



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Note : Cross cutting issues are highlighted in red colour in the syllabus

INTEGRATION OF CROSSCUTTING ISSUES TO CURRICULUM

Crosscutting issue	Code	Number
Gender	G	75
Environment and Sustainability	E & S	111
Human Values	HV	94
Professional Ethics	PE	67



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LIST OF COURSES IN WHICH CROSS CUTTING ISSUES ARE INTEGRATED

No.	Programme	Programme code	Course	Cross Cutting Issue
1.	M. Sc Botany	CCAMBT	Environmental Biology and Biodiversity Conservation	E&S
2.	M. Sc Botany	CCAMBT	Plant ecology, Conservation Biology, Phytogeography and Forest Botany	E&S
3.	M. Sc Botany	CCAMBT	Ecology and Environment Science	E&S
4.	M. Sc Botany	CCAMBT	Horticulture	E&S
5.	B Com Commerce	CCABCM	Management Concepts and Business Ethics	PE
6.	B Com Commerce	CCABCM	Managerial Economics	E&S
7.	B Com Commerce	CCABCM	Auditing and Corporate Governance	PE
8.	B Com Commerce	CCABCM	Business Management	HV
9.	B Com Commerce	CCABCM	Business Regulation	PE
10.	B Com Commerce	CCABCM	Marketing Management	E&S
11.	B Com Commerce	CCABCM	Human Resource Management	HV
12.	B Com Professional Commerce	CCABCP	Corporate Regulations	PE
13.	B Com Professional Commerce	CCABCP	Industrial And Labour Regulations	HV
14.	B Com Professional Commerce	CCABCP	Human Resource Management	HV
15.	B Com Professional Commerce	CCABCP	Corporate Governance and Business Ethics	PE
16.	B Com Professional Commerce	CCABCP	Business management and Entrepreneurship	HV& PE
17.	M Com Commerce	CCAMCM	Business Environment	E&S PE
18.	M Com Commerce	CCAMCM	Organizational Theory and Behaviour	HV



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19.	M Com Commerce	CCAMCM	International Business	E&S
20.	M Com Commerce	CCAMCM	Business Communications	HV
21.	M Com Commerce	CCAMCM	Strategic Management and Corporate Governance	PE
22.	M Com Commerce	CCAMCM	Financial Markets and Institutions	E&S
23.	M Com Commerce	CCAMCM	Research Methodology	PE
24.	M Com Commerce	CCAMCM	Tax Planning and Management	PE
25.	M Com Commerce	CCAMCM	Business Environment and Policy	E&S PE
26.	M Com Commerce	CCAMCM	Management Theory and Organizational Behavior	HV
27.	B.Sc Geology	CCASGL	Essentials of Geology	E&S
28.	M.Sc Environmental Science	CCAMES	Physical Processes in the Environment	E&S
29.	M.Sc Environmental Science	CCAMES	Energy and Environment	E&S
30.	M.Sc Environmental Science	CCAMES	Environmental Impact and Risk assessment	E&S
31.	M.Sc Environmental Science	CCAMES	Environmental Pollution and Pollution Abatement	E&S
32.	M.Sc Environmental Science	CCAMES	Biodiversity and Conservation	E&S
33.	M.Sc Environmental Science	CCAMES	Wastes and Waste Management	E&S
34.	M.Sc Environmental Science	CCAMES	Biostatistics, Quantitative Methods and Eco-informatics	E&S
35.	M.Sc Environmental Science	CCAMES	Ecosystems and Global Climate Change	E&S
36.	M.Sc Environmental Science	CCAMES	GIS, Remote sensing system Analysis Modelling	E&S
37.	M.Sc Environmental Science	CCAMES	Fundamentals of Environmental Engineering	E&S
38.	M.Sc Environmental Science	CCAMES	Environmental Microbiology	E&S
39.	M.Sc Environmental Science	CCAMES	Environmental Toxicology and Biochemistry	E&S
40.	M.Sc Environmental Science	CCAMES	Indian Environmental Law	E&S



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41.	M.Sc Environmental Science	CCAMES	Environmental Disaster Management	E&S
42.	M.Sc Environmental Science	CCAMES	Current Environmental Issues in India	E&S
43.	M.Sc Environmental Science	CCAMES	Hydrology and water resources	E&S
44.	M.Sc Environmental Science	CCAMES	Fundamentals of ecology and environment	E&S
45.	M.Sc Environmental Science	CCAMES	Environmental pollution and waste management	E&S
46.	M.Sc Environmental Science	CCAMES	Environmental tools and monitoring method	E&S
47.	M.Sc Environmental Science	CCAMES	Environment taxonomy and occupational health and safety	E&S
48.	M.Sc Environmental Science	CCAMES	Environmental Economics	E&S
49.	MA History	CCAMHI	Environmental History of India	E&S
50.	MA History	CCAMHI	Aspect of The History of The Modern World	G
51.	MA History	CCAMHI	Theory and Method in Historiography	G
52.	MA History	CCAMHI	Selected Debates in Modern Indian History	G
53.	MA History	CCAMHI	Contemporary India: Problems and Perspectives	G & E&S
54.	MA History	CCAMHI	Modern Indian History	G
55.	MA History	CCAMHI	Pre-Modern Kerala: Problems and Perspectives	G
56.	MA History	CCAMHI	Problems, Perspectives and Debates in Early Indian History	G
57.	MA History	CCAMHI	History of Modern Kerala: Problems and Perspectives	G & E&S
58.	MA History	CCAMHI	History and Theory	G
59.	B. A. Malayalam	CCAMAR	മലയാള സാഹിത്യവിമർശനം	G, E&S, HV
60.	B. A. Malayalam	CCAMAR	നവസംസ്കാരപഠനങ്ങൾ	G, E&S, HV



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61.	B. A. Malayalam	CCAMAR	ചലച്ചിത്രപഠനം	G, HV
62.	B. A. Malayalam	CCAMAR	നോവൽസാഹിത്യം	G, HV, E&S
63.	B. A. Malayalam	CCAMAR	മലയാളകവിത ഉത്തരഘട്ടം	G, HV
64.	B. A. Malayalam	CCAMAR	നാടകം/തിരിക്തമ	G, E&S
65.	B. A. Malayalam	CCAMAR	നവീനമലയാളകവിത	G, E&S, HV
66.	B. A. Malayalam	CCAMAR	ദൃശ്യകലാസാഹിത്യം	G, E&S, HV
67.	B. A. Malayalam	CCAMAR	മലയാള നോവൽസാഹിത്യം	G, E&S, HV
68.	B. A. Malayalam	CCAMAR	സ്ത്രീപഠനങ്ങൾ	G
69.	B. A. Malayalam	CCAMAR	സ്ത്രീപഠനങ്ങൾ	G
70.	B.Sc Zoology	CCASZL	Physiology and Endocrinology	G
71.	B.Sc Zoology	CCASZL	Reproductive Biology, Developmental Biology and Teratology	G
72.	B.Sc Zoology	CCASZL	Reproductive Health and Sex Education	G
73.	B.Sc Zoology	CCASZL	Environmental Biology, Wild Life Conservation and Toxicology	E&S
74.	B.Sc Zoology	CCASZL	Ethology, Evolution and Zoogeography	E&S
75.	B.Sc Zoology	CCASZL	Cell Biology and Genetics	G
76.	M.Sc Zoology	CCAMZL	Developmental Biology and Endocrinology	G
77.	M.Sc Zoology	CCAMZL	Ecology and Ethology	E&S
78.	BA English	CCAEGR	Reading Poetry	G, E&S, HV
79.	BA English	CCAEGR	Reading Prose	G, E&S, HV
80.	BA English	CCAEGR	Reading Fiction	G, E&S, HV
81.	BA English	CCAEGR	Reading Drama	G, E&S, HV
82.	BA English	CCAEGR	Modern English Literature	G, E&S, HV



