution'?
3. The first summit of NAM was held at.....
4. Name the first non-Congress Prime Minister of India.
5. Mention the significance of 'Garibi Hatao'.
6. What is secularism in India?
7. Who was Bhindranwala?
8. Name the father of India's Missile Technology.
9. What is Total Revolution?
10. What is Bhoodan Movement?

(10x1=10 marks)

SECTION-B

Answer eight of the following, each in a paragraph. Each question carries 2 marks

11. Explain the relevance of 'Instrument of Aggression'.
12. What is the meaning of the term 'ABC' states?
13. Give an account of the States Reorganization Commission.
14. What is 'Operation Flood'?
15. Discuss the significance of the Directive Principles of the State Policy.
16. Write about Suez Crisis.
17. What are the aims of NAM?
18. Bring out the important achievements of ISRO.
19. Write about the Nuclear Power Corporation of India.
20. Sketch the major natural disasters of present India.
21. What is the significance of the Kamaraj Plan?
22. Write a note on the formation of Andhra State.

(8x2=16 marks)

SECTION-C

Answer any six of the following in short essay form. Each question carries 4 marks

23. Explain the concept of Mixed Economy in India.
24. Sketch the origin and progress of the White Revolution in India.
25. Narrate the problems related to the pollution of rivers.
26. Evaluate the relationship between India and IBRD.
27. Explain different stages of the linguistic reorganization of Indian states.
28. Discuss the fundamental principles of India's Foreign Policy
29. Assess the growth of education in the independent India.
30. Discuss the features of Agrarian Revolution.
31. Explain the salient features of the Indian Constitution.

(6x4=24 marks)

SECTION-D

Answer any two of the following in essay form. Each question carries 15 marks

32. Give an account of the integration of Indian States.
33. Evaluate the important achievements of Nehru era.
34. Explain the meaning and impact of Globalization in India.
35. Evaluate the progress of Science and Technology in the Post-Independence period.

(2x15=30 marks)

Core Course XIV

19UHY644: THE TWENTIETH CENTURY REVOLUTIONS

Credits: 4

Hours: 5 (90 hrs)

Course Outcome

- Introduce the students four major revolutions of the 20th century, i.e., Russian, Chinese, Vietnamese and Cuban.
- Acquaint the students about the legacy of the above revolutions.
- Familiarize the students about the nature, scope and significance of the revolutions in the present context.

Module I (25 hrs)

The Russian Revolution

Causes- socialist and Working Class Movement- Revolutionary Movements in Russia- Capitalists and Peasantry- Lenin and Socialist Movement – Revolution of 1905- February Revolution of 1917- Provisional Government – October Socialist Revolution- Bolsheviks and Mensheviks- New Economic Policy- War- Communism- Significance of the Revolution

Module II (25 hrs)

The Chinese Socialist Revolution

Revolution of 1911- nationalism and anti-colonial feelings- Sun –Yat-Sen and his political philosophy- Formation of the Republic- different phases- Japanese expansion- Growth of communism- Mao and New Democracy- The Long March – Japanese aggression- Civil War- formation of People's Republic of China- China in the world context- Internal developments- Cultural Revolution- China and Globalization

Module III (20 hrs)

The Vietnamese Revolution

Indo-China and French colonialism- Feudal economy and growth of Capitalism- Working class Movement and Communist Party- Ho-Chi-Minh- World War II and Japanese Aggression- Post War Uprisings and French reappearance- Partition and 17th Parallel- US intervention- guerilla warfare- final victory in 1975- Unification and Reconstruction.

Module IV (20 hrs)

The Cuban Revolution

Colonialism and Imperialism in Cuba- Peasantry and the Working Class Revolutionary Movements- Che- Guevara and Fidel Castro- Revolution of 1959 and Socialist victory- US blockade and the Bay of Pig Crisis- Cuba and the Third World

Marks Distribution

Module	I	II	III	IV
Marks	40	35	30	25

Essential Readings

1. E.H. Carr, *A History of Soviet Russia*, Penguin Books, 1976
2. Robert.R. Palmer, *The Age of Democratic Revolution*, Princeton, University Press, 1956
3. Richard Pipes, *The Russian Revolution*, Vintage Publications, 1991
4. Gene Burton, *The Anatomy of Revolution*, Mac Millan Publishing Company, 1992.
5. Peter Kenez, *A History of Soviet Union from the Beginning to End*, Cambridge University Press, 2006
6. Edgar Snow, *Red Star over China*, Grove Press, 1994
7. Anthony Heywood, *Modernising Lenin's Russia*, Cambridge University Press, 2006
8. Hendrick Smith, *The Russians*, Ballentine Books, 1984
9. Joseph Strayer, Hans Gatzke & Harris Marbison, *The Main Stream of Civilization: Since 1860*, Harcourt Brace College Publishers, 1984.
10. D.W Treadgold, *Soviet and Chinese Communism: Similarities and Difference*, Seattle University of Washington, 1967.
11. Gunnar Myrdal, *Asian Drama*, Penguin Books, 1960
12. James T. Draper, *Castroism: Theory and Practice*, Prager, 1965
13. Richard R. Fagen, *The Transformation of Political culture in Cuba*, Stanford University Press, 1969
14. Leo Trotsky, *History of the Russian Revolution*, Haymarket Books, 2008
15. Sheila Fitzpatrick, *The Russian Revolution*, Oxford University Press, 2008
16. Rex A. Wade, *The Russian Revolution*, Cambridge University Press, 1917
17. Steve Phillips, *Lenin and the Russian Revolution*, Heinemann, 2000

MODEL QUESTION PAPER
19UHY644: The Twentieth Century Revolutions

Time: 3 Hours

Max Marks: 80

Section – A

Answer the following in one or two sentences each. Each carries one mark

1. What is the name of Russian Parliament?
2. Who created the Red Army?
3. Who was called the autocrat of all the Russians?
4. Name the organization formed by Sun Yat Sen.
5. Who convened a National Assembly at Nanking in November 1946?
6. Who was called “Uncle Ho”?
7. When was Vietnam reunified?
8. Which was the original name of Ho-Chi-Minh?
9. Who was called Hero of Yaguajay?
10. Name the newspaper of Fidel Castro.

(10x1=10 marks)

Section – B

Answer any eight of the following in one paragraph each. Each carries two marks

11. Write a note on Mensheviks.
12. Write the effect of February Revolution of 1917.
13. Give an account of Brest Litovsk.
14. Give an account of the New Economic Policy of Lenin.
15. Write about ‘April Theses’.
16. Write about the principles of Kuomintang party.
17. Write a note on Wuchang uprising.
18. Give an account of Yuwan-Shi-Kai.
19. Write a note on Viet Minh.
20. Give the significance of 17th Parallel.
21. Write a note on the 26th of July Movement.
22. Give an account of ‘Sierra Maestra’.

(8x2=16 marks)

Section – C

Answer any six of the following in short essay form. Each carries four marks

23. Explain the consequences of the Russian Revolution.
24. Analyse the ‘Reign of Terror’ in Russia?
25. Discuss the reforms of Lenin.
26. Discuss the significance of ‘Long March’.
27. Explain the contributions of Mao Tse Tung.
28. Analyse the factors led to the establishment of Peoples Republic of China.
29. Bring out the contributions of Ho-Chi-Minh.
30. Explain the role played by U.S.A. in the affairs of Vietnam.
31. Give an account of U S Blockade on Cuba.

(6x4=24 marks)

Section – D

Answer any two of the following in long essay form. Each carries fifteen marks

32. Discuss the causes of the Russian Revolution of 1917.
33. Explain the role played by Sun Yat Sen in the Chinese Revolution of 1911.
34. Describe the Vietnamese Revolution and its reunification process.
35. Explain the role of Fidel Castro in the Cuban Revolution.

(2x15=30 marks)

Elective Course

19UHY661.1: HISTORICAL TOURISM

Credits: 2

Hours: 3 (54 hrs)

Course Outcome

- Inculcate the need for travel and visit to Historical and Cultural monuments and remains.
- Educate the students and sensitize them of their past heritage and history.

Module I

Conceptualizing and Preserving the Memories of the Travel

European travelers- perceptions of Geography & Environment-Colonialism – travel & writing of History – Barbosa, Bernier & Buchanan-Relation between travel and tourism tour-Tourist and the host destination

Module II

Growth of Tourism in India

Understanding Tourism: A faculty of study- scope, definition and varieties-Fascination for the tropics: Ghats, Seas, Traveler's gaze-Growth of Tourist centers- Hill stations & leisure-Tourism & social Acculturation

Module III

Tourist Potential of India

Geography- History and Monuments-Heritage- Natural and Cultural Heritage

Module IV

Kerala and Its Tourist Manifestations

Geography- Cultural Heritage- History- History and its Ramifications- Identification and location of tourist attractions- Tools of Tourism

Essential Readings

1. Salini Modi, *Tourism and Society*, Rawat Publications, 2001
2. Ghosh Viswanath, *Tourism and Travel Management*, Vikas Publishing House, Delhi, 1998
3. Singh Ratan Deep, *Dynamics of Modern Tourism*, Kanishka, New Delhi, 1998
4. Singh Ratan Deep, *Infrastructure of Tourism in India*
5. Singh Ratan Deep, *Economic Impact of Tourism Development: An Indian Experience*
6. Chattopadhyaya Kunol, *Tourism Today- Structure, Marketing and Profile*
7. Gupta.S.P. *Cultural Tourism*, 2002

Elective Course
19UHY 661.2: HERITAGE STUDIES

Credits :2

Hours 3 (54 hrs)

Course Outcome

- Understand the value of heritage and the need for preserving the same for posterity.
- Appreciate the work of Archeological Survey of India.
- Familiar with the role of International Organization for preserving heritage.

Module I

Introductory Heritage Studies

Meaning and Definition of Heritage-Type of heritage- natural and cultural-tangible and intangible-Conservation of heritage- Archaeology- Museology-Archives- folklore- Fine arts-Cultural Tourism

Module II

Heritage and Law

Laws against Vandalism and Plunder.

Module III

Indian Heritage

Indian heritage defined perspectives from above and perspectives from below- Locating folk and Tribal culture.

Module IV

Heritage Destinations of India

Selected world heritage Monuments of India- Ajanta –Ellora –Taj Mahal- Badami -Fatepur sikri, Sanchi, Mahabalipuram and Hampi-Pilgrim Centers-Archaeological sites – Nagarjuna Konda- Lothal- Arikamedu- Bhimbetka-Edakkal-Pattanam-Important Museums of India-Heritage Destinations of Kerala- Natural heritage- Bekal Fort- Jain Temple- Chitalar, Sultan Bathery- Palakkad Fort- Jewish Synagogue, Mattanchery- Dutch Palace- Mural Paintings of Siva Temple, Kottakkal

Essential Readings

1. Cleere Henry (ed), *Approaches to Archaeological Heritage*, Cambridge University Press, 2002
2. UNESCO Museums and Monuments – *The Organisation of Museums: Practical Advice*, Switzerland, 1960.
3. Gupta.S.P. *Cultural tourism*, 2002
4. Fop Micheal A., *Managing Museums and Galleries*, Routledge, 1997
5. Sarkar.H., *Museums and Protecting of Monuments and antiquities in India*, Sandeep Prakasam, Delhi, 1998
6. Gurukkal Rajan and Raghava Varier (ed.), *Cultural History of Kerala*, Vol. 1, Dept. of Cultural Publication, govt. of Kerala, 1999.
7. Menon Sreedharan A. *Cultural Heritage of Kerala*

Elective Course

19UHY661.3: CONTEMPORARY WORLD

Credits: 3

Hours: 3 (54 hrs)

Course Outcome

- Bring out the significant features of the contemporary world.
- Highlight the nature, scope and relevance of NAM.
- Assess the current problems of the world with special reference to the Unipolar and Bipolar coupled with the emerging nations.

Module I (20 hrs)

Understanding Contemporary History of the World

Cold War – Role of India in the world Affairs- Non- Alignment

Module II (14 hrs)

New International Economic Order

World systems-Analysis –World Bank, IMF and GATT- Uruguay round talks- WTO and GATT- Liberal market economy- Dismemberment of the Socialist bloc- Its impact on third World- Unipolar World.

Module III (20 hrs)

Role of Nations in the International Scenario

Palestine- India- Vietnam- Korea- Germany- Russia-USA

Marks Distribution

Module	I	II	III
Marks	55	25	50

Essential Readings

1. Jan Palmowski, *Dictionary of Contemporary World from 1900 to the Present Day*.
2. Peter Hinchliffe, Beverley Milton, *Conflicts in the Middle East since 1945*, Routledge Publication, 2003.
3. Alan P. Dobson, Steve Marsh, *US Foreign Policy Since 1945*.
4. Raymond F. Betts, *Decolonisation*, University of Minnesota Press, 1975.
5. Stephen White, *Communism and its Colapse*, Routledge Publication, 2001.
6. James.U. Henderson, *Since 1945. Aspects of World History*, Sage' Publication, London, 1966.
7. Joseph.E. Stiglits and Norton, *Globalisation and Its Discontents*, WW Norton and Company, USA, 2003.
8. K. Raviraman, "Plachimada Resistance: A Post Development Social Movement Metaphor" in Aram Ziai (ed.,) *Post- Development Theory and Practice*, Routledge, London, 2007.
9. Steger Manfred, *Globalization, A Very Short Introduction*, Oxford University Press, USA, 2003.
10. Noam Chomsky, *Towards a New Cold War*, New Press, 2003.
11. J.M. Roberts, *The Penguin History of Europe*, Penguin Books, New Delhi, 1998.
12. Normal Lawe, *Mastering Modern World History*, MacMillan, New Delhi, 2003.
13. J.A Naik, *A Text Book of International Relations*, MacMillan, New Delhi, 2003.
14. Vinaya Kumar Malhotra, *International Relations*, Anmol Publications, New Delhi, 2008
15. Colin Mason, *A Short History of Asia*, Palgrave MacMillan, New Delhi, 2005
16. Roland Axtmann (ed.), *Globalization and Europe, Theoretical and Empirical Investigations*, Pinter, London, 1998
17. John Ralston Saul, *The Collapse of Globalism and the Reinvention of the World*. Penguin Books, New Delhi, 2005
18. Andreas Wenger & Doron Zimmermann, *International Relations: from the Cold War to the Globalized World*, Viva Book Pvt, New Delhi, 2004

MODEL QUESTION PAPER
19UHY661.3: Contemporary World

Time: 3 Hours

Max Marks: 80

Section – A

Answer the following in one or two sentences each. Each carries one mark

1. What is meant by cold war?
2. Give the expansion of NATO.
3. Who was the president of Egypt at the time of Suez crisis?
4. When was NAM formed?
5. Name the Indian Prime Minister who signed Simla agreement.
6. What is meant by Zionist organization?
7. When was Israel created?
8. What is meant by Vietnamization?
9. When was Vietnam unified?
10. Who was the president of USA when US blockaded Cuba?

(10x1=10 marks)

Section – B

Answer any eight of the following in one paragraph each. Each carries two marks

11. Write a note on Truman Doctrine.
12. Give an account of Panchsheel principles.
13. What are main provisions of Tashkent Declaration.
14. What are the objectives of NAM.
15. Why are the IMF and IBRD are known as Bretton Wood's Twins?
16. Write the objectives of IMF.
17. Write the objectives of GATT.
18. Write the significance of Uruguay Round Talks.
19. Give a note on WTO.
20. Write a note on Oslo Accord.
21. Give an account of Berlin Crisis.
22. Write a note on 17th Parallel.

(8x2=16 marks)

Section – C

Answer any six of the following in short essay form. Each carries four marks

23. Explain the Indo-Pak war of 1971.
24. Discuss the principles of India's foreign policy.
25. Analyse the Kargil War.
26. Discuss the growth of PLO.
27. Discuss the problems faced by India with the Partition.
28. Explain the stages of the disintegration of USSR.
29. Analyse the stages of Vietnam War.
30. Discuss the Korean War of 1950.
31. Explain the role of USA in the international scenario.

(6x4=24 marks)

Section – D

Answer any two of the following in long essay form. Each carries fifteen marks

32. Critically evaluate India's foreign policy.
33. Analyse the emergence and achievements of NAM.
34. Critically examine the objectives and functions of the World Bank.
35. Explain the circumstances led to the Arab-Israel conflict and discuss Arab-Israel wars.

(2x15=30 marks)

Core Course XIV
15UHY645: PROJECT WORK

Credits: 4

Hours: 3

Specifications of project work

1. The project work may be on any social problem relevant to the study of History
2. It should be based on both primary and secondary source of data
3. It should be 20-25 pages typed-spiral bound one (12 font size- times new roman, 1.5 space)
4. The project work shall contain the following items:-
 - A. Introduction & Review of literature
 - B. Methodology
 - C. Analysis
 - D. Conclusion & Suggestions if any
 - E. Bibliography & Appendix if any

The total marks for Project is 100(Project = 75 & Viva voce = 25)

The project assignment may be given in the 5th semester and report should be submitted at the end of 6th semester

The viva voce will be conducted under the leadership of Chairman of Examination Board.

An acknowledgement, declaration, certificate of the supervising teacher, etc., should also be attached in the project work.

Evaluation indicators

1. Project Report

No.	Indicators	Marks
1	Introduction & Review of literature	10
2	Methodology	10
3	Analysis	40
4	Conclusion & Suggestions	10
5	Bibliography & Appendix	5
	Total	75

2. Viva Voce

No.	Indicators	Marks
1	Presentation Skills	5
2	Clarity in the subject	5
3	Defending	10
4	Overall	5
	Total	25