FATIMA MATA NATIONAL COLLEGE
(AUTONOMOUS)
KOLLAM

SCHEME & SYLLABUS OF
B.A. History
2015 Admission Onwards
### COURSE STRUCTURE

<table>
<thead>
<tr>
<th>Courses</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructional Hours per Week</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester I</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Course I</td>
<td>15UEN111.1</td>
<td>Listening and Speaking Skills</td>
<td>5</td>
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</tr>
<tr>
<td>Language Course II</td>
<td>15UML/HN/FR111.1</td>
<td>Additional Language</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Foundation Course I</td>
<td>15UEN121</td>
<td>Writings on Contemporary Issues</td>
<td>4</td>
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<tr>
<td>Core Course I</td>
<td>15UHY141</td>
<td>Methodology and Perspectives of Social Sciences</td>
<td>6</td>
<td>4</td>
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<tr>
<td>Complementary I</td>
<td>15UPS131</td>
<td>Principles of Political Science</td>
<td>3</td>
<td>2</td>
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<tr>
<td>Complementary II</td>
<td>15UEC131</td>
<td>Foundations of Economic Theory</td>
<td>3</td>
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<tr>
<td><strong>Semester II</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Language Course III</td>
<td>15UEN211.1</td>
<td>Reading Skills</td>
<td>5</td>
<td>4</td>
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<tr>
<td>Language Course IV</td>
<td>15UEN212.1</td>
<td>Modern English Grammar &amp; Usage</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Language Course V</td>
<td>15UML/HN/FR211.1</td>
<td>Additional Language</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Core Course II</td>
<td>15UHY241</td>
<td>Cultural Formation of the Pre-Modern World</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Complementary Course III</td>
<td>15UPS231</td>
<td>Introduction to Political Theory</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Complementary Course IV</td>
<td>15UEC231</td>
<td>Money and Banking</td>
<td>3</td>
<td>3</td>
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<tr>
<td><strong>Semester III</strong></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Language Course VI</td>
<td>15UEN311.1</td>
<td>Writing and Presentation Skills</td>
<td>5</td>
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<tr>
<td>Language Course VII</td>
<td>15UML/HN/FR311.1</td>
<td>Additional Language</td>
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<td>4</td>
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<tr>
<td>Foundation Course II</td>
<td>15UHY321</td>
<td>Informatics</td>
<td>4</td>
<td>3</td>
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<tr>
<td>Core Course III</td>
<td>15UHY341</td>
<td>Evolution of Early Indian Society and Culture</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Complementary V</td>
<td>15UPS331</td>
<td>Public Administration</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Complementary VI</td>
<td>15UEC331</td>
<td>Public Finance and Trade</td>
<td>3</td>
<td>3</td>
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<tr>
<td>Semester IV</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>-------------</td>
<td>----------------</td>
<td>----------------</td>
<td></td>
<td></td>
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<tr>
<td>Language Course VIII</td>
<td>15UEN411.1</td>
<td>Reading in Literature</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Language Course IX</td>
<td>15UML/HN/FR/411.1</td>
<td>Additional Language</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Core Course IV</td>
<td>15UHY441</td>
<td>Medieval India: Socio-Cultural Processes</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Core Course V</td>
<td>15UHY442</td>
<td>History of Modern World - Part I</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Complementary VII</td>
<td>15UPS431</td>
<td>International Politics</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Complementary VIII</td>
<td>15UEC431</td>
<td>Indian Planning and Economic Development</td>
<td>3</td>
<td>3</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester V</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course VI</td>
<td>15UHY 541</td>
<td>Major Trends in Historical Thoughts and Writing</td>
</tr>
<tr>
<td>Core Course VII</td>
<td>15UHY542</td>
<td>Colonialism and Resistance Movements in India</td>
</tr>
<tr>
<td>Core Course VIII</td>
<td>15UHY543</td>
<td>History of Modern World - Part II</td>
</tr>
<tr>
<td>Core Course IX</td>
<td>15UHY544</td>
<td>History of Pre Modern Kerala</td>
</tr>
<tr>
<td>Core Course X</td>
<td>15UHY545</td>
<td>Making of Indian Nation</td>
</tr>
<tr>
<td>Open Course</td>
<td></td>
<td>Open Course</td>
</tr>
<tr>
<td>Project</td>
<td></td>
<td>Project/Dissertation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Historical Method-Mechanics of Project Writing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Study Tour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester VI</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Course XI</td>
<td>15UHY641</td>
<td>Making of Modern Kerala</td>
</tr>
<tr>
<td>Core Course XII</td>
<td>15UHY642</td>
<td>Major Trends in Indian Historical Thought and Writings</td>
</tr>
<tr>
<td>Core Course XIII</td>
<td>15UHY643</td>
<td>Contemporary India</td>
</tr>
<tr>
<td>Core Course XIV</td>
<td>15UHY644</td>
<td>The Twentieth Century Revolutions</td>
</tr>
<tr>
<td>Elective Course</td>
<td></td>
<td>Elective Course</td>
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<tr>
<td>Project</td>
<td>15UHY645</td>
<td>Project/Dissertation</td>
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### Open Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>15UHY551.1</td>
<td>Empowerment of Women with Special Reference to India</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>15UHY551.2</td>
<td>Introduction to Archaeology</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>15UHY551.3</td>
<td>History of Human Rights Movements</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

### Elective Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>15UHY661.1</td>
<td>Historical Tourism</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>15UHY661.2</td>
<td>Heritage Studies</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>15UHY661.3</td>
<td>Contemporary World</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

### Attendance:

Students who secure a minimum of 75% attendance in the aggregate for all the Courses of a semester taken together alone will be allowed to register for End Semester Evaluation. Others have to repeat the semester along with the next batch, unless they could make up the shortage of attendance through condonation. However the award of Grade for attendance in CE shall be made course-wise. Condonation of shortage of attendance to a maximum of 10 days in a semester subject to a maximum of two times during the whole period of a Degree Programme shall be granted by the College on valid grounds. This condonation shall not be considered for awarding marks for CE. Benefits of attendance for a maximum of 10 days in a semester shall be granted to students who participate/attend University Union activities, meetings of the University Bodies and Extra Curricular Activities, on production of participation/attendance certificate by the University Authorities/Principals as the case may be. But in such cases, condonation will be considered for award of marks for CE.
The Boards of Studies (in each subject) shall design all the Courses and syllabi for each Course in that subject offered in the First Degree Programme. The Board shall design and introduce new Courses, modify or redesign existing Courses or replace any Course/Courses with new/modified Courses to ensure better exposure and training to students.

The syllabus for a Course shall include: Course Code, the title of the Course the statement of the aims and objectives of the Course and the number of Credits; instructional hours in terms of lectures, tutorials, and laboratory session with the pre-requisites if any, for taking the Course. The Course content shall be given in a unitized manner along with a list of reading materials.

The syllabus for each Course shall include the mode of transacting that Course in terms of lectures, tutorials, seminars, laboratory sessions, field work, projects and such other activities.

The syllabus for each Course shall also indicate the scheme of evaluation/examination.

Evaluation and Grading

The Evaluation of each Course shall consists of two parts

1) Continuous Evaluation (CE)
2) End Semester Evaluation (ESE)

The CE and ESE ratio shall be 1:3 for both Courses with or without practical. There shall be a maximum of 75 marks for ESE and maximum of 25 marks for CE. 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.

<table>
<thead>
<tr>
<th>Criteria for Grading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of marks</td>
</tr>
<tr>
<td>90 and above</td>
</tr>
<tr>
<td>80 to &lt; 90</td>
</tr>
<tr>
<td>70 to &lt; 80</td>
</tr>
<tr>
<td>60 to &lt; 70</td>
</tr>
<tr>
<td>50 to &lt; 60</td>
</tr>
<tr>
<td>40 to &lt; 50</td>
</tr>
<tr>
<td>Below 40</td>
</tr>
</tbody>
</table>
Continuous Evaluation (CE)

All records of Continuous Evaluation shall be kept in the Department and shall be made available for verification, if and when necessary.

Attendance (Max. marks 5):

The allotment of marks for attendance shall be as follows:

<table>
<thead>
<tr>
<th>Attendance</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than 75%</td>
<td>1</td>
</tr>
<tr>
<td>75% &amp; less than 80%</td>
<td>2</td>
</tr>
<tr>
<td>80% &amp; less than 85%</td>
<td>3</td>
</tr>
<tr>
<td>85% &amp; less than 90%</td>
<td>4</td>
</tr>
<tr>
<td>90% &amp; above</td>
<td>5</td>
</tr>
</tbody>
</table>

Assignments or Seminars: (Max. marks 5)

Each student shall be required to do one assignment or one seminar for each Course. Valued assignments shall be returned to the students. The seminars shall be organized by the teacher/teachers in charge of CE and the same shall be assessed by a group of teachers including the teacher/teachers in charge of that Course. Assignments/Seminars shall be evaluated on the basis of their quality. The teacher shall define the expected quality of an assignment in terms of structure, content, presentation etc. and inform the same to the students. Due weight shall be given for punctuality in submission. Seminar shall be similarly evaluated in terms of structure, content, presentation, interaction etc.

Tests: (Max. marks 15)

For each Course there shall be two (average of two) tests during a semester. Valued answer scripts shall be made available to the students for perusal within 10 working days from the date of the test.

End Semester Evaluation (ESE):

End Semester Evaluation of all the Courses in all the semesters shall be conducted. The results of the ESE, which shall not exceed 45 days from the last day of the examination.

Project/Dissertation Work:

For each First Degree Programme there shall be a Project/Dissertation Work. The Project/Dissertation work can be done either individually or by a group not exceeding five students. However, Viva-Voce based on the Project/Dissertation work shall be conducted individually.
The topics shall either be allotted by the supervising teacher or be selected by the students in consultation with the supervising teacher. The report of the Project/Dissertation shall be submitted to the Department in duplicate before the completion of the sixth semester. There shall be no continuous assessment for Dissertation_Project work.

The detailed guidelines regarding the conduct and evaluation of the Project/Dissertation will be framed by the Boards of Studies concerned.

**Social Service/Extension Activity:**

It is mandatory for a student to participate in any one of the following Social Service/Extension Activities for not less than forty hours, during the 3rd and 4th semesters, for successful completion of the Programme.

1) Health Education
2) Peoples Planning Programme
3) Debate Club
4) Environmental Activities
5) Human Rights Forum
6) Community Health Activity
7) Kerala State Literacy Mission
8) Performing Arts Club-Folklore
9) Media Club
10) Community Based activities of CACEE
11) NSS
12) NCC
13) Sports Club
14) Science Club
15) Nature Club/Eco Club
16) Theatre Club
17) Planning Forum
18) Literary Club
19) Women’s Study Unit
20) Anti-Ragging Cell
21) State Library Council Affiliated of CACEE Rural Public Libraries
A statement testifying the participation of the students shall be forwarded to the Controller of Examinations along with the statement of CE results of the 4th semester.

**Grading System**

Both CE and ESE will be carried out using Indirect Grading system on a 7-point scale.

**Consolidation of Grades**

The maximum mark for a Course (ESE theory) is 75. The duration of ESE is 3 hours.

The marks of CE shall be consolidated by adding the marks of Attendance, Assignment/Seminar and Test paper respectively for a particular Course.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Attendance</td>
<td>5 marks</td>
</tr>
<tr>
<td>b</td>
<td>Assignment/Seminar</td>
<td>5 marks</td>
</tr>
<tr>
<td>c</td>
<td>Test Paper</td>
<td>15 marks</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>25</td>
</tr>
</tbody>
</table>

The marks of a Course are consolidated by combining the marks of ESE and CE (75+25).

A minimum of 40% marks (E Grade) is required for passing a Course with a separate minimum of 40%(E Grade) for Continuous Evaluation and End Semester Evaluation.

Consolidation of SCPA: SCPA is obtained by dividing the sum of Credit Points (CP) obtained in a semester by the sum of Credits (C) taken in that semester. After the successful completion of a semester, Semester Credit Point Average (SCPA) of a student in that semester shall be calculated.

Suppose the student has taken four Courses each of 4 Credits and two Courses each of 2 Credits in a particular semester, after consolidating the Grade for each Course. SCPA has to be calculated as shown in the example given below:
For the successful completion of a semester, a student has to score a minimum SCPA of 4.00 (E Grade). However, a student is permitted to move to the next semester irrespective of his/her SCPA.

Consolidation of CCPA: An overall letter Grade (Cumulative Grade) for the whole Programme shall be awarded to the student based on the value of CCPA using a 7-point scale, as given below. It is obtained by dividing the sum of the Credit Points in all the Courses taken by the student, for the entire Programme by the total number of Credits.

**CONSOLIDATION OF CCPA**

<table>
<thead>
<tr>
<th>Semester</th>
<th>SCPA Credit Point (CP)</th>
<th>SCPA Credit (C)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>119</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>120</td>
<td>20</td>
</tr>
<tr>
<td>3</td>
<td>110</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>105</td>
<td>20</td>
</tr>
<tr>
<td>5</td>
<td>100</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>120</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>674</td>
<td>120</td>
</tr>
</tbody>
</table>

CCPA = Total Credit Points of all semesters/Total Credits of all semesters = 674/120 = 5.62 = D Grade

**Overall Grade in a Programme**

<table>
<thead>
<tr>
<th>Percentage of marks</th>
<th>CCPA</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 and above</td>
<td>&gt; or = 9</td>
<td>A+ outstanding</td>
</tr>
<tr>
<td>80 to &lt; 90</td>
<td>8 to &lt; 9</td>
<td>A Excellent</td>
</tr>
<tr>
<td>70 to &lt; 80</td>
<td>7 to &lt; 8</td>
<td>B Very Good</td>
</tr>
<tr>
<td>60 to &lt; 70</td>
<td>6 to &lt; 7</td>
<td>C Good</td>
</tr>
<tr>
<td>50 to &lt; 60</td>
<td>5 to &lt; 6</td>
<td>D Satisfactory</td>
</tr>
<tr>
<td>40 to &lt; 50</td>
<td>4 to &lt; 5</td>
<td>E Adequate</td>
</tr>
<tr>
<td>Below 40</td>
<td>&lt; 4</td>
<td>F Failure</td>
</tr>
</tbody>
</table>
The Marks of the Courses taken over and above the minimum prescribed Credits, shall not be counted for computing CCPA.

For the successful completion of a Programme and award of the Degree, a student must pass all Courses satisfying the minimum Credit requirement and must score a minimum CCPA of 4.00 or an overall grade of E

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Total Number of Questions</th>
<th>Number of Question to be answered</th>
<th>Marks for each Questions</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very short answer type (One word to Maximum of 2 sentences)</td>
<td>10</td>
<td>10</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Short answer (Not to exceed one paragraph)</td>
<td>11</td>
<td>7</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Short essay (Not to exceed 120 words)</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>21</td>
</tr>
<tr>
<td>Long essay</td>
<td>4</td>
<td>2</td>
<td>15</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>22</td>
<td>75</td>
<td></td>
</tr>
</tbody>
</table>

Promotion to Higher Semesters: Students who complete the semester by securing the minimum required attendance and who register for the End Semester Evaluation conducted by the College of each semester alone shall be promoted to the next higher semester.

Re-appearance of Failed Students: “Students who fail shall have to reappear for the ESE of the same along with the next regular batch of students.” Candidates who fail to score ‘E’ grade in the ESE in any of the Course/Courses have to reappear for the ESE of the Course/Courses concerned with next regular batch of students. The number of chances or such appearances is limited to 5 and the same have to be done within a period of 12 continuous semesters including the semester in which they have first appeared.

However, students who fail to secure SCPA of 4.00 have to reappear for the ESE with the next regular batch of students for such courses for which they have secured the least Grade for improving the SCPA. Here also the number of appearance is limited to 5 and the same has to be done within a period of 12 continuous semesters including the semester in which they have first appeared.

In both cases (i.e. failure to obtain ‘E’ Grade for individual Course/Courses and ‘SCPA of 4.00) students shall not be allowed to repeat the semester, but the marks secured by them for the CE part shall be carried over and added to the marks obtained in the ESE they reappear. However, those who fail in the CE (i.e. those who fail to secure a minimum of ‘E’ grade) will have one chance to improve the same (except the marks for attendance) along with next regular batch of students.
Improvement of ESE
Candidates who have successfully completed the Semester, but wish to improve their marks for the End Semester Evaluation (ESE) shall have only one chance for the same along with the next immediate regular batch of students. In this case, the better marks obtained shall be considered for the calculation of SCPA.

Mark Cum Grade Sheet
The College under its seal shall issue to the students a Mark cum Grade Sheet on completion of each semester indicating the details of Courses, Credits/Marks for CE and ESE, Grades, Grade Points, Credit Points and Semester Credit Point Average (SCPA) for each Course.

The Consolidated Mark cum Grade sheet issued at the end of the final semester on completion of the Programme shall contain the details of all Courses taken during the entire Programme including Additional Courses taken over and above the prescribed minimum Credits for obtaining the Degree. However, for the calculation of CCPA, only those Courses in which the student has performed the best with maximum Credit Points alone shall be taken subject to the minimum requirements of Credits for successful completion of a Programme. The Consolidated Mark cum Grade sheet shall indicate the CCPA and CCPA(S) and the overall letter grade for the whole Programme. The Consolidated Mark cum Grade sheet shall also indicate all the Audit Courses (Zero Credit) successfully completed by the student during the whole Programme.

No student shall be eligible for the award of the Degree unless he/she has successfully completed a Programme of not less than 6 semesters duration and secured at least 120 Credits (excluding Credits for Social Service/Extension Activities) as prescribed by the Regulations.

1. Course Structure for B.A/B.Sc. Degree Programmes

<table>
<thead>
<tr>
<th>Study Components</th>
<th>Number of Courses</th>
<th>Credits/Course</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) English</td>
<td>5</td>
<td>3-4</td>
<td>19</td>
</tr>
<tr>
<td>b) Additional Language</td>
<td>4</td>
<td>3-4</td>
<td>14</td>
</tr>
<tr>
<td>Foundation Course</td>
<td>2</td>
<td>2-3</td>
<td>5</td>
</tr>
<tr>
<td>Core Course</td>
<td>12-15</td>
<td>2-4</td>
<td>46-52</td>
</tr>
<tr>
<td>Complementary Course</td>
<td>8-10</td>
<td>2-3</td>
<td>22-28</td>
</tr>
<tr>
<td>Project/Dissertation</td>
<td>1</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Open Course</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Elective Course</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
SEMMESTER I

Language Course I
15UEN111.1: LISTENING AND SPEAKING SKILLS

No. of credits: 4
No. of instructional hours per week: 5 (Total 90 hrs.)

AIMS
1. To familiarize students with English sounds and phonemic symbols.
2. To enhance their ability in listening and speaking.

OBJECTIVES
On completion of the course, the students should be able to
1. listen to lectures, public announcements and news on TV and radio.
2. engage in telephonic conversation.
3. communicate effectively and accurately in English.
4. use spoken language for various purposes.

COURSE OUTLINE
Module 1
Pronunciation-Phonemic symbols - consonants - vowels - syllables - word stress - strong and weak forms.

Module 2
Listening Skills - difference between listening and hearing - active listening - barriers to listening - academic listening - listening for details - listening and note-taking - listening to talks and descriptions - listening to announcements - listening to news programmes.

Module 3
Speaking Skills - interactive nature of communication - importance of context - formal and informal - set expressions in different situations - greeting - introducing - making requests - asking for / giving permission - giving instructions and directions - agreeing / disagreeing - seeking and giving advice - inviting and apologizing - telephonic skills - conversational manners.

Module 4
Dialogue Practice
(Students should be given ample practice in dialogue, using core and supplementary materials.)

**COURSE MATERIAL**

**Modules 1 - 3**

**Core reading:** Listening and Speaking, Cambridge University Press, India Pvt Ltd, 2010

**Further reading:**

**Module 4:**

**Core reading:** Dramatic Moments: A Book of One Act Plays. Orient Black Swan, 2013.

The following One-act plays are prescribed:
1. Saki - The Death Trap
2. Philip Moeller - Helena’s Husband
3. Serafin and Joaquin Alvarez Quinters - Sunny Morning: A Comedy of Madrid
4. Margaret Wood - Day of Atonement

**Reference:**

Language Course II (Additional Language I)
15UML111.1: അതോട് കഥാ

No. of credits: 3
No. of instructional hours per week: 4

പുസ്തകനിറമ്യ കഥാപാഠം

(കൃത്യവിശേഷണം)

പ്രകാരമായി: ലോകോഗ്രമാണ് ക്രിയകലകളിലോ വാനൂസ്ഥിതികളിലോ കുറഞ്ഞതു. പ്രകാരമായി ലോകോഗ്രമത്തിലോ പ്രകാരമായി ലോകോഗ്രമത്തിലോ ക്രിയകലകളിലോ കുറഞ്ഞതു.

പ്രാരംഭിച്ച്:

വാനൂസ്ഥികള്‍

1. ഓരോക്കുണ്ട് - ക്രിയകലകളിലോ വാനൂസ്ഥിതികളിലോ കുറഞ്ഞതു.
   (ക്രിയകലകളിലോ വാനൂസ്ഥിതികളിലോ കുറഞ്ഞതു)

2. ഓരോക്കുണ്ട് - ക്രിയകലകളിലോ വാനൂസ്ഥിതികളിലോ കുറഞ്ഞതു.

3. ഓരോക്കുണ്ട് - ക്രിയകലകളിലോ വാനൂസ്ഥിതികളിലോ കുറഞ്ഞതു.

4. ഓരോക്കുണ്ട് - ക്രിയകലകളിലോ വാനൂസ്ഥിതികളിലോ കുറഞ്ഞതു.

വാനൂസ്ഥികള്‍

5. ഓരോക്കുണ്ട് - ക്രിയകലകളിലോ വാനൂസ്ഥിതികളിലോ കുറഞ്ഞതു.

6. ഓരോക്കുണ്ട് - ക്രിയകലകളിലോ വാനൂസ്ഥിതികളിലോ കുറഞ്ഞതു.

7. ഓരോക്കുണ്ട് - ക്രിയകലകളിലോ വാനൂസ്ഥിതികളിലോ കുറഞ്ഞതു.

8. ഓരോക്കുണ്ട് - ക്രിയകലകളിലോ വാനൂസ്ഥിതികളിലോ കുറഞ്ഞതു.

വാനൂസ്ഥികള്‍

9. ഓരോക്കുണ്ട് - ക്രിയകലകളിലോ വാനൂസ്ഥിതികളിലോ കുറഞ്ഞതു.

10. ഓരോക്കുണ്ട് - ക്രിയകലകളിലോ വാനൂസ്ഥിതികളിലോ കുറഞ്ഞതു.

11. ഓരോക്കുണ്ട് - ക്രിയകലകളിലോ വാനൂസ്ഥിതികളിലോ കുറഞ്ഞതു.

12. ഓരോക്കുണ്ട് - ക്രിയകലകളിലോ വാനൂസ്ഥിതികളിലോ കുറഞ്ഞതു.

വാനൂസ്ഥികള്‍

13. ഓരോക്കുണ്ട് - ക്രിയകലകളിലോ വാനൂസ്ഥിതികളിലോ കുറഞ്ഞതു.

14. ഓരോക്കുണ്ട് - ക്രിയകലകളിലോ വാനൂസ്ഥിതികളിലോ കുറഞ്ഞതു.

15. ഓരോക്കുണ്ട് - ക്രിയകലകളിലോ വാനൂസ്ഥിതികളിലോ കുറഞ്ഞതു.

16. ഓരോക്കുണ്ട് - ക്രിയകലകളിലോ വാനൂസ്ഥിതികളിലോ കുറഞ്ഞതു.
17. നിജ വാണിജ്യം - കരസിദ്ധര്‍ കലസ്മാര്
18. അനു. വിദ്യാ - നിജാനായം

ഗായത്രികാരണം
1. ജോഷിമുറ പാലിപിള്ളി
   (മാത്രങ്ങളോടെമാറ്റം) - രവ. മ. എം. വാസസന്‍ (സി.പി.)
2. തോക്കിംബിര കമ്പ - അണ്ട്. മുന്നറിയൽ
3. തോക്കിംബിര ജില്ലാ പാലിപിള്ളി - രവ. ഏ. മുന്നറിയൽ
4. തോക്കിംബിര ജില്ലാ പാലിപിള്ളി - പി. മുന്നറിയൽ
5. കളിപ്പട്ടി - തി. തി. മുന്നറിയൽ
6. കടപ്പവൃത്തിയം കൈക്കല്പന - മോനോസ്മാര്

7. മീനകണ്ഠം കേട്ടയോ - അണ്ട്. നി. മുന്നറിയൽ
8. അന്നതും ജില്ലാക്കാർഡ് - അണ്ട്. മുന്നറിയൽ
9. അന്നതും ജില്ലാക്കാർഡ്
   (നിരവധി വർഷങ്ങളോടെമാറ്റം) - അണ്ട്. മ. വാസസന്
10. കടപ്പവൃത്തിയം കൈക്കല്പന - അണ്ട്. ഏ. മുന്നറിയൽ
11. കടപ്പവൃത്തിയം - മൃദുവള്ളും
12. ജോഷിമുറ ജില്ലാപാലിപിള്ളി - പി. മ. വാസസന്‍ മാഷി
13. വരുമതീതി - ഹൃദയം പരിഹരിതം
14. ഭിംബിര ജില്ലാപാലിപിള്ളി - രവ. മ. എം. മുന്നറിയൽ
15. ജോഷിമുറ ജില്ലാപാലിപിള്ളി - രവ. ഏ. മുന്നറിയൽ
16. ജോഷിമുറ ജില്ലാ പാലിപിള്ളി - പാലിപിള്ളി
17. വരുമതീതി - മൃദുവള്ളും
18. ജോഷിമുറ ജില്ലാഅടംഭക്ഷണം - മജ്ജിത്തിയം
19. ജോഷിമുറ ജില്ലാഅടംഭക്ഷണം
   ദേശത്തിലെ മാറ്റം - രവ. ഏ. എം. എം. മാഷി
20. തോക്കിംബിര കമ്പ - രവ. ഏ. എം. എം. മാഷി
21. തോക്കിംബിര ജില്ലാ പാലിപിള്ളി - അമ്മ മുന്നറിയൽ
22. ജോഷിമുറ ജില്ലാ ജില്ലാപാലിപിള്ളി - രവ. ഏ. മുന്നറിയൽ
23. പ്രോജക്റ്റ് പ്രക്രിയ - മജ്ജിത്തിയം
24. ഭിംബിര ജില്ലാ പാലിപിള്ളി - അണ്ട്. മുന്നറിയൽ
25. ജില്ലാ പ്രോജക്റ്റ് പ്രക്രിയ - മജ്ജിത്തിയം പ്രോജക്റ്റ്
Language Course II (Additional Language I)
15UHN111.1: PROSE AND GRAMMAR

No. of credits: 3
No. of instructional hours per week: 4

Aim of the Course / Objectives
The aim of the course is to sensitize the students 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 theory and practice of Hindi Grammar.

Module I
Prose (Prescribe a prose collection)

Module 2
Grammar

Prescribed Textbooks
1. Pose (Detailed) - Gadya Prabha Edited by Dr. Alok Gupt Published by Rajpal and sons Kasmiri Gate, Delhi-6.

Lessons to be studied
1. Tyagamoorthy Nirala - Sivapoojan Sahay
2. Bharatheey Sanskriti - Rajendra Prasad
3. Holi aur Onam - Dr. N.E.V. Iyer
4. Ve Bahaduri se Bike - Harisankar Parsay
5. Sukh - Kaseenath Singh
6. Nadiya gahari naav purani - Amritlal Vegad
2. Grammar - Vyavharik Hindi Vyakaran By Dr. H. Parameswaran Radhakrishna Prakasan, Delhi

Topics to be studied
Varna, Sangya - Ling-vachan-karak, Sarvanam, Visheshan, kriya – kaal – kaal ke prakar – ne prathyay and vachya only. Language
Course II (Additional Language I)
15UFR111.1: Communication skills in French

No. of credits: 3
No. of instructional hours per week: 4

AIMS:
The aim of the course is to emphasis on conversational French and to develop the communication skills of the students.

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

SYLLABUS:
NAME OF TEXT: CONNEXIONS – Niveau 1 By Régine Mérieux and Yves Loiseau
Publisher : Didier
Module 1 : Parler de soi
Unit 1 : Bonjour !
Unit 2 : Rencontres
Unit 3 : 100% questions

Reference books:
1. Le Nouveau Sans Frontières Vol I by Philippe Dominique
2. Panorama Vol I by Jacky Girardet
3. Cours de langue et de civilisation française Vol I (Mauger Bleu)
Foundation Course I
15UEN121: WRITINGS ON CONTEMPORARY ISSUES

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

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

OBJECTIVES
On completion of the course, the students should be able to
1. Have an overall understanding of some of the major issues in the contemporary world.
2. Respond empathetically to the issues of the society.
3. Read literary texts critically.

COURSE OUTLINE

Module I: Globalization and its Consequences
Essays: (1) “The Globalized World” – Avinash Jha.
(2) “Globalization and Education: Third World Experience” – Amit Bhaduri.
Poem: “Unending Love” - Rabindranath Tagore

Module II: Environmental Issues
Essay: “Forests and Settlements” - Romila Thapar
Poems:
(1) “God’s Grandeur” - G.M. Hopkins
(2) “The World is too Much with Us” – Wordsworth

Module III: Human Rights
Essay: “Thinking about Human Rights” - Manisha Priyam, Krishna Menon & Madhulika Banerjee
Poem: “London” - William Blake
Fiction: Untouchable [an extract] – Mulk Raj Anand

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

COURSE MATERIAL

Modules 1 - 4
Core Course I
15UHY141: METHODOLOGY AND PERSPECTIVES OF SOCIAL SCIENCES

No. of credits: 4
No. of instructional hours per week: 6

Aims and Objectives
- The course intends to familiarize the students with the broad contours of social Sciences and its methodology.
- To familiarize the main concerns of Social Science disciplines.
- To articulate the basic terminologies and theories prevalent in concerned disciplines.
- Critically read popular and periodical literature from a Social Science perspective.

Module I
History Its Nature and Practice
a) What is History-Definitions-Purpose-Uses of History
b) Problems in the construction of History-Nationality and Bias-Objectivity-Plagiarism.
d) History and Social Sciences-need for interdisciplinary approach.

Module II
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
Objectivity in Social Sciences
Limits of social Sciences and its practice-Sociology –Economics-Political Science-secular, communal and racial issues.

Module IV
Understanding Social Structure
Caste, Class, Gender-Marxist and other sociological perspectives.
Essential Readings:
9. Gail Omvedt, Dalits and Democratic Revolutions, Dr. Ambedkar and Dalit Movements in Colonial India, Sage Publications New Delhi, 1994

Complementary Course I
15UPS131: PRINCIPLES OF POLITICAL SCIENCE

No. of credits: 2
No. of instructional hours per week: 3

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

Objectives of the course:
★ To familiarize the students the major principles of Political science
★ To introduce to the students major concepts of Political Science
To impart them with basic orientation about the institution of state and civil society.

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

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

**MODULE III:**
Modern Political Concepts:
Political Culture
Political Socialization, Political Modernisation

**MODULE IV:**
State – Elements – state and nation
- Sate and Civil Society-Citizenship

**BOOKS**
1. A. Appaduri, The Substance of Politics (Oxford University Press, Delhi)
4. Carolyn M. Elliott (Ed.), Civil Society and Democracy: A Reader (Oxford University Press, New Delhi )
5. J.C. Johari, Contemporary Political Theory (Sterling Publishers, New Delhi)
7. J.C. Johari, Principles of Modern Political Science (Sterling Publishers New Delhi )
8. N.N. Agarwal, Vidya Bhushan & Vishnoo Bhagwan Principles of Political Science (Ram Chand & Co., Delhi )
Aim of the Course
The main aim of the course is to make the students understand the basis of Economic Science and how the theoretical framework applies as a model in the policy prescriptions of the Economy.

Objectives
1. To understand the nature of Economics Science
2. To understand the basic concepts used in Economics.
3. To create awareness about the behaviour of certain Economic units.
4. To relate the basic ideas with the changes in the economy.

Module – I  (8Hrs)
Scope of the economic science- Definitions - Wealth definition, welfare definition, scarcity definition, growth definition- Methods of economics- Fundamental concepts.

Module - II  (18Hrs)

Module - III  (15Hrs)
Factors of production - Combination of factors production function - Division of labour - Types of division of labour - Advantages of division of labour - Localization of industry and their causes.
Module - IV (13Hrs)
Cost of production and factor pricing - Concepts of cost- Total cost, average cost, marginal cost, opportunity cost, Breakeven point - Factor pricing - Wages, interest, rent and profit - Ricardo's theory of rent - Classical theory of interest - Lovable fund theory of interest - Innovation theory of profit.

Reading List
1. S.E.Thomas- Elements of Economics, The Donnington Press
SEMESTER II

Language Course III
15UEN211.1: READING SKILLS

No. of credits: 4
No. of instructional hours per week: 5 (Total 90 hrs)

AIMS
1. To make students competent in advanced reading skills like skimming, scanning and reading for meaning and pleasure.
2. To make them familiar with the concepts of extensive and intensive reading.
3. To help them increase their active and passive vocabulary.
4. To help them broaden their mental vision.

OBJECTIVES
On completion of the course, the students should be able to
1. Identify various text types and comprehend them.
2. Apply reading techniques like skimming and scanning to understand the main arguments and themes and distinguish supporting details.
3. Use and comprehend a reasonable vocabulary and reinforce their language proficiency.
4. Have a broader outlook resultant from the exposure to the study of fine specimens of reading.

COURSE OUTLINE

Module 1
Intensive reading - reading for information - application of scanning and skimming – silent and loud reading - various techniques - advantages and disadvantages. (Pull Out - Reading Tips)

Module 2
Introducing students to different text types – poetry (Henry IV, Nobody, I Am, Musee des Beaux Arts, Paradise Lost, Heaven, Kubla Khan, Message Clear)
Drama (Loot, Macbeth, Happy Days)
Module 3
Introducing students to different text types - prose – fictional - (Alice in Wonderland, Nineteen Eighty Four, Catch -22, Animal Farm, The Sacred and Profane Love Machine)
Nonfictional – (Civilized Man, Our Bodies Ourselves)

Module 4
Extensive reading – reading for pleasure and knowledge (Poem – Father and Son, The Poplar Field, Going Going, Anthem for Doomed Youth, A Refusal to Mourn, Ulysses, Andrea del Sarto)
Drama (Chicken Soup with Barley, A Night Out, The Importance of Being Earnest)
Prose –Fictional – (Sons and Lovers, Emma, Middlemarch, Down There on a Visit, Bleak House, The Picture of Dorian Gray)
Non –fictional – (Churchill’s Speech, Russell’s Autobiography)

COURSE MATERIAL

Modules 1 – 4
Core reading: Reading Between the Lines. Cambridge University Press,India Pvt Ltd, 2010

Further reading:

Reference:
Language Course IV
15UEN212.1: MODERN ENGLISH GRAMMAR AND USAGE

No. of credits: 3
No. of instructional hours per week: 4 (Total 72 hrs)

AIMS:
1. To help students have a good understanding of modern English grammar.
2. To enable them produce grammatically and idiomatically correct language.
3. To help them improve their verbal communication skills.
4. To help them minimise mother tongue influence.

OBJECTIVES:
On completion of the course, the students should be able to
1. Have an appreciable understanding of English grammar.
2. Produce grammatically and idiomatically correct spoken and written discourse.
3. Spot language errors and correct them.

COURSE CONTENTS

Module 1:
⇒ Phrases - various types of phrases - noun, verb, adjectival and prepositional phrases.

Module 2:
⇒ Nouns - different types - count and uncount – collective - mass - case - number – gender.
→ Pronoun - different types - personal, reflexive - infinite-emphatic – reciprocal
→ Adjectives - predicative - attributive - pre- and post-modification of nouns.
→ Verbs - tense-aspect - voice -mood - Concord - types of verbs – transitive - intransitive-finite - non-finite
→ Helping verbs and modal auxiliaries - function and use.

Module 3:
→ Adverbs - different types - various functions - modifying and connective.
→ Prepositions - different types - syntactic occurrences - prepositional phrases - adverbial function.
→ Conjunctions - subordinating and coordinating - Determinatives - articles - possessives - quantifiers
→ Clauses - main and subordinate clauses - noun clauses - relative clauses - adverbial clauses - finite and non-finite clauses - analysis and conversion of sentences – Active to Passive and vice versa – Direct to Indirect and vice versa – Degrees of Comparison, one form to the other.

Module 4:
→ Written Composition – précis writing – outline story – Comprehension

COURSE MATERIAL
Modules 1 - 4 Core Reading: Concise English Grammar by Prof. V. K. Moothathu. Oxford University Press, 2012.

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

Language Course V (Additional Language II)  
15UML211.1: മിഡെയിൽ ഗ്രാമിക്കൽ നോമ്യൂൺ

No. of credits: 3  
No. of instructional hours per week: 4

| 1.  | ഇരി.ഇി. ക്യൂജിസ്‌ഡിസ്കി | - ഡൗഡ്നഡ്‌ കോശം ആധിക്യം ഉണ്ടായോ? |
| 2.  | ഉണ്ടാക്കി | - ഉണ്ടാക്കി ഔഷധം |
| 3.  | ഡൗഡ്നഡ്‌ ഉണ്ടാക്കി വരണ്ട്‌വേ | - വരണ്ട്‌വേ | |
| 4.  | ഡൗഡ്നഡ്‌ വാത്തിയാണ്‌ | - വാത്തിയാണ്‌ |
| 5.  | പിന്റ്‌പ്പ്‌ | - പിന്റ്‌പ്പ്‌ |
| 6.  | കോട്ട്‌ | - കോട്ട്‌ |
| 7.  | ക്യൂജിസ്‌ഡിസ്‌കി | - ക്യൂജിസ്‌ഡിസ്‌കി |
| 8.  | ബാണിജിസ്‌ഡിസ്‌കി | - ബാണിജിസ്‌ഡിസ്‌കി |
| 9.  | കോട്ട്‌ | - കോട്ട്‌ |
| 10. | പിന്റ്‌പ്പ്‌ | - പിന്റ്‌പ്പ്‌ |

ഡൗഡ്നഡ്‌ ഉണ്ടാക്കി (18 അംഗാലം)

ഡേൽഹം, ബോസ്‌, സ്റ്റാത്തറ്റ്‌

മൂന്നു വർഷം മുതൽ മൂന്ന്‌വർഷത്തെ വരെ 4 ക്ലാസ്‌ പ്രവൃത്തി

| 1.  | മി. ആണ്‌ നിലയായിരിക്കുക | - മി. ആണ്‌ നിലയായിരിക്കുക |
| 2.  | ക്യൂജിസ്‌ഡിസ്‌കി | - ക്യൂജിസ്‌ഡിസ്‌കി |
| 3.  | ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌കി | - ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌കി |
| 4.  | ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌കി | - ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌�ി |
| 5.  | ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌കി | - ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌�ി |
| 6.  | ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌കി | - ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌�ി |
| 7.  | ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌കി | - ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌�ി |
| 8.  | ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌കി | - ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌�ി |
| 9.  | ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌കി | - ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌�ി |
| 10. | ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌കി | - ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌�ി |
| 11. | ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌കി | - ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌�ി |
| 12. | ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌�ി | - ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌�ി |
| 13. | ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌കി | - ഡൗഡ്നഡ്‌ ക്യൂജിസ്‌ഡിസ്‌�ി |
Aims of the Course / Objectives

The aim of the course is to guide the students to the world of Hindi Fiction (Novel & Short Story). To develop enthusiasm in Literary and aesthetic approaches. To understand various aspects and dimensions of literature.

Module 1
Short story (Prescribe a short story collection)

Module 2
Novel (Prescribe a novel of post eighties)

Module 3
Literary Analysis
The meaning and definitions of literature – Types of literature – Literature
and film – Literature and Mass Communication Media – Print media – Electronic media etc.

**Literary criticism**

Models of Literary Criticism – Short story – Poetry – Novel – Drama – Film etc.

**Prescribed Textbooks**

1. Short story collection
   (Non-Detailed)  
   Kahani Sankalan
   Edited by Dr. Sushama Dubey & Dr. Rajkumar
   Published by Vani Prakashan
   21 – A, Dariagang, New Delhi-2

2. Novel
   (Non Detailed)  
   ABCD
   by Ravindra Kaliya
   Published by Vani Prakasan
   New Delhi-2

3. Literary Analysis
   - Sahithya Vivechan
   by Jayanthi Prasad Nautiyal
   published by Kitab Ghar Prakasan
   Dariya Ganj, Delhi

(Chapters 3, 4, 5, 6 and 9 should be omitted)
Language Course V (Additional Language II)
15UFR211.1: Translation and communication in French

No. of credits: 3
No. of instructional hours per week: 4

AIMS:
The aim of the course is to facilitate the use of translation for more communication.

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.

SYLLABUS:
NAME OF TEXT: CONNEXIONS – Niveau 1 By Régine Mérieux and Yves Loiseau

Publisher : Didier
Module 2 : Echanger
Unit 4 : Enquête
Unit 5: Invitations
Unit 6: A table !

Reference books:
1. Le Nouveau Sans Frontières Vol I by Philippe Dominique
2. Panorama Vol I by Jacky Girardet
3. Cours de langue et de civilisation française Vol I (Mauger Bleu)
Core Course II
15UHY241: CULTURAL FORMATION OF THE PRE-MODERN WORLD

No. of credits: 4
No. of instructional hours per week: 6

Aim of the Course
★ To enable the students to engage with conceptual and general issues regarding culture and civilization of the ancient period.
★ To inculcate an awareness among the students about the cultural heritage of mankind.
★ To have a sound knowledge about changes that took place among the major cultures of world civilizations.
★ To give an idea about the harmonious existence of the different sections of the people.

Module I
Evolution of the Universe

Module II
Stone Age culture
Paleolithic- Mesolithic –Neolithic revolution and Chalcolithic stage.

Module III
Bronze Age civilizations

Module IV
Iron Age Civilizations
Greek and Roman Civilizations-Society-Economy-Culture.

Module V
Medieval Developments
Essential Reading


Complementary Course III

15UPS231: INTRODUCTION TO POLITICAL THEORY

No. of credits: 3
No. of instructional hours per week: 3

Aim of the Course:

The course intends to impart the students with an orientation on Political theory
Objectives of the Course:
★ To familiarize to the students major political ideologies
★ To make aware about human rights and its importance
★ To introduce party systems and the operations of pressure groups

MODULE I : Political Ideologies
Liberalism- Democracy –Marxism-Gandhism-Feminism

MODULE II : Political System
Legislature – Functions – Bicameral unicameral
Executive – Parliamentary – Presidential –Plural
Judiciary – Functions – Rule of Law – Administrative law.

MODULE III : Political Dynamics
Political Parties – Functions – Party Systems
Pressure Groups and Interest Groups – Functions
Election Commission-Electoral Reforms.

MODULE IV: Human Rights
Origin of Human Rights
Universal Declaration of Human Rights
National and State Human Rights Commissions in India
Right to Information

BOOKS:
2.   Mreswar Avasthi anand Sri Ram Maheswari, Public Administration (Lekshmi Narayan Agarwal, Agra)
5.   Carolyn M. Elliott (Ed.), Civil Society and Democracy: A Reader (Oxford University Press, New Delhi )
   (Pearson Education, Delhi)
7. Dr. Bhanwar Lal harsh, Human Rights Law in India
   (Regal Publications, New Delhi)
8. Earnest Barker, Principles of Social and Political Theory
   (Oxford University Press, Delhi)
9. Ian Brownlie & Guy S. Goodwin Gill (Eds.), Basic Documents on
   Human Rights (Oxford University Press, New Delhi)
10. J.C. Johari, Contemporary Political Theory
    (Sterling Publishers, New Delhi)
12. J.C. Johari, Principles of Modern Political Science
    (Sterling Publishers, New Delhi)
13. James Petras & Henry Veltmeyer, Globalization Unmasked
    (Madhyam Books, Delhi)
14. Madan G. Gandhi, Modern Political Theory (Sterling Publishers, Delhi)

Complementary Course IV
15UEC231: MONEY AND BANKING

No. of credits: 3
No. of instructional hours per week: 3

Aim of the Course:

The aim of the course is provide basic understanding about the nature
and significance of money and banking in the development of an Economy.

Objectives

1. To introduce basic concept of money and banking
2. To make the students aware of the impact of money in the economic
   transactions
3. To create awareness about the functioning of modern banking system
4. To review the changes in money and cost of living

**Module -I**  
(8Hrs)  
Concept of money - Nature of money - kinds of money - Functions of money

**Module -II**  
(10Hrs)  
Value of money - Fishers’ equation of exchange - Index number - Type of index numbers - consumer price index, whole sale price index, share market indices - Construction of index number and its limitations

**Module -III**  
(10Hrs)  
Inflation - Type of inflation - Causes and effects of inflation - Measures to control inflation –Deflation - Concept of trade cycle.

**Module -IV**  
(26Hrs)  
Banking system commercial banks, Functions of commercial banks - Central bank and its functions - Indian banking system- Public sector bank- Private sector bank - Scheduled bank and Non scheduled banks - Money market and capital market - Reserve bank of India, functions of Reserve Bank of India-Credit policy.

**Essential Readings**

1. T.N. Hajela- Money and Banking Theory with Indian Ane Books Pvt Ltd-2001
2. K.K. Dewett- Modern Economic Theory, S Chand; Reprint Edn.2006
SEMESTER III

Language Course VI
15UEN311.1: WRITING AND PRESENTATION SKILLS

No. of credits: 4
No. of instructional hours per week: 5 (Total 90 hrs)

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

OBJECTIVES
On completion of the course, the students should be able to
1. understand the mechanism of general and academic writing.
2. recognize the different modes of writing.
3. improve their reference skills, take notes, refer and document data and materials.
4. prepare and present seminar papers and project reports effectively.

COURSE OUTLINE
Module 1
Writing as a skill – its importance – mechanism of writing – words and sentences - paragraph as a unit of structuring a whole text – combining different sources – functional use of writing – personal, academic and business writing – creative use of writing.

Module 2
Writing process - planning a text – finding materials - drafting – revising – editing - finalizing the draft.

Module 3
Writing models – essay - expansion of ideas/proverbs – dialogue -

Module 4

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

COURSE MATERIAL

Modules 1 – 4 Core reading:
Write Rightly. Cambridge University Press, India Pvt Ltd, 2012

Further reading:

Reference:
Language Course VII (Additional Language III)

15UML311.1: ഉപോജ്യാതീതിക്കാർ

No. of credits: 4

No. of instructional hours per week: 5

പ്രമുഖ വിഷയം: ഉപോജ്യാതീതിക്കാർ ക്ലാസിൽ മാർഗ്ഗിക്കപ്പെട്ട താഴ്വരയിലെ പിന്തുണയിലാണ് ശാസ്ത്രാധ്യായങ്ങൾ ഉദ്ദേശിക്കപ്പെട്ടത്. കൈകളിൽ, ഇണക്കിൽ, മാർഗം, പ്രത്യേകിച്ചെന്നുള്ള ഇതിൽ ഉപോജ്യാതീതിക്കാരായിരിക്കുന്ന ഉദ്ദേശ്യം കുറഞ്ഞ മാർഗം ഉപോജ്യാതീതിക്കാരായിരിക്കുന്ന ഉദ്ദേശ്യം കുറഞ്ഞ മാർഗം ഉപോജ്യാതീതിക്കാരായിരിക്കുന്ന ഉദ്ദേശ്യം കുറഞ്ഞ മാർഗം ഉപോജ്യാതീതിക്കാരായിരിക്കുന്ന 

മൗഖ്യ ക്ലാസ് (36 വാർഡുകൾ)

നിർദ്ദേശം, നിർദ്ദേശം വിദ്യാർത്ഥികൾ

മാർഗം പ്രേഷിക്കുന്ന വിദ്യാർത്ഥികളുടെ ലളിതമായ പ്രശ്നങ്ങൾ,

മൂന്നാം വാർഡ്

3. ഇന്റർവിയൂൽ

2. ക്ലാസ് ക്ലാസ്

1. ഇന്റർവിയൂൽ

മൗഖ്യ ക്ലാസ് (18 വാർഡുകൾ)

ഇംഗ്ലീഷ് ക്ലാസ്

മാർഗം ക്ലാസ് (പ്രാപ്തത്തോ)

1. മാർഗം സ്റ്റേറ്റ്

2. ക്ലാസ് ക്ലാസ്

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Language Course VII (Additional Language III)
15UHN311.1: Drama, One Act Plays and Technical Terminology

No. of credits: 4
No. of instructional hours per week: 5

Aim of the Course / Objectives
The aim of the course is to appreciate the literary and stylistic elements of Hindi Drama and One Act plays. To understand the distinct features of Hindi Drama. To understand Hindi as the National and official language of India. To overcome multilingual problems and its implications. To familiarize the technical terms used in offices.

Module 1
Drama – Prescribe a Drama (Post Sixties)

Module 2
One Act plays (Prescribe a collection of one act play)

Module 3
Technical Terminology (Prescribe a text book)
Translation of Technical terms – official terms (English to Hindi and Hindi to English)

Prescribed Textbooks
1. Drama (Detailed) - Ek aur Dronacharya
   By Shankar Shesh
   Published by Parameswari Prakashan, Preeth Vihar, Delhi

2. One Act Plays (Detailed) - Panch Rang
   Edited by Dr. Jagathpal Sharma
   Published by Navodaya Sales, New Delhi
Lessons to be studied
1. Lekshmi ka Swagath - Upendranath Ashk
2. Reed ki Haddi - Jagadeesh Chandra Mathur
3. Bahut Bada Saval - Mohan Rakesh
4. Technical Terminology - ‘Paribhashik Sabdavali’
   Edited by Dr. Satheesh kumar G.
   Chairman (BOS)

Language Course VII (Additional Language III)
15UFR311.1: Literature in French

No. of credits: 4
No. of instructional hours per week: 5

AIMS:
The aim of the course is to acquaint students with French literature with consistent emphasis on grammar and vocabulary.

OBJECTIVES:
1. To enhance literary sensibility
2. To introduce students to the world of French literature.

SYLLABUS:
NAME OF TEXT: CONNEXIONS – Niveau 1 By Régine Mérieux and Yves Loiseau

Publisher: Didier

Module 3: Agir dans l’espace
Unit 7: Rallye
Unit 8: chez moi
Unit 9: Les vacances
The following poems to be studied:
1. Le Pont Mirabeau - Guillaume Apollinaire
Aims and Objectives

★ To 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

★ To review the basic concepts and functional knowledge in the field of informatics

★ To impart functional knowledge in a standard office package and popular utilities

★ To create awareness about social issues and concerns in the use of digital technology

★ To develop the skills to enable students to use digital knowledge resources in learning.

Module I

Overview of Information Technology

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

Module II
Knowledge skill for Higher Education

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

Module III
Social Informatics

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
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.

Essential Reading
1. Pearson, Technology in Action
2. V. Rajaraman, Introduction to Information Technology, Prentice Hall
3. Alexis Leon & Mathew Leon, Computers Today, Leon vikas
4. Peter Notion, Introduction to Computers, Indian adapted edition
5. Geirge Perry, SAMS Teach yourself Open office org, SAMS
Core Course III
15UHY341: EVOLUTION OF EARLY IDNIAN SOCIETY AND CULTURE

No. of credits: 4
No. of instructional hours per week: 5

Aims and Objectives
★ To analyze the salient features of prehistoric and proto historic culture in India
★ To trace the evolution of Indian culture with special reference to the society and polity of Ancient period.
★ To familiarize the students with the heritage of India

Module I
Pre Historic and Proto Historic Cultures in India
Location and Chronology of Early Stone Age Cultures-Paleolithic Period-Neolithic Revolution-Chalcolithic Culture-Transition to Metal Age

Module II
Bronze Age Culture in India
Harappan Culture-Settlement Patterns and Town Planning-Agrarian
Module III
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
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
Development of Culture in South India
Megalithic Background-Sangam Age-Formation of Tamil Society-Trade
with Roman Empire-The Tamil Bhakti Movement.

Essential Readings
1. Rajesh Kochar, The Vedic People: their History and Geography, Ori-
   ent Longman, 2000
2. Stuart and Piggot, Pre Historic India, Pelican Books, 1950
3. Bridget & Raymond Allchin, The Rise of Civilization in India and
   Pakistan, CUP, 1982
4. A.L. Basham (Ed), Cultural History of India, OUP, 1975
5. A.L. Basham, The Wonder that was India, OUP, 1953
6. D.N. Jha, Economy and Society in Early India: Issues and Paradigms,
   Munshiram Manoharlal Pub., New Delhi, 1993
7. D.D. Kosambi, An Introduction to the Study of Indian History, Popular
   Books Dept, Mumbai, 1956
8. D.D. Kosambi, The Culture and Civilization in ancient India: A Histori-
9. R.S. Sharma, Indian Feudalism, McMillan, 2005
10. Romila Thapar, Ancient Indian Social History: Some Interpretations;
    Orient Longman, 1978
11. Romila Thapar, From Lineage to State, OUP, 1985
17. Sathish Chandra, Medieval India, OLM, 2007
18. N. Subrahmanyan, Sangham Polity, Asia Publishing House, Madras, 1966

Books for Reading
1. Chempakalakshmi.R, Trade Ideology and Urbanization in South India
2. D.N. Jha, Economy and Society in Early India
3. R.C. Manjumdar, Ancient India
4. R.S. Sharma, Ancient India
5. Karashima Naboru, South Indian History and Culture
6. R.S. Sharma, Material Culture and Social Formation in Ancient India

Complementary Course V
15UPS331: PUBLIC ADMINISTRATION

No. of credits: 3
No. of instructional hours per week: 3

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

Objectives of the Course
1. To equip the students with some theoretical understanding about Public Administration.
2. To embody detailed discussion on Organization, Personnel Administration and Financial Administration
MODULE I.
Nature Scope and importance of Public Administration –
Public and Private Administration - New Public Administration

MODULE II. Personnel Administration
Civil Service (Bureaucracy)
Recruitment - Problems of recruitment - Methods of Recruitment-
Direct and Indirect - Recruitment agencies.
Training – Kinds of Training - Methods of Training
Administrative Ethics - performance appraisal.

MODULE III. Financial Administration
Budgetary process in India – Preparation-
Enactment and Execution of Budget

MODULE IV. Local Self Government
Panchayathiraj Institution-Origin –Development-
Functions-73rd, 74th Amendment

MODULE V.
Public Policy - Meaning and importance - Factors responsible
For the formulation of Public Policy.
Development Administration - Role of District Collector in
Development Administration - Good Governance-E-Governance.
Public Relations in Public Administration – Importance-
Role of Mass Media.

BOOKS:
1. Appleby, Paul. H., Policy and Administration,
   University of Alabama Press.
2. Aggarwal.U.C., (ed) Public Administration - Vision & Reality,
   IIPA Golden Jubilee Publication,
3. Avasthi & Maheswari, Public Administration,
4. Basu, Rumki, Public Administration - Concepts and Theories,
   (Sterlin Publishers), New Delhi.
Complementary Course VI
15UEC331: PUBLIC FINANCE AND TRADE

No. of credits: 3
No. of instructional hours per week: 3

Aim of the Course:
In modern times, the activities of State have considerably increased and the theoretical understanding of different state activities through the budgetary mechanism is essential. The aim of this course is to inculcate these students about the basic theoretical framework of budgetary mechanism in India.

Objectives
1. To provide basis of public finance in the context of increasing the role of government
2. To provide basic idea about the budgetary allocation in India.
3. To understand the basic concepts related to international trade.

Module -I  (15Hrs)
Public Revenue- Public Finance and Private Finance - Sources of Revenue of Government -Taxable Source and Non Taxable Source-Principles of Tax- Indian Tax System- Central and State Taxes.

Module -II  (15Hrs)
Public expenditure- Principles of Public expenditure, growth of public expenditure- public expenditure in India.

Module -III  (9Hrs)
Public debt- Classification of public debt- Methods of debt Redemption- India's public debt.

Module -IV
International Trade-Internal trade and external trade - Ricardian theory of international trade-Balance of Trade and balance of payment India's balance of Trade and payment, Globalization, WTO and the impact in India.

Essential Readings
SEMESTER IV

Language Course VIII

15UEN411.1: READINGS IN LITERATURE

No. of credits: 4
No. of instructional hours per week: 5 (Total 90 hrs)

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

OBJECTIVES
On completion of the course, the students should be able to:
1. Understand and appreciate literary discourse.
2. Look at the best pieces of literary writing critically.
3. Analyze literature as a cultural and interactive phenomenon.

Module 1

Module 2

Module 3

Module 4: Fiction.
Module 1
Core reading: Readings in Literature. Department of Publications, University of Kerala. Poems prescribed:
1. William Shakespeare: To Be or Not to Be (Hamlet, Act III, Scene 1)
2. William Blake: The Tiger
3. William Wordsworth: Lucy Gray
4. Alfred Lord Tennyson: Tithonus
5. Milton: On His Blindness
6. Rabindranath Tagore: Leave This Chanting (Poem 11 from Gitanjali)
7. John Keats: Ode to Autumn

Module 2

Module 3
Core reading: Readings in Literature. Department of Publications, University of Kerala.
Essays prescribed:
1. Robert Lynd: The Pleasures of Ignorance
2. Martin Luther King: I Have a Dream
5. E.R. Braithwaite: To Sir, with Love [extract]

Module 4
Core reading: Stories for Life, Indian Open University.
Stories prescribed:
(i) Catherine Mansfield: A Cup of Tea.
(ii) O Henry: The Last Leaf.
(iii) Rabindranth Tagore: The Postmaster.
(iv) Oscar Wilde: The Happy Prince.
(v) Ernest Hemingway: A Day’s Wait
(vi) Further reading

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

Language Course IX (Additional Language IV)
15UML411.1: ലാൻസ്റ്റിൻ, ചെയിന്റെ യാഥ, ഔദ്യോഗികമാണ

No. of credits: 4
No. of instructional hours per week: 5

Language Course IX (Additional Language IV)
15UML411.1: ലാൻസ്റ്റിൻ, ചെയിന്റെ യാഥ, ഔദ്യോഗികമാണ

No. of credits: 4
No. of instructional hours per week: 5

Direction to Teachers
The introduction to various genres is intended for providing basic information and no conceptual analysis is intended.
ബാവ, തായ്ക്കുന്നത് പലതരം വസ്തുക്കൾ ലഭിക്കുന്നു, തെളിയിച്ചുള്ള മാനുഷ്യശാസ്ത്ര -
നിജനായി തായ്ക്കുന്നത് പലതരം - തായ്ക്കുന്നത് മാനുഷ്യശാസ്ത്ര - തായ്ക്കുന്ന, പ്രതിഫലം,
ഉദ്ദിനത്തിൽ, പിതാക്ഷരം, മൂന്ന് വിഭാഗങ്ങൾ നിരീക്ഷിക്കുന്ന വാസ്തവാതാവശ്യം - മാനുഷ്യശാസ്ത്ര
dാകണു - വാസ്തവാതാവശ്യം നാശം.

വിശേഷണങ്ങളിൽ

വാസ്തവാതാവശ്യം: 
 നിജനായി തായ്ക്കുന്നത് പലതരം -

1. മാനുഷ്യശാസ്ത്ര
dാകണു - വാസ്തവാതാവശ്യം

2. പ്രതിഫലം
dാകണു - വാസ്തവാതാവശ്യം

എണ്ണം: (18 എണ്ണക്കുടെ)

രാജ്യാംശ: ഏകാംഗം

രാജ്യാംശ: കിംഗ്ഡമ് - രാജ്യാംശമായി ദൃഷ്ടികേന്ദ്രീകരിച്ചിരിക്കുന്ന റോയൽ കൊംപിയർ -
ഉദ്ദിനത്തിൽ രാജ്യാംശമായ കൊംപിയറിലാണ്
രാജ്യാംശം പ്രതിഫലം നിരീക്ഷിക്കുന്നത് - കിംഗ്ഡമിലെ കടമാര, അഥവാ
ഉദ്ദിനത്തിൽ, ദൃഷ്ടികേന്ദ്രീകരിച്ചിരിക്കുന്ന റോയൽ കൊംപിയറിൽ മുട്ടയാണ് 
അനി - നിജനായി തായ്ക്കുന്നത് പലതരം നിരീക്ഷിക്കുന്നു മാനുഷ്യശാസ്ത്രം.

പ്രവർത്തനം

പ്രവർത്തനം, പാരിസ്ഥിതി വളരെ ചെറുമായിരിക്കുന്നു നിരീക്ഷണം പൊളിയറ അവശ്യം വ്യക്തി -

1. ഉദ്ദിനത്തിൽ നിന്ന്

2. പിതാക്ഷരം നിന്ന്

മുൻപത്തെ (18 എണ്ണക്കുടെ)

മാനുഷ്യശാസ്ത്രം

മാനുഷ്യശാസ്ത്രം: നിജനായി - മാനുഷ്യശാസ്ത്രം വിയറ്റ് - നിജനായി കാരണാകൂർ
ൾ - കാരണാകൂർക്കേന്ദ്രിച്ചിരിക്കുന്ന നിജനായി -

- [പ്രതിഫലം ഒപ്പം നിജനായി - കാരണാകൂർ - കാരണാകൂർ - കാരണാകൂർ
- പ്രതിഫലം] - [പ്രതിഫലം] - [പ്രതിഫലം] - [പ്രതിഫലം]
- പ്രതിഫലം - [പ്രതിഫലം]
- [പ്രതിഫലം] - [പ്രതിഫലം] - [പ്രതിഫലം]
- [പ്രതിഫലം] - [പ്രതിഫലം]
- [പ്രതിഫലം] - [പ്രതിഫലം] - [പ്രതിഫലം]
- [പ്രതിഫലം] - [പ്രതിഫലം] - [പ്രതിഫലം]
- [പ്രതിഫലം] - [പ്രതിഫലം] - [പ്രതിഫലം]
- [പ്രതിഫലം] - [പ്രതിഫലം]

നാമകൃത്തുകൾ: 

നിന്ന്, അല്ലെങ്കിലും. (നിരീക്ഷണം വളരെ ചെറുമായിരിക്കുന്നു) നിന്ന്, അല്ലെങ്കിലും
ഉദ്ദിനത്തിൽ നിന്ന് നിരീക്ഷിക്കുന്ന പാരിസ്ഥിതി നിരീക്ഷിക്കുന്ന മാനുഷ്യശാസ്ത്രം. മാനുഷ്യശാസ്ത്രം
നിരീക്ഷിക്കുന്ന പാരിസ്ഥിതി നിരീക്ഷിക്കുന്ന.
8. േഡാ സമൂഹസാമാന്യം
9. നാഷണൽ സെല്ലബ്ലേഷണൽ സിസ്റ്റം
10. േമൈനസ്റ്റർ സമൂഹസാമാന്യം കണക്കിനു
11. മാനസികപിന്യം
12. കായികവിഭാഗം പ്രവാചകം
13. തെന്റു ഉപഭൂതിക
14. കാവാന്തപ്രവൃത്തി
15. കെല്ലുരാജ് ജുസ്സിൽപ്പ്
16. തണുത്തിമികാൽ
17. തെങ്ങിയെല്ലു
18. ശുലൂർ ശുലൂർ
19. കെട്ടിയുടെ കെട്ടി
20. കെട്ടിയുടെ കെട്ടിയുടെ
21. കെട്ടിയുടെ കെട്ടിയുടെ
22. അയ്ക്കുന്നതിന്റെ
23. മാലികി
24. ഹൈനികവരുമായിരിക്കുന്നു
Language Course IX (Additional Language IV)
15UHN411.1: Poetry, Translation and Communicative Hindi

No. of credits: 4
No. of instructional hours per week: 5

Aim of the Course / Objectives

The aim of the course is to introduce the student to the world of Hindi Poetry Ancient and Modern. To sensitize the student to the aesthetic aspects of literary appreciation and analysis.

Systematic study of the theory, description and application of translation. To develop students skill in communicative Hindi.

Module 1
Poetry – Prescribe a poetry collection (Ancient and Modern)

Module 2
Translation (Prescribe a text book)
Module 3

Communicative Hindi (Prescribe a textbook)

Procedure for the development of communicative skills of students. Use of Hindi language in different situations – in Home, in College, in Banks, in Hospitals, in Railway Stations in Book Shops etc. Names of Animals, Birds, Trees, Plants, diseases, vegetables, professions, kitchen utensils, etc.

Prescribed Textbooks

1. Poetry Collection (Detailed) - Hindi Kavya Sopan
   Edited by Sathyaprakash Misra
   Published by Lokbharathi, New Delhi
   Poems to be studied
   1. Kabeer – Sakhi – 1 to 8
   2. Soordas – Pad – 1 to 3
   3. Bihari – Doha – 1 to 4
   4. Nadi ke Dweep – Agyey
   5. Desh Gaan – Sarveswar Dayal Saksena
   6. Proud Shiksha – Dhoomil

2. Translation (Detailed) - Anuvad
   Edited by Dr. M.S. Vinayachandran
   Published by Lokbharathi Prakasan, New Delhi
   (Chapter 2, 3 and 6 should be omitted. From chapter 4 Anuvad ke Prakar, Portions upto karyalayeen anuvad should be studied, Chapter -7 Translation. First 5 passages should be studied)

3. Communicative Hindi - Bolchaal ki Hindi
   By Dr. Suseela Gupt,
   Lokbharati Prakashan, Elahabad-1
   (Conversations in Home, College, Bank, Hospital, Railway Station and Book shop should be studied. Names of Animals, Birds, Trees, Plants, Diseases, Professions, Vegetables, Kitchen utensils, Spices and Eatables should be studied.)
Language Course IX (Additional Language IV)
15UFR411.1: Culture and Civilization

No. of credits: 4
No. of instructional hours per week: 5

AIMS:
This course is intended to familiarize the students with French culture and civilization with specific reference to Kerala culture.

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.

SYLLABUS:
NAME OF TEXT: CONNEXIONS – Niveau 1 By Régine Mérieux and Yves Loiseau
Publisher: Didier
Module 4: Se situer dans le temps
Unit 10: Au jour le jour
Unit 11: Roman
Unit 12: Je te retrouverai

Articles on Kerala culture with special emphasis on festivals, tourist centres and cuisine.

Reference books:
1. Le Nouveau Sans Frontières Vol I by Philippe Dominique
2. Panorama Vol I by Jacky Girardet
3. Cours de langue et de civilisation française Vol I (Mauger Bleu)
Core Course IV
15UHY441: MEDIEVAL INDIA: SOCIO-CULTURAL PROCESSES

No. of credits: 4
No. of instructional hours per week: 5

Aims and Objectives
★ Equip the students to have an idea on the Social Cultural and Administrative Features during the Medieval Period.
★ To familiarize the Students, the processes that made the socio-cultural specificities possible
★ To make the students, aware of the linkage effect of this period in subsequent centuries.
★ Feature: Political (dynastic) history as such is avoided, however administrative system prevailed in the period concerned is included.

Module I
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
Administrative System, Economic and Social Life Under the Mughals
Mughal Administration—Mansabdari system and the Mughal army—Economic and social conditions—jagirdai system—Organisation of Trade and Commerce—Foreign trade and European traders—Patterns of village life and Mass—Ruling classes—Nobles and Zamindars.

Module III
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
Emergence of Regional Cultures
Emergence of Cultures—Maratha Culture—Cholas and Vijayanagar
Essential Readings
1. B.D. Chathopadyaya, The Making of Early Medieval India, OUP, 1994
2. Shireen Moosvi, The Mughal Economy, OUP, 1987
4. Sathish Chandra, History of Medieval India, Orient Black Swan, Delhi, 2009
5. Irfan habib (ed), Medieval India, Vol. I, OUP, Delhi, 1992
6. Irfan Habib, The Agrarian System of Mughal India -1520-1707, OUP, Delhi, 1999
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, Delhi, 2003
12. L.H. Quereshi, The Administration of Mughal Empire, OUP, Karachi, 1966
13. B. Catherine Asher, Mughal Architecture, OUP, 1992
15. K.A.N. Sasthri, A History of South India, OUP, Delhi, 1957

Books for Readings
1. Chadopadyaya B.D., The Making of Early Medieval India
2. Kesavan Veluthattu, Political Structure of Early Medieval South India
3. Herman Kulki, The State in India (1000-1700 AD)
4. R.S. Sharma, Indian Feudalism
Core Course V

15UHY442: HISTORY OF MODERN WORLD – PART I

No. of credits: 3
No. of instructional hours per week: 4

Aims and objectives
★ To familiarize the students about the changes in the history of the modern world
★ To analyze the agenda of the imperialistic powers in Latin America and Africa
★ To create an understanding among students about the liberal ideas and freedom struggles.

Module I
Emergence of the Modern Age
Renaissance-Reformation-Counter Reformation- Geographical Explorations-Scientific Revolution

Module II
Age of Revolutions

Module III
Colonial Expansion and Resistance
Module IV
Industrialization and Emergence of Socialist Ideas

Essential Readings
Complementary Course VII
15UPS431: INTERNATIONAL POLITICS

No. of credits: 3
No. of instructional hours per week: 3

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

Objectives of the Course:
I. To provide an overview of the changing power relations in the international arena.
2. To create awareness about major issues in global politics.

MODULE I- Meaning, Nature and Scope of International Politics.
MODULE II- Main Approaches to the Study of International Politics:
   Idealism Vs Realism, System Theory.

MODULE III- State System and its Features:
   Nationalism, Sovereignty, National Power.
   Sovereignty in the 21st Century

MODULE IV- International Organization:
   Regional Organizations- SAARC, ASEAN, E.U.

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

Books
New Delhi, Viva Book
8. Thomson, Kenneth (1960): Political Realism and the Crisis of World-Politics, Princeton: PUP.

Complementary Course VIII
15UEC431: INDIAN PLANNING AND ECONOMIC DEVELOPMENT

No. of credits: 3
No. of instructional hours per week: 3

Aim of the Course:
The main aim of the course is to enable the students to understand the various issues and policies of Indian Economy and to compare with the World Economics scenario.

Objectives
1. To provides the basic understanding of Indian Economy
2. To familiarise the concept of planning and its importance to Indian Economy
3. To provide awareness about the various developmental schemes implemented by the Government of India.
4. To create awareness among the students about the importance of agriculture the Indian Economy.
Module -I  (10Hrs)
Economic Planning - Concept of planning - Types of planning - Importance of planning - Role of planning in socialism, capitalism and mixed economy.

Module - II  (14Hrs)
Planning in India - Planning Commission - State Planning - India’s Five Year Plans - Objectives and achievements of India’s Five Year Plan.

Module - III  (10Hrs)

Module - IV  (10Hrs)
Agriculture growth in India - Problems of Agriculture - Land reforms - Green revolution, rural development community development schemes.

Reading List
SEMESTER V

Core Course VI
15UHY541: MAJOR TRENDS IN HISTORICAL THOUGHT AND WRITINGS

No. of credits: 4
No. of instructional hours per week: 4

Aims and Objectives
- To enable the students to understand the history of historical writings.
- To intellectually equip the students to evaluate the works in the light of new theories and concepts.

Module I
Early Historical Writings

Module II
Medieval Historiography
- Christian Historiography-St. Augustine-Arab Historiography-Ibn Khal-dun.

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

Module IV
Postivism and Historical Materialism
Positivism and Ranke- Materialistic interpretation of history and Karl Marx

Module V
Twenty-first Century Historiography
- Annales School-Structuralism-Subaltern Studies-Post Modernism
Essential Readings:

Core Course VII
15UHY542: COLONIALISM AND RESISTANCE MOVEMENTS IN INDIA

No. of credits: 4
No. of instructional hours per week: 4

Aims and objectives
★ To Review the circumstances that led to the establishment of colonialism in India
★ To bring out the impact of colonial rule in India with particular reference to socio-religious-political and economic fields.
★ To analyze the genesis and progress of the resistance Movements against the British.
Module I
**Contextualizing colonialism**
Different Perspectives- Major historiographical Trends.

Module II
**Process of colonial conquest**

Module III
**Impact of British Rule**

Module IV
**Resistance to British Imperialism**

**Essential Readings:**
1. Bipan Chandra, Nationalism and Colonialism in Modern India, Orient Longman, 1961
2. Bipan Chandra, Essays on colonialism, Bertrams Pub., 2005
3. Ramakrishna Mukherjee, Rise and Fall of English East India Company, Punthi Pustak, 1994
4. R.C. Majumdar, British Paramountcy and Indian Renaissance, Bharathiya Vidya Bhavan, 1963
5. Sekhar Bandopadhyaya, Plassey to Partition, Orient Longman, 2004
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
16. Anilket Alam, Becoming India, CUP, Delhi, 1992
17. Barbara Metcalf and Thomas.R. Metcalf, A Concise History of India, CUP, Delhi, 1992
18. Jurgen Habermas, Structure of Transformation in Public Sphere, CUP, 1984

**Essential Readings:**
1. Bipan Chandra, India’s Struggle for Freedom
2. Dharama Kumar, Tapan Ray Chaudhari, The Cambridge Economic History of India
3. Sucheta Mahajan, Independence and Partition: The Erosion of colonial Power in India
4. A.R. Desai, Social Background of Indian Nationalism
5. Herman Kulke, State in India
6. K.N. Panikkar, Culture, Ideology, Hegemony and social Consciousness in Colonial India
7. Sumit Sarkar, Modern India
Core Course VIII
15UHY543: HISTORY OF MODERN WORLD- PART II

No. of credits: 2
No. of instructional hours per week: 3

Aims and objectives
★ To trace the significance of the unification movements in Italy and Germany that paved the way for the beginning of a new epoch.
★ To give an idea about the first and Second World Wars.
★ To evaluate the achievements and failures of the International Organizations.

Module I
US Civil War and Unification Movements in Europe
Civil War in USA- Unification of Italy- Unification of Germany

Module II
World War I and the League of Nations
First World War-Background and Causes- Results- Significance- League of Nations.

Module III
Rise of Dictatorships
Fascism in Italy- Nazism in Germany.
Module IV
Second World War and UNO
Second World War- Causes and Results- Significance- United Nations Organization.

Essential Readings
10. Andrew Langley, World War II, Raintree, 2013

Core Course IX
15UHY544: HISTORY OF PRE-MODERN KERALA

No. of credits: 4
No. of instructional hours per week: 4

Module I
Sources, Geographical features and Prehistoric Culture
Sources-Physical features-Pre-historic cultures- Megalithic Culture.
Module II
Early Historic Kerala

Module III
The State of Mahodayapuram

Module IV
Nadus and Swarupams

Module V
Rise of New Kingdoms
Travancore and Cochin-Modernization- Mysorean Invasions-Effects on Kerala Society and Culture Performing Arts –Art, Architecture-Cultural symbiosis.

Essential Readings
6. M.T. Raghavan, Folk plays and Dances of Kerala, Thrissur, 1947
8. A.P. Ibrahim Kunju, Medieval Kerala, International Centre for Kerala
Core Course X
15UHY545: MAKING OF INDIAN NATION

No. of credits: 3
No. of instructional hours per week: 4

Module I
Emergence of Nationalism

Module II
Advent of Gandhiji

Module III
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
Towards Independence

Essential Readings
5. Bipan Chandra, Modern India- NCERT Books New Delhi, 2000
10. Ramachandra Guha, India After Gandhi, Picador India, 2008
11. Judith Brown, Modern India- OUP
12. S.C. Gosh, History of Education in Modern India, UBS Pub, Delhi, 2009
14. Partha Chatterjee, Wages of Freedom, OUP, 1999
16. Jawaharlal Nehru, An Autobiography, Theenmurthy House, Delhi, 1936
18. Ernst Gellner, Nation and Nationalism, Basil Blackwell, OUP, 1983
Books for Reading
1. Bipan Chandra, Essays on Contemporary India
2. Bipan Chandra, A History of India since Independence
4. Santhanan M.K., Fifty Years of Indian Republic
5. Hassan Mushirul, Legacy of a Divided Nation
6. Ahamed Aijaz, Communalism and Globalization
7. Byres Terence, The Indian Economy- Major Debate since Independence
8. Desai S.S.M., An Economic History of India
10. Amartya Sen and Pranab Bardwan, The Political Economy of Development in India

Mechanics of Project Writing
HISTORICAL METHOD

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

Aims and objectives
★ To enable the students to understand the method of writing history.
★ To make aware of the various tools pertaining to the writing of history
★ To familiarize the new theories and concepts in historical method

Module I
a) Preliminaries
Selection of a theme-criteria-framing of the topic-Hypothesis-preparation of a Bibliography-Data collection – Note taking- Card System.
b) Primary & Secondary Sources- Documentary and non documentary-Oral History sources- Interviews- Newspaper reports- Internet Sources.
Module II
Method of Citation
Footnotes- Endnotes- MLA, APA, Chicago Style
Quotations- Direct- Indirect – Short quote- long quote -quote within quote

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

Essential Readings
2. Ralph Berry, How to Write a Research Paper, Pergamon press, Oxford

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.
Open Course
15UHY551.1: EMPOWERMENT OF WOMEN WITH SPECIAL REFERENCE TO INDIA

No. of credits: 2
No. of instructional hours per week: 3

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

Essential Readings
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
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
12. Gopalakrishnan, Bismi, Shakti: Laws to ensure Gender Justice, Thiruvananthapuram University of Kerala, 2013
20. Kumari, Sumitra, Dynamics of Women Empowerment, Alfa Publications, New Delhi, 2006
Open Course
15UHY551.2: INTRODUCTION TO ARCHAEOLOGY

No. of credits: 2
No. of instructional hours per week: 3

Aims and objectives
★ To provide an insight into the discipline of archaeology
★ To trace the evolution of archaeology as a subject
★ It is also intended to give an introduction of the students on various periods & concepts in archaeology
★ Also introduce 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-Phospherous dating-Absolute dating- Potassium Argon- Dendrochronology or Tree Ring Method- Pollen Analysis, Petrology- Thermoluminscence.

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
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

Open Course
15UHY551.3: HISTORY OF HUMAN RIGHTS MOVEMENTS

No. of credits: 2
No. of instructional hours per week: 3

Module I
General Background
Definition-Historical background-UN Proclamation, International Covenants.

Module II
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**

**Indian Experiments of Human Rights**


**Module IV**

**Human Rights Organisations**


**Essential Readings**

1. Cynthia Sahoo, Catherene Albisa and Martha S. Davis (ed), Bringing Human rights Home: Portraits of Movements, Vol.1
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
Core Course XI
15UHY641: MAKING OF MODERN KERALA

No. of credits: 4
No. of instructional hours per week: 5

Module I
Colonial Experience
Advent of the Colonial powers- Portuguese, Dutch, French and English- Impact on Kerala society.

Module II
Towards Modern Era

Module III
Agitations for Democratic Process

Module IV
Post Independent Era
Formation of the State of Kerala – Emergence of Ministries- Coalition experiments- Land reforms- Educational reforms-socio-economic transformation.

Essential Readings
3. K.M. Chummar, Thiruvithamkoor State Congress (Malayalam), Basha Institute, 2013.
12. K.K. N. Kurup, Aspects of Kerala History and Culture, Trivandrum, 1977
13. K.N. Panikkar, Against Lord and State, Delhi, 1989
15. M.A. Oommen, Land Reforms and Socio-Economic Change in Kerala, CLS Madras, 1971
20. R.N. Yesudas, A People’s Revolt in Travancore- A Backward Class
22. T.K. Ravindran, Eight furlongs of Freedom, New Delhi, 1980

Core Course XII
15UHY642: MAJOR TRENDS IN INDIAN HISTORICAL THOUGHT AND WRITINGS

No. of credits: 4
No. of instructional hours per week: 5

Aims and Objectives
★ To enable the students to understand the origin and development of historical writings in India.
★ To locate major historical works in Indian history
★ To create an awareness among the students about the influence of ideas and theories, trends and concepts in Indian historical writings.

Module I
Early Historical Perceptions and Writings
Historicity of Itihasa, Purana traditions- Jain and Buddhist traditions- Harsha Charita- Rajatarangini

Module II
Medieval Historiography
Characteristic features of Sultanate and Mughal writings- Barani-Abul Fazl
Module III
Colonial Historiography
Orientalists- William Jones- Max Muller- Utilitarian and Imperialist approaches- James Mill –Vincent Smith

Module IV
Indian Nationalist Response to colonial historiography

Module V
Post- Independent Trends in Indian Historical Writings

Essential Readings:
6. S.P. Sen, ed, History and Historians of Modern India.
Core Course XIII
15UHY643: CONTEMPORARY INDIA

No. of credits: 3
No. of instructional hours per week: 4

Aims and Objectives

★ To provide the students with a graphic account of the circumstances that led to the formation of Indian Union.
★ To understand the challenges faced by independent India and the bold measures initiated after independence.
★ To evaluate the achievements of contemporary India with special reference to Science, Information Technology.

Module I
Consolidation of the Nation
Integration of Indian States- Constitution of India, 1950- Issues of Minorities- Linguistic Reorganization of States

Module II
Nehruvian Era

Module III
Progress of Science and Technology in the Post Independence Period
Module IV
India and the World

Essential Readings
4. Bipan Chandra, Nationalism and Colonialism in Modern India
6. Anilker Alam, Becoming India, CUP, Delhi, 1992.
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
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 Malhothra, 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
Core Course XIV

15UHY644: THE TWENTIETH CENTURY REVOLUTIONS

No. of credits: 4
No. of instructional hours per week: 5

Aims and Objectives
★ To introduce the students four major revolutions of the 20th century, i.e., Russian, Chinese, Vietnamese and Cuban
★ To acquaint the students about the legacy of the above revolutions
★ To familiarize the students about the nature, scope and significance of the revolutions in the present context

Module I
The Russian Revolution
Module II
The Chinese Socialist Revolution

Module III
The Vietnamese Revolution

Module IV
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

Essential Readings
5. Peter Kenez, A History of Soviet Union from the Beginning to End, Cambridge University Press, 2006
9. Joseph Strayer, Hans Gatzke & Harris Marbison, The Main Stream

Elective Course
15UHY661.1: HISTORICAL TOURISM (Elective)

No. of credits: 2
No. of instructional hours per week: 3

Aim of the Course
To inculcate the need for travel and visit to Historical and Cultural monuments and remains among the students so as to educate and sensitize them of their past heritage and history

UNIT 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
UNIT 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

UNIT III- Tourist Potential of India
Geography- History and Monuments
Heritage- Natural and Cultural Heritage

UNIT 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
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
Elective Course
15UHY661.2: HERITAGE STUDIES (Elective)

No. of credits: 2
No. of instructional hours per week: 3

Aim of the course
To enable the students studying disciplines other than History
★ To understand the value of heritage and the need for preserving the same for posterity
★ Archeological Survey of India
★ Rescue and Salvage Archeology- International Organization for preserving heritage – role of UNESCO-ICOMOS-ICOM-ICCROM-State Departments- International Organization- smuggling and antiquities

UNIT 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

UNIT II – Heritage and Law
Laws against Vandalism and Plunder

UNIT III- Indian Heritage
Indian heritage defined perspectives from above and perspectives from below- Locating folk and Tribunal culture.

UNIT 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- Chitaral, Sultan Bathery- Palakkad Fort- Jewish Synagogue, Mattanchery- Dutch Palace- Mural Paintings of Siva Temple, Kottakkal

Essential Readings
5. Sarkar.H., Museums and Protecting of Monuments and antiquities in India, Sandeep Prakasam, Delhi, 1998
7. Menon Sreedharan A. Cultural Heritage of Kerala

Elective Course

15UHY661.3: CONTEMPORARY WORLD (Elective)

No. of credits: 2
No. of instructional hours per week: 3

Aims and Objectives
★ To bring out the significant features of the contemporary world.
★ To highlight the nature, scope and relevance of NAM
★ To assess the current problems of the world with special reference to the Unipolar and Bipolar coupled with the emerging nations.

Module I
Understanding Contemporary History of the World
Cold War – Role of India in the world Affairs- Non- Alignment
Module II
New International Economic Order

Module III
Role of Nations in the International Scenario
Palestine—India—Vietnam—Korea—Germany—Russia

Essential Readings
1. Jan Palmowski, Dictionary of Contemporary World from 1900 to the Present Day.
Project / Dissertation
15UHY645: PROJECT WORK

No. of credits: 4
No. of instructional hours per week: 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 voice will be conducted under the leadership of the Chairman of the Examination Board.

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

**Evaluation indicators**

1. **Project Report**

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<td>4</td>
<td>Conclusion &amp; Suggestions</td>
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2. **Viva Voce**

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