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83.	BA English	CCAEGR	Methodology of Humanities	HV
84.	BA English	CCAEGR	Indian Writing in English	G, E&S, HV
85.	BA English	CCAEGR	Language and Linguistics	PE
86.	BA English	CCAEGR	Methodology of Literature	G, E&S, HV, PE
87.	BA English	CCAEGR	Informatics	PE
88.	BA English	CCAEGR	Literary Criticism and Theory	G, E&S, HV, PE
89.	BA English	CCAEGR	Literatures in English: American and Post-Colonial	G, E&S, HV
90.	BA English	CCAEGR	Women's Writing	G, E&S, HV
91.	BA English	CCAEGR	Writing for The Media	PE
92.	BA English	CCAEGR	World Classics in Translation	G, E&S, HV
93.	BA English	CCAEGR	Introducing Literature	G,E&S, HV,PE
94.	BA English	CCAEGR	Appreciating Poetry	G, HV, E & S
95.	BA English	CCAEGR	Appreciating Prose	G, HV, E & S
96.	BA English	CCAEGR	English Grammar and Usage	PE
97.	BA English	CCAEGR	Appreciating Fiction	G, HV, E & S
98.	BA English	CCAEGR	Literary Criticism	G, HV, E & S
99.	BA English	CCAEGR	British Literature from The Age of Chaucer to the 18th Century	G, E&S, HV
100.	MA English	CCAMAE	British Literature E: The 19th Century	G, E&S, HV
101.	MA English	CCAMAE	British And Continental Drama	G, E&S, HV
102.	MA English	CCAMAE	Writing for The Media	PE
103.	MA English	CCAMAE	20th Century Literature Upto World War II	G, E&S, HV
104.	MA English	CCAMAE	Criticism and Theory	G, E&S,HV,PE
105.	MA English	CCAMAE	American Literature	G, E&S. HV
106.	MA English	CCAMAE	European Fiction in Translation	G, E&S. HV



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107.	MA English	CCAMAE	20th Century British Literature Post 1940	G, E&S. HV
108.	MA English	CCAMAE	Post-Colonial Fiction and Drama	G, E&S. HV
109.	MA English	CCAMAE	Malayalam Literature in Translation	G, E&S. HV
110.	MA English	CCAMAE	Indian English Literature	G, E&S. HV
111.	MA English	CCAMAE	Indian English Fiction	G, E&S. HV
112.	MA English	CCAMAE	Linguistics	PE
113.	MA English	CCAMAE	English Language: History and Structure	PE
114.	MA English	CCAMAE	British Literature from Chaucer to 18th Century	G, E&S. HV
115.	MA English	CCAMAE	British Literature - 19th Century	G, E&S. HV
116.	MA English	CCAMAE	History of English Language	PE
117.	MA English	CCAMAE	Indian Literature in English	G, E&S.HV
118.	MA English	CCAMAE	Twentieth Century British Literature Up To 1940	G, E&S.HV
119.	MA English	CCAMAE	Literary Criticism and Theory - Part 1	G, E&S.HV
120.	MA English	CCAMAE	American Literature	G, E&S.HV
121.	MA English	CCAMAE	Postcolonial Writings	G, E&S.HV
122.	MA English	CCAMAE	Twentieth Century British Literature Post 1940	G, E&S.HV
123.	MA English	CCAMAE	Literary Criticism and Theory - Part 2	G, E&S.HV
124.	MA English	CCAMAE	European Fiction in Translation	G, E&S.HV
125.	MA English	CCAMAE	American Ethnic Writing	G, E&S.HV
126.	MA English	CCAMAE	English Literature in the 21st Century	G, E&S.HV
127.	MA English	CCAMAE	Indian English Fiction	G, E&S.HV
128.	MA English	CCAMAE	Malayalam Literature in English Translation	G, E&S. HV
129.	Bsc Catering Science and Hotel Management	CCAHMCS	Nutrition Hygiene and Sanitation	PE
130.	B.Lib.I.Sc Library science	CCABLS	Library Information and Society	PE & HV



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131.	BBA Management studies	CCABBA	Organisational Behaviour	HV
132.	BBA Management studies	CCABBA	Business regulatory frame work	PE
133.	BBA Management studies	CCABBA	Human Resource Management	HV
134.	BBA Management studies	CCABBA	Indian Financial System	E&S
135.	B.Sc Psychology	CCASPY	Human Physiology	HV E&S
136.	B.Sc Psychology	CCASPY	Child and Adolescent Development	HV & G
137.	B.Sc Psychology	CCASPY	Organisational Behaviour	HV
138.	B.Sc Psychology	CCASPY	Abnormal Psychology	HV
139.	B.Sc Psychology	CCASPY	Social Psychology	HV
140.	B.Sc Psychology	CCASPY	Psychological Measurement and Testing	PE
141.	B.Sc Psychology	CCASPY	Learning and Behaviour	PE
142.	B.Sc Psychology	CCASPY	Organizational Psychology	HV
143.	B.Sc Psychology	CCASPY	Life Skill Development	PE
144.	B.Sc Psychology	CCASPY	Abnormal Psychology II	HV
145.	B.Sc Psychology	CCASPY	Applied Social Psychology	HV
146.	B.Sc Psychology	CCASPY	Counselling and Psychotherapy	PE
147.	B.Sc Psychology	CCASPY	Cognitive Psychology	HV
148.	B.Sc Psychology	CCASPY	Personality Psychology	HV
149.	M.Sc Psychology	CCAMCP	Psychodynamics: Personality, Learning & Motivation	HV
150.	M.Sc Psychology	CCAMCP	Personality and Personal Growth	HV
151.	M.Sc Psychology	CCAMCP	Advanced Social Psychology	HV & G
152.	M.Sc Psychology	CCAMCP	Research Methodology	PE
153.	M.Sc Psychology	CCAMCP	Counselling Psychology	HV
154.	M.Sc Psychology	CCAMCP	Current Trends in Psychology	G & HV
155.	M.Sc Psychology	CCAMCP	Community and Consulting Psychology	HV



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156.	BSW Social Work	CCABSW	Introduction to Social Work	HV
157.	BSW Social Work	CCABSW	Basic Economic concepts for social work	HV
158.	BSW Social Work	CCABSW	Basic Sociological Concepts for social Work	HV
159.	BSW Social Work	CCABSW	Social Problems in India	HV, E&S
160.	BSW Social Work	CCABSW	Professional Skill Development	PE
161.	BSW Social Work	CCABSW	Legal Information for Social Workers	G, PE
162.	BSW Social Work	CCABSW	Family Life Education	HV, G, E&S
163.	BSW Social Work	CCABSW	Gender and Development	HV, E&S
164.	BSW Social Work	CCABSW	Human Growth and Development	HV, G, E&S
165.	BSW Social Work	CCABSW	Community Health & Health Care Services	PE, HV, E&S
166.	BSW Social Work	CCABSW	Introduction to Community Organization and Social Action	HV, E&S
167.	BSW Social Work	CCABSW	Social Work Administration	PE
168.	BSW Social Work	CCABSW	Rural and Urban Community Development	E&S
169.	BSW Social Work	CCABSW	Social Work Research and Statistics	E&S
170.	BSW Social Work	CCABSW	Gender and Development	G, E&S
171.	MSW Social Work	CCAMSW	History, Fields and Philosophy of Social Work	HV
172.	MSW Social Work	CCAMSW	Ideologies of Social Work	HV
173.	MSW Social Work	CCAMSW	Sociology and Economics for Social Work	HV
174.	MSW Social Work	CCAMSW	Human Growth and Development	G, E&S
175.	MSW Social Work	CCAMSW	Personal and Professional Skills for Social Workers	PE
176.	MSW Social Work	CCAMSW	Environmental Studies and Disaster Management	E&S
177.	MSW Social Work	CCAMSW	Social Work Practice with Gender Issues	G
178.	MSW Social Work	CCAMSW	Social Legislation and Human Rights	HV



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179.	MSW Social Work	CCAMSW	Social work with vulnerable Groups	HV
180.	MSW Social Work	CCAMSW	Social work in mental health setting	HV
181.	M.Sc Physics	CCAMPH	Non-Conventional Energy Sources	E&S
182.	B.Sc Chemistry	CCASCH	Physics and applied chemistry	E&S
183.	B.Sc Chemistry	CCASCH	Advance and Applied chemistry	E&S
184.	B.Sc Chemistry	CCASCH	Medicinal and environmental chemistry	E&S
185.	BA Economics	CCAECR	Microeconomics I	PE
186.	BA Economics	CCAECR	Microeconomics II	PE
187.	BA Economics	CCAECR	Quantitative Methods for Economic Analysis I	PE
188.	BA Economics	CCAECR	Macroeconomics II	PE
189.	BA Economics	CCAECR	Quantitative Methods for Economic Analysis II	PE
190.	BA Economics	CCAECR	Fiscal Economics	PE
191.	BA Economics	CCAECR	Economics of Capital Market	CE
192.	BA Economics	CCAECR	Mathematical Economics	CE
193.	BA Economics	CCAECR	International Economics	CE
194.	BA Economics	CCAECR	Basic Econometrics	EE
195.	MA Economics	CCAMEC	Microeconomics: Theory and Applications I	PE
196.	MA Economics	CCAMEC	Macroeconomics: Theories and Policies I	PE
197.	MA Economics	CCAMEC	Indian Economy: Problems and Policies	E & S, HV
198.	MA Economics	CCAMEC	Quantitative Methods for Economic Analysis-I	PE
199.	MA Economics	CCAMEC	Microeconomics: Theory and Applications II	PE
200.	MA Economics	CCAMEC	Macroeconomics: Theories and Policies II	PE
201.	MA Economics	CCAMEC	Advanced Econometrics	PE
202.	BA Economics	CCAECR	Modern Banking and Insurance	PE
203.	BA Economics	CCAECR	Computer Application for Economic Analysis	PE
204.	BA Economics	CCAECR	Macroeconomics I	PE



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205.	BA Economics	CCAECR	India's Economic Development: National and Regional	E & S, HV
206.	BA Economics	CCAECR	Developing Economics	
207.	BA Economics	CCAECR	Banking	PE
208.	MA Economics	CCAMEC	Macroeconomics: Theories and Policies II	PE
209.	MA Economics	CCAMEC	Public Finance: Theory and Practice	PE
210.	MA Economics	CCAMEC	Quantitative Methods for Economic Analysis-II	PE
211.	MA Economics	CCAMEC	International Trade	PE
212.	MA Economics	CCAMEC	Growth and Development	E & S
213.	MA Economics	CCAMEC	Banking: Theory and Practice	PE
214.	MA Economics	CCAMEC	Basic Econometrics	PE
215.	MA Economics	CCAMEC	International Finance	PE
216.	MA Economics	CCAMEC	Financial Markets	PE
217.	MA Economics	CCAMEC	Agricultural Economics	E & S
218.	MA Economics	CCAMEC	Research Methodology and Computer Applications	PE



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SYLLABI OF COURSES CONTAINING CROSSCUTTING ISSUES

(The part of syllabus which contains cross cutting issues are highlighted in red.)

Environmental Biology and Biodiversity Conservation

BOT04ET01-ENVIRONMENTAL BIOLOGY AND BIODIVERSITY CONSERVATION

- 1. Population ecology:** Properties (concepts of rate, intrinsic rate of natural increase, carrying capacity, population fluctuations and cyclic oscillations, density independent and density dependent mechanisms of population regulation, patterns of dispersion, Allee principle of aggregation and refuting, home range and territoriality, energy partitioning and optimization, r and K selection.
- 2. Community ecology:** Types of interaction between two species, coevolution, evolution of cooperation, group selection, interspecific competition and coexistence, positive and negative interactions, concepts of habitat, ecological niche and guild.
- 3. Human population:** Expansion and its causes, rich and poor nations, consequences, dynamics, Cairo conference 1994.
- 4. Major global environmental challenges:** Acid rain, Ozone depletion, climate disruption, deforestation, land degradation and desertification, freshwater degradation and shortage, marine fisheries decline, loss of biological diversity and excess nitrogen.



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5. Global initiatives: Stockholm conference (1972), Rio (1992), Ramsar convention (1971), Kyoto (1997), Johannesburg (2002), Stockholm (2011).

6. Environmental Law- International and National: The Environment Protection Act & Rules 1986; Water (Prevention & Control of Pollution) Act 1974; Biodiversity Act (2002).

7. Thoughts on ecology: Contributions of Buddha, Rabindranatha Tagore, Mahatma Gandhi, Rachel Carson, Gro Herlem Brundtland, Vandana Siva, Edward O Wilson, Aldo Leopold.

8. Biodiversity: a). Genetic diversity, agrobiodiversity and cultivated taxa, causes of decline, value of wild species, conservation practices- traditional (*upavana vinoda*, sacred groves, *sthalavrikshas*) and modern (*in situ* and *ex situ*). b). Biodiversity information management and communication- libraries, databases (taxonomic database working groups for plant sciences, data bases on biodiversity); distribution of biodiversity information, metadatabases, virtual libraries.

9. Ecosystem capital- use and restoration: Global perspective on biological systems; conservation, preservation and restoration. Biomes and ecosystems under pressure (forest biomes, ocean ecosystems).

10. Habitat studies: Wetlands (Ramsar sites), mangroves and forest types of Kerala.

11. Brief study of the following: Cybernetics, ecological foot print, sustainable development, deep ecology, Gaia hypothesis, conservation ethics, peoples' movements for biodiversity conservation, role of NGOs and educational institutions in biodiversity conservation, trade related IPR, ecotourism.



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12. Climate change and its impacts- brief study.

13. Disaster management- basic aspects.

Practicals

1. Studies on the following and submission of reports: Waste water treatment plant, local environmental peculiarities (such as hillocks and forest patches), wet land ecosystem, alien invasive plants, degraded ecosystem, different forest types, effluent treatment system).
2. Physical and chemical analysis of soil and water: Particle size analysis of soil, estimation of particle density using relative density or volumetric flask; Air capacity analysis of soil by field method; Soil pH analysis of soil using pH meter. Water analysis for pH using pH meter, estimation of BOD by Winkler's method (dark and light bottles).
3. Study of community structure: Charting and mapping of vegetation, Raunkiaer's life forms, biological spectrum, profile diagram (soil).
4. Study of ecological succession: Different types of ecological successions.
5. Visit to an ecological sensitive area and submission of a report.

References

- Champion H.G. and Seth S.K. A Revised Classification of Forest Types of India. Govt. of India, New Delhi.
- Gadgil Madhav. Ecological Journeys. Permanent Black, Delhi.
- Jaiswal P.C. Soil Plant and Water Analysis. Kalyani Publishers, Ludhiana.



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Krishnamurthy K.V. An Advanced Text Book on Biodiversity Principles and Practice. Oxford IBH.

Misra R. Ecology Workbook. Oxford IBH.

Odum E.P. and Barrett G.W. Fundamentals of Ecology. Thomson Books, Bangalore.

Palmer J.A. Fifty Thinkers on the Environment. Routledge, London.

Puri G.S. Indian Forest Ecology. Oxford IBH.

Pushpangadan P. and Nair K.S.S. Biodiversity and Tropical Forests- The Kerala Scenario. STEC, Thiruvananthapuram.

Sarngdharacharyar. (Translated by Vishnu B.). *Vruksha ayurvedam* Janapriya Pusthakasala, Kottayam.

Sivadasan M. and Mohanan K.V. Biodiversity and Ecology: Concepts and Facts. Department of Botany, University of Calicut, Kerala.

Speth Gustave James and Haas M. Peter. Global Environmental Governance. Pearson Longman, New Delhi.

Vijayalakshmi K. and Shyam Sundar K.M. *Vrkshayurveda- An Introduction Indian Plan Science*.

Lok Swasthya Parampara Samvardhan Samithi, Madras.

Wright T. Richard. Environmental Science- Towards a Sustainable Future. Prentice Hall Learning Pvt. Ltd., New Delhi.



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Plant ecology, Conservation Biology, Phytogeography and Forest Botany

CT08. PLANT ECOLOGY, CONSERVATION BIOLOGY, PHYTOGEOGRAPHY AND
FOREST BOTANY

Plant Ecology & Conservation Biology

(2.5+1.5+1+1= 6 hours)

1. Habitat Ecology: Salient features of terrestrial (Biomes), fresh water (Limnology), wet land and marine habitats.

2. Productivity and Energy flow: Concepts, limits and process of primary production; methods of productivity measurements: global trends in primary productivity, energy flow models.

3. Population characteristics: density, natality, mortality, distribution, biotic potential, carrying capacity, aggregation and dispersal, ecotone and edge effect.

4. The environment and its pollution- types (land, air and water). Effect on living organisms. Control with emphasis on biological methods. Environmental hazards.

5. Threats to the global environment- greenhouse effect, ozone depletion, El-Nino and La Nina effects.

6. Environment impact assessment (EIA) and assessment of environmental hazards- remote sensing.



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7. Problems of conservation; causes of threat to environment- human interference, deforestation, habitat destruction, overexploitation of resources.

8. identification of threatened plants; red list categories- extinct, endangered, vulnerable, rare and out of danger. Extinction process. Hot spots, keystone species and flagship species.

9. Strategies for conservation: in situ and ex situ conservation, biosphere reserve, national parks, wildlife sanctuaries. Gene banks, cryopreservation, seed banks.

10. Afforestation- social forestry, agroforestry. International biological programme (IBP), Man and biosphere programme (MAB), IUCN, world environment day, wild life preservation act (1972), Indian forest (conservation) act (1980) and United Nations Environment Programme. Environment Protection Acts.

11. Environmental awareness- role of government and NGOs. -Gaia hypothesis

12. Biodiversity- significance at Local, National and Global levels. Deep ecology (Paradigm shift from anthropocentric ecology to ecocentric ecology. National heritages.

References:

1. Negi, S.S. Hand book of National Parks and Sanctuaries in India.

2. M.P. Nair and P.K Sastry - Red data book of Indian plants.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

3. Mehrotra and B.K Suri - Remote sensing for environment and forest management.
4. Negi S.S - Biosphere reserves in India.
5. Lucas and Synge - IUCN Red data book. IUCN, Stockholm
6. Dasman R.F - Environmental Conservation.
7. Odum E.P. Fundamentals of ecology
8. Odum E.P. Basic principles of ecology
9. Misra K.R. Ecology workbook.
10. Puri G.S. - Indian Forest Ecology Volumes I and II. Oxford & IBH.
11. Clarke G.L - Elements of Ecology.
12. Chhatwal G.L. Encyclopedia of environmental biology.
13. Ray P.K. - Pollution and Health. Willey-Eastern Ltd, New Delhi.
14. Michael P.- Ecological methods for field and laboratory investigations. Tata McGraw Hill, New Delhi.
15. Kershaw K.A. Quantitative and Dynamic Plant Ecology. ELBS.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Phytogeography

1. Patterns of plant distribution: continuous distribution: circumpolar, circumboreal, circum austral, pan tropical.
2. Discontinuous distribution: Theory of land bridges, theory of continental drift, theory of glaciation.
3. Endemic distribution (neoendemic, paleoendemic), age and area hypothesis.
4. Phytochoria of world and India.

References:

1. Ronald Good. The geography of flowering plants. Lcngmans.
2. Bharucha F.R. A text book of plant geography of India. Oxford University Press.
3. Puri G.S. Indian Forest Ecology, Vol I, II. Oxford, New-Delhi.

Forest Botany

1. Forest- Definitions. Study of various types of forests in the world and in India.
2. Forest products-Major and.minor with special reference to Kerala.
3. Influence of forests on environment. Consequence of deforestation and industrialization-sustainable utilization of bioresources.



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References

1. Agarwal A.P. Forests in India. Oxford & IBH.
2. Gregorv G.R. Forest products, production, trade and consumption, quantity and value of raw materials requirements. Ford foundation, New-Delhi.
3. Puri G.S. Indian Forest Ecology Vol. I& II. Oxford & IBH.
4. Champion G.H. and Seth S.K. A revised survey of the forest types of India.



CRITERION	I	Curricular Aspects
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Ecology and Environmental Science

ECOLOGY AND ENVIRONMENTAL SCIENCE

Module I

Ecology: Definition, Structure, Components, Functions, Energy flow in ecosystem, Biogeochemical cycles. Ecosystems- Forest, Pond, Mangrove, Sacred groves

Module II

Plant adaptations: -Hydrophytes, Mesophytes, Xerophytes, Halophytes, Epiphytes and Mangroves.

Module III

Soil: - Soil types, soil erosion to soil conservation

Module IV

Pollution- Causes, Types- Air, water, soil, Effects of pollution, Remediation-Phytoremediation

References

1. Cunningham W.P. and M.A. Cunningham 2003. Principles of Environmental Science: Inquiry and Applications. Tata McGraw Hill Pub. N.D.
2. Dix J.H. 1989. Environmental Pollution. Atmosphere, Land, Water and Noise. Wiley



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Chichester.

3. Khitoliya R.K. 2007. Environmental Pollution – Management and Control for Sustainable development S. Chand and Company Ltd., New Delhi.
4. Kumar H.D. 1977. Modern Concepts of Ecology. Vikas Publications. New Delhi.
5. Odum E.P. 1983. Basics of Ecology. Saunders International UN Edition.
6. Shukla R.S. & P.S. Chandel 2005. A Text Book of Plant Ecology S. Chand & Co. Ltd. New Delhi.
7. Sharma, P.D. 2008-2009. Ecology and Environment. Rastogi Publication.
8. Shukla R S & P.S. Chandal 2008: Ecology and utility of plants' S. Chand & Company Ltd. New Delhi.



CRITERION	I	Curricular Aspects
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HORTICULTURE

Module - I.

1. Introduction, scope and significance; branches of horticulture.
2. Soil- components of soil, types of soil.
3. Fertilizers – Chemical, organic, biofertilizer, compost.
4. Irrigation – Surface, sprinkle, drip and gravity irrigation.

Module - II.

Vegetative propagation:

- (a) Cutting (stem, roots)
- (b) Grafting (approach, cleft)
- (c) Budding (T-budding, patch)
- (d) Layering (simple, air).

Module - III

1. Gardening – Indoor gardening – selection of indoor plants, care and maintenance of indoor plants, Bonsai – Principle, creating the bonsai.
2. Outdoor gardening; landscaping- goals, types.
3. Preparation of potting mixture and vermi compost.

Module IV

1. Mushroom cultivation – Oyster and button mushrooms



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

References

- Nishi Sinha: Gardening in India, Abhinav Publications, New Delhi. Andiance and Brison. 1971. Propagation Horticultural Plants.
- Rekha Sarin. The Art of Flower Arrangement, UBS Publishers, New Delhi. Katyal, S.C., Vegetable growing in India, Oxford, New York.
- Naik, K.C., South Indian Fruits and their Culture.
- Chanda, K.L. and Choudhury, B. Ornamental Horticulture in India.
- Premchand, Agriculture and Forest Pest and their Management, Oxford Publication.
- George Acquah, Horticulture: Principles and Practices. Pearson Education, Delhi.
- Prasad, S., and U. Kumar. Green house Management for Horticultural Crops, Agrobios, Jodhpur.
- Kumar, U.: Methods in Plant Tissue Culture. Agrobios (India), Jodhpur.
- Kolay, A.K. Basic Concepts of Soil Science. New Age International Publishers, Delhi.
- Bal, J.S., Fruit growing, Kalyani Publishers, Delhi.
- Rodgran, M. K. Plant Tissue Culture, Oxford & IBH Publishing Ltd., New Delhi.
- Hudson, T. Hartmann, Dale K. Kester, Fred T. Davies, Robert L. Geneve, Plant Propagation, Principles and Practices.
- George Aquah 2005: Horticulture.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Management Concepts and Business Ethics

BCIB01 MANAGEMENT CONCEPTS AND BUSINESS ETHICS

Lecture Hours per week: 6 Credits: 4

Internal: 20, External: 80

Objectives:

- ✧ To understand the process of business management and its functions.
- ✧ To familiarize the students with current management practices.
- ✧ To understand the importance of ethics in business.
- ✧ To acquire knowledge and capability to develop ethical practices for effective management.

Module I

Nature and Scope of Management: Evolution of Management - Schools of management thought - F.W. Taylor and Henry Fayol - Principles of Management - Management as a science and an art - Management process.

15 Hours

Module II

Functions of Management: Planning: Types of plans - Planning process – Organizing:



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Span of control - Line and staff functions - Centralization and decentralization –Delegation
- Staffing: Manpower planning: Recruitment - Selection and placement -Directing:
Principles of direction – Co-ordinating and controlling.

30 Hours

Module III

Manager Vs Leader: Leadership and motivation: leadership styles -Theories of motivation
- MBO - Management of performance - Understanding and managing group processes -
Characteristics of work group - Work group behaviour and productivity - Team creation
and management.

15 Hours

Module IV

Ethics, Culture and Values: Importance of culture in organizations - Indian ethos and value
systems - Model of management in the Indian socio-political environment – Work ethos -
Indian heritage in production and consumption.

15 Hours

Module V

Business Ethics: Relevance of values in management – Holistic approach for managers



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

in decision making - Ethical Management: Role of organisational culture in ethics -
structure of ethics management - Ethics Committee.

15 Hours

Reference Books:

1. Boatwright. John R: Ethics and the Conduct of Business, Pearson Education, New Delhi.
2. Sathish Modh: Ethical Management, Macmillan.
- 3 Koontz, H and Wehrick, H: Management, McGraw Hill Inc, New York.
- 4 Drucker, Peter, F., Management: Tasks, Responsibilities and Practices, Allied Publishers, New Delhi.
5. L.N Prasad: Principles of Management.
6. R.S Davar; Management Process
7. Rustum & Davan, Principles and Practice of Management.
8. Srinivasan & Chunawalla, Management Principles and Practice.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Managerial Economics

BCM1C01 MANAGERIAL ECONOMICS

Lecture Hours per week: 5, Credits: 4

Internal: 20, External 80, Examination 2.5 Hours Objectives:

The objective of the course is to acquaint students with the basic principles of micro and macroeconomics for developing the understanding of theory of the firm, markets and the macro environment, which would help them in managerial decision-making processes.

Module I

Managerial Economics: - – Definition and characteristics – Nature and Scope - Economics Vs Managerial Economics - Decision making and forward planning – Relationship of managerial economics with other disciplines - Basic economic tools in management economics – The role of managerial economist. (10 Hours, 10 marks)

Module II

Theory of consumer behaviour: - Cardinal analysis - Law of diminishing marginal utility – consumer surplus; Ordinal approach – indifference curve analysis – consumer equilibrium – income consumption curve and price consumption curve – Hicksian decomposition of price effect in to substitution effect and income effect – Demand curve for normal, inferior and giffen goods – concept of elasticity of demand – measurement of various elasticities – Elasticity of supply. (20 Hours, 20 marks)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module III

Market structure: - Perfect competition: – profit maximization and equilibrium of firm and industry – short run and long-term supply curves – price and output determination.

Monopoly: – Price determination under monopoly – equilibrium of firm – comparison between perfect competition and monopoly – price discrimination.

Monopolistic competition: price and output determination – product differentiation – comparison with perfect competition – excess capacity under monopolistic competition.

Oligopoly: indeterminate pricing and output – classical models of oligopoly – price leadership - collusive oligopoly – kinked demand curve. (20 Hours, 20 marks)

Module IV

An overview of Indian economy - Indian economy since 1991 - Basic characteristics of Indian economy - Factors that led to the opening up of Indian economy - Indian economy under WTO regime - Issues in Indian economy: Problems of growth, unemployment, poverty, inequality in income distribution, inflation – The role of parallel economy – The role of Government in a market economy. (15 Hours, 15 Marks)

Module V

Structure and direction of India 's foreign trade and India 's trade regulation and promotion - Exchange rate policy – Intellectual Property Rights - Foreign capital and MNCs in India, Trade reforms - An overview of Kerala economy - Trade and commerce in Kerala - Industrial



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

development of the state - the role of small-scale industries in Kerala economy. (15 Hours, 15 marks)

Reference Books:

R.L. Varshney and K.L. Maheswari, Managerial Economics

Ahuja. HL; Business Economics, S. Chand & co.

D.N. Dwivedi, Managerial Economics

Dr. S. Sankaran, Managerial Economics

DM Mithani: Business Economics

Seth M L Text Book of Economic Theory

K K Dewett: Economic Theory

Dutt & Sundaram: Indian Economy

Petersen & "Lewis: Managerial Economics

Mote V L peul. S & Gupta G S: Managerial Economics

H. Craig Petersen & W. Cris lewis: Managerial Economics

Dr. P.N. Reddy and H.R, Appanaiah : Essentials of Business Economics



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Auditing and Corporate Governance

BCM6B13 AUDITING AND CORPORATE GOVERNANCE

Lecture hours per week: 5, Credits: 4 Internal: 20 External: 80, Examination 2.5 Hours

Objective:

To provide knowledge of auditing principles and techniques and to familiarize the students with the understanding of issues and practices of corporate governance in the global and Indian context.

Module I:

Auditing – Meaning – Objects - Basic Principles and Techniques – Auditing and investigation - Classification of Audit – Management audit – Proprietary audit – Performance audit – Tax audit – Social audit – Environmental audit - Audit Planning – Qualities of an auditor – Advantages and limitations of audit (10 hours, 10 marks)

Module II

Audit Procedures: Vouching - Definition - Features - Examining vouchers -Vouching of cash book - Vouching of trading transactions - Verification and valuation of assets and liabilities: Meaning - Definition and objects - Vouching v/s verification - Verification and Valuation of different assets and liabilities (20 hours, 20 marks)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module III

Internal Control - Internal Check - Internal Audit --Definitions - Necessity - Difference between internal check and internal control - Fundamental Principles of internal check - Difference between internal check and internal audit - Special Areas of Audit: Tax audit and Management Audit - Recent trends in auditing - Relevant Auditing and Assurance Standards (AASs) - Rights duties and liabilities of auditor - Audit committee - Auditor's Report - Contents and types – Auditors certificate. (20 hours, 25 marks)

Module IV

Conceptual Framework of Corporate Governance: Meaning, Theories, Models and Benefits of Corporate Governance; Board Committees and their Functions; Insider Trading; Rating Agencies; Green Governance/E-governance; Clause 49 of Listing Agreement; Class Action; Whistle Blowing; Shareholders Activism (20 hours, 15 marks)

Module V

Major Corporate governance failures - BCCI (UK) - Maxwell Communication (UK) - Enron (USA) – Satyam Computer Services Ltd - TATA Finance - Kingfisher Airlines - Common Governance Problems Noticed in various Corporate Failures - Codes and Standards on Corporate Governance (10 hours, 10 marks)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Suggested Readings:

1. Institute of Chartered Accountants of India, Auditing and Assurance Standards, ICAI, New Delhi.
2. Relevant Publications of ICAI on Auditing (CARO).
3. Gupta, Kamal and Ashok Arora, Fundamentals of Auditing, Tata Mc-Graw Hill Publishing Co. Ltd., New Delhi.
4. Ghatalia, S.V., Practical Auditing, Allied Publishers Private L td., New Delhi.
5. Singh, A. K. and Gupta Lovleen, Auditing Theory and Practice, Galgotia Publishing Company.
6. Mallin, Christine A., Corporate Governance (Indian Edition), Oxford University Press, New Delhi.
7. Rani, Geeta D., and R.K. Mishra, Corporate Governance- Theory and Practice, Excel Books, New Delhi.
8. Bob Tricker, Corporate Governance-Principles, Policies, and Practice (Indian Edition), Oxford



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Business Management

BCMIB01 BUSINESS MANAGEMENT

Lecture Hours per week: 6, Credits-4

Internal – 20, External – 80, Examination 2.5 Hours

Objectives:

To understand the process of business management and its functions.

To familiarize the students with current management practices

To understand the importance of ethics in business

To acquire knowledge and capability to develop ethical practices for effective management.

Module I

Concepts of Management – Characteristics of management – Schools of management Thought
Management and administration –Management by objectives – Management by Participation –
Management by exception – Management by motivation - Functions of management – Planning–
Organizing - Departmentation – Delegation (25 Hours, 20 marks).

Module II

Functions of Management: – Motivation: – concept and importance –Contributions of McGregor,
Maslow and Herzberg – Leadership – Concept and styles Leadership traits - Communication –



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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process and barriers – Control – concept – steps – tools – Coordination – Concept, Principles, Techniques. (20 Hours, 15 marks)

Module III

Business Ethics: – Ethics and Morality – Theories of ethics: Teleological theory – Deontological theory – Virtue theory – Types of ethics – Meaning and scope of business ethics Characteristics – Objectives of Business Ethics - Factors influencing business ethics – Arguments for and against business ethics – Different views of business ethics - The Separatist View, The Unitarian View, The Integration View, Ethical issues in global business. (20 Hours, 20 marks)

Module IV

Corporate Social Responsibility (CSR): Meaning and definition - History of CSR activities – Concept of Corporate citizenship - Need and importance of CSR – Stakeholders of CSR – Steps in the implementation of CSR activities – CSR and business ethics - CSR and corporate governance – CSR initiatives in India. (18 hours, 15 marks)

Module V

Emerging concepts in management – Kaizen – TQM – TPM – MIS – ISO – Change management – Stress management – Fish bone (ISHIKAWA) Diagram – Holacracy - Rank & Yank - 20% time- Gamification - Flexi-working - Business eco system – Logistic management. (13 Hours, 10 marks)



CRITERION	I	Curricular Aspects
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Reference Books:

1. Boatwright. John R: Ethics and the Conduct of Business, Pearson Education, New Delhi.
2. Gupta. CB; Business management, Sultan Chand & sons
3. Koontz, H and Wehrick, H: Management, McGraw Hill Inc, New York.
4. Prasad. LM; Principles and Practice of Management; Sultan Chand & sons
5. Stoner. AF and Freeman RE; Management; Prentice Hall of India
6. Drucker, Peter, F., Management: Tasks, Responsibilities and Practices, Allied Publishers, New Delhi.
7. R.S Davar; Management Process
8. Rustum & Davan, Principles and Practice of Management.
9. Srinivasan & Chunawalla, Management Principles and Practice.
10. S. V.S. Murthy. Essentials of Management.
11. Stoner, Freeman & Gilbert, Jr.: *Management*, Prentice Hall of India Private Limited, New Delhi
12. Tripathy & Reddy: *Principles of Management*, Tata McGraw-Hill Publications, New Delhi.
13. Stephen P. Robbins: *Organizational Behaviour*, Prentice Hall of India Private Limited, New Delhi.
14. Udai Pareek: *Understanding Organizational Behaviour*, Oxford University Press, New Delhi.
15. S. S. Khanka: *Organizational Behaviour: Text and Cases*, S. Chand & Company Limited, New Delhi.



CRITERION	I	Curricular Aspects
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METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Business Regulation

BCM3BO3 BUSINESS REGULATIONS

Lecture Hours per week: 4, Credits: 4

Internal: 20, External: 80, Examination 2.5 Hours

Objectives:

To familiarize the students with certain statutes concerning and affecting business organizations in their operations.

Module I

Business Laws: Introduction - Nature of Business Law - Meaning and definition -Indian Contract Act, 1872: Contract - Definition - Essentials of valid contracts - Classification of contracts - Offer and acceptance - Consideration - Capacity to contract - Free consent - Coercion - Undue influence - Misrepresentation - Fraud - Mistake - Void agreements - Discharge of contract - Breach of contract and remedies - Contingent contracts -Quasi contracts. (20 Hours, 30 marks)

Module II

Special Contracts: Contract of Indemnity: Meaning - Nature - Right of indemnity holder and indemnifier - Contract of Guarantee: Meaning - Nature - Rights and liabilities of surety - Discharge of surety from liability - Contract of Bailment and Pledge: Rights and duties of bailor and bailee, pledger and pledgee - Contract of Agency - Creation of agency - Delegation of authority - Duties and liabilities of principal and agent -Termination of agency. (20Hours, 18 marks)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module III

Sale of Goods Act 1930: Contract for sale of goods -Essentials of a contract of sale - Conditions and Warranties - Caveat emptor - Sale by non-owners - Rules as to delivery of goods - Un paid seller and his rights. (10 Hours, 12 marks)

Module IV

The Consumer Protection Act 1986: Objects and scope - Definition of consumer and consumer dispute - Complaint - Goods - Service - Unfair trade practices - Restrictive trade practices - Rights of consumers - Consumer Protection Council - Consumer Disputes Redressal Agencies. (7 Hours, 10 marks)

Module V

The limited liability partnership Act 2008 – Salient features – Distinction with partnership and company – LLP agreement – partners and designated partners – incorporation document– Extent and limitation of liability of LLP and partners. (7 Hours, 10 marks)

Reference Books:

Singh Avtar, The Principles of Mercantile Law, Eastern Book Company, Lucknow.

Kuchal M.C, Business Law, Vikas Publishing House, New Delhi

Kapoor N.D, Business Law, Sultan Chand & Sons, New Delhi.

Chandha P.R, Business Law.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

S.S. Gulshan, Business Laws.

B. Sen and Mitra, Business and Commercial Laws.

Chandha P.R, Business Law, Galgotia, New Delhi.

Balchandani, Business Laws.

Desai T.R., Indian Contract Act, Sale of Goods Act and Partnership Act, S.C. Sarkar & Sons Pvt.

Ltd. Kolkata.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Marketing Management

BCM2C02 MARKETING MANAGEMENT

Lecture Hours per week: 5, Credits: 4

Internal: 20, External: 80, Examination 2.5 Hours

Objectives:

- >To provide basic knowledge about the concepts, principles, tools and techniques of marketing.
- >To impart necessary knowledge which help the student to choose a career in the field of marketing.
- >To expose the students to the latest trends in marketing.

Module I

Marketing Management: The value of marketing–Core marketing concepts–The new marketing realities–Philosophy of marketing - Creating long term loyalty relationships – Marketing management tasks –Analyzing consumer markets-Factors influencing consumer behaviour-Buying decision process - market segmentation; bases for segmenting consumer markets – market targeting - marketing of services - rural marketing in India; potential, challenges and strategies.

(20 Hours, 20 marks)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module II

Creating and Capturing Value: The fundamentals of product management; product levels; customer value hierarchy– Classification of product–Managing brands and brand equity- Product and Services differentiation-Product and brand relationships - Product Life Cycle Marketing Strategies - New product development-Packaging, labeling, Warranties and Guarantees. Pricing to capture value; setting the price; methods of pricing; pricing strategies; pricing for rural markets. (20 Hours, 20 marks)

Module III

Delivering Value: Distribution -marketing channels and value networks-role of marketing channels-channel design and management decision-channel integration and system-conflict, cooperation and competition-Managing retailing, wholesaling and logistics-Direct and online marketing (10 Hours, 10 marks)

Module IV

Communicating Value: Integrated Marketing Communications; role of marketing communication; developing effective communication; marketing communication mix - managing advertising; deciding on media and measuring effectiveness; communicating to rural audience- Sales Promotion-Personal selling; principles of personal selling-Events and experiences-Public Relation-Interactive marketing-word of mouth marketing. (15 Hours, 15 marks)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Module V

E-commerce and E-marketing: Concept and nature; Reason for growth of e-marketing - E-commerce marketing practices; types of E-commerce; E-commerce business models; E-commerce marketing strategies - M-commerce marketing practices- Electronic Payment System Security issues in E commerce. (15 Hours, 15 marks)

Reference Books:

Philip Kotler, Kevin Lane Keller, “*Marketing Management*” (15e), Pearson India Education Services Pvt Ltd

V S Ramaswamy & S Namakumari, “*Marketing Management*” (Latest Edition)- McGraw Hill Education (India) Private Limited, New Delhi

S.A. Sherlekar, “*Marketing Management-Concepts and Cases*”, Himalaya Publishing House Pvt Ltd

William J Stanton, “*Fundamentals of Marketing*”, McGraw Hill Publishing Co, New York
Lamb. Hair, McDaniel, “*Marketing*”, Cengage Learning Inc USA.

Rayport, Jeffrey F and Jaworski. Bernard J, “*Introduction to E-Commerce*”, Tata McGraw Hill, New Delhi.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Human Resource Management

BCM3C03 Human Resources Management

Lecture Hours per week: 5, Credits: 4

Internal: 20, External: 80, Examination 2.5 Hours

Objectives:

- > To familiarize the students with the different aspects of managing human resources in an organization.
- > To equip the students with basic knowledge and skills required for the acquisition, development and retention of human resources.

Module I

Introduction to Human Resource Management—Importance--scope and objectives of HRM. Evolution of the concept of HRM- Approaches to HRM- Personal management Vs Human Resource Management-HRM and competitive advantage- Traditional Vs Strategic Human Resource Management - E-HRM - Operational E-HRM - Relational E-HRM - Transformational E-HRM. (20 Hours, 20 marks)

Module II

Human resource planning, Recruitment and selection—Job analysis---process of job analysis- job discretion- job specification-- methods of job analysis-- Conventional Vs strategic planning—job evaluation—Recruitment--source of recruitment-methods. (18 Hours, 18 marks)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module III

Placement, Induction and Internal mobility of human resource. Training of employees—need for training-objectives- approaches --methods-training environment- areas of training- Training evaluation. (12 Hours, 12 marks)

Module IV

Performance appraisal and career planning. Need and importance- objectives process- methods and problems of performance appraisal- Concept of career planning –features- methods –uses career development (12 hours, 15 marks)

Module V

Compensation management and grievance redressal. Compensation planning objectives- Wage systems- factors influencing wage system-. Grievance redressal procedure- discipline- approaches- punishment-essentials of a good discipline system. Labour participation in management. (18 Hours, 15 marks)

References:

Human Resource Management- Text and Cases-- VSP Rao

Human Resource Management – Pravin Durai

Human Resource Management—Snell, Bohlander

Personal Management and Human Resources—VenkataRatnam .Srivasthava.

A Hand Book of Personnel Management Practice—Dale Yolder



CRITERION	I	Curricular Aspects
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Corporate Regulations

BCM4BO6 CORPORATE REGULATIONS

Lectures Hours per week: 4, Credit – 4

Internal: 20, External: 80, Examination 2.5 Hours

Objectives:

To familiarise the students with corporate law and to make them aware of the importance of corporate governance in the management of organizations

Module 1

Introduction to Companies Act 2013: Objects of the Act - Salient features of the Act - Meaning and definition of company - Features - Kinds of companies - Private Company - Public company - Associate Company - Dormant Company - One-person company - Small Company - Government Company - Lifting of corporate veil. (08 Hours, 10 marks)

Module II

Formation of Companies: Promotion - Role of promoters - Incorporation - Capital subscription - Commencement of business - Pre-incorporation and provisional contracts. Document of companies: Memorandum of Association - Definition - Contents and alteration

Doctrine of Ultravires - Articles of Association - Definition - Contents and alteration - Distinction between Memorandum and Articles - Constructive notice of Memorandum and Articles - Doctrine



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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of Indoor management - Prospectus - Contents -Statement in lieu of prospectus - Liabilities for misstatement. (13 Hours, 18 marks)

Module III

Share Capital : Shares - Kinds of shares - Public issue of shares - Book building -Allotment of shares - Irregular allotment - Issue prices of shares - Listing of shares -Employees stock option scheme - Sweat equity shares - Right shares - Bonus shares -Shares with differential rights - Share certificate and share warrant - Calls - Forfeiture -Surrender of shares - Buyback of shares - De materialization and re materialization of shares - Transfer and transmission of shares - Transfer under Depository system. (18 Hours, 20 marks)

Module IV

Management of Companies: Board and Governance - Directors: Appointment - Position – Powers Rights - Duties and liabilities - Qualification - Disqualification - Removal of directors
Key Managerial Personnel - Introduction to Corporate Governance - Need and importance of Corporate Governance - Corporate social responsibility. (13 Hours, 17 marks)

Module V

Company Meetings and Winding up : Requisites of a valid meeting - Statutory meeting - Annual general body meeting - Extra ordinary meeting - Board meetings - Resolutions - Types - Company Secretary : Qualification - appointment - duties - Winding up : Meaning - Modes of winding up -



CRITERION	I	Curricular Aspects
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Winding up by Tribunal - Members' voluntary winding up - Creditors' voluntary winding up - Liquidator: Powers - Duties and liabilities -Consequences of winding up. (12 Hours, 15 marks)

Reference Books:

M.C. Shukla & Gulshan: Principles of Company Law.

N.D. Kapoor: Company Law and Secretarial Practice.

Manual of Companies Act, Corporate Laws and SEBI Guidelines", Bharat Law House, New Delhi.

M.C. Bhandari: Guide to Company Law Procedures.

Tuteja: Company Administration and Meetings.

S.C. Kuchal: Company Law and Secretarial Practice.

Dr. P.N. Reddy and H.R. Appanaiah: Essentials of Company Law and Secretarial practice, Himalaya Publishers.

M.C. Kuchal: Secretarial Practice.

Ashok Bagrial: Secretarial Practice.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Industrial and Labour Regulations

BCP INDUSTRIAL AND LABOUR REGULATIONS

Lecture Hours per week: 5

Credits: 4

Internal: 20, External: 80

Objective:

- ☐ To enable the students to acquire knowledge about prominent industrial and labour laws.

Module I

Factories Act 1948: Objects – Definitions: Factory, worker, manufacturing process, hazardous process, occupier – Authorities under Factories Act – Health – Safety – Welfare - Working hours of adults – Employment of women and young persons – Leave with wages. Industrial Disputes Act 1947: Objects – Definition: Industrial dispute, award, controlled industry – Authorities for settlement of industrial disputes – Procedure – Powers and duties of authorities – Settlement and awards – Strikes, lock outs, lay off, retrenchment, transfer and closure. 20 Hours

Module II

Employees State Insurance Act 1948: Definitions: Employment injury, employee, factory, partial and permanent disablement – ESI Corporation – Employees State Insurance Fund – Standing Committee – Medical Benefit Council – Contributions – Benefits. Minimum Wages Act 1948: Objects – Fixation and revision of wages – Minimum rate of wages – Appointment of committees – Advisory Boards – Payment of minimum wages. 15 Hours



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module III

Payment of Bonus Act 1965: Objects and application of the Act – Definitions: Allocable surplus, available surplus, award – Eligibility and disqualification for bonus – Determination of bonus.

Payment of Gratuity Act 1972: Objects and scope – Definitions: Continuous service, superannuation – payment of gratuity – Forfeiture of gratuity – Determination of the amount of gratuity – Recovery of gratuity. 15 Hours

Module IV

Employees Provident Fund & Miscellaneous Provisions Act 1952: Schemes under the Act: Employees' Provident Scheme 1952 – Employees' Pension Scheme 1955 - Employee's Deposit Linked Insurance Scheme 1976. Maternity Benefit Act 1961: Objects and scope – Definitions: Employer, establishment, miscarriage – Prohibition of employment – Maternity benefit – Leave and nursing breaks – Inspectors – Powers and duties of inspectors. 15 Hours

Module V

Trade Unions Act 1926: Objects – Registration of Trade unions - Rights and privileges of registered trade union - Duties and liabilities of a registered Trade Union – Immunity from criminal and civil proceedings – Penalties. Employees Compensation Act 1923: Objects – Definitions: Dependent, employer, total and partial disablement, workman, injury, accident – Employer's



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liability for compensation – Amount of compensation – Distribution of compensation –
Employment by contracting. 15 Hours

Reference Books:

1. Malik, K.L, Industrial Laws and Labour Laws, Eastern Book Company, Lucknow.
2. D. P, Jain, Industrial Laws and Labour Laws, Konark Publishers Pvt Ltd, New Delhi.
3. N. D, Kapoor, Elements of Mercantile Law, Sultan Chand & Sons, New Delhi.
4. Relevant Bare Acts.
5. Kumar,H.L, Digest of Labour Cases, Universal Law Publishing Co. (P) Ltd, New Delhi.
6. Sharma, J.P, Simplified Approach to Labour Laws, Bharat Law House, (P) Ltd, New Delhi.
7. Srivastava, S. C, Industrial Relations & Labour Laws, Vikas Publishing House (P) Ltd.



CRITERION	I	Curricular Aspects
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Human Resource Management

BCM3C03 HUMAN RESOURCES MANAGEMENT

Lecture Hours per week: 5, Credits: 4

Internal: 20, External: 80, Examination 2.5 Hours

Objectives:

- > To familiarize the students with the different aspects of managing human resources in an organization.
- > To equip the students with basic knowledge and skills required for the acquisition, development and retention of human resources.

Module I

Introduction to Human Resource Management—Importance--scope and objectives of HRM. Evolution of the concept of HRM- Approaches to HRM- Personal management Vs Human Resource Management-HRM and competitive advantage- Traditional Vs Strategic Human Resource Management - E-HRM - Operational E-HRM - Relational E-HRM - Transformational E-HRM. (20 Hours, 20 marks)

Module II

Human resource planning, Recruitment and selection—Job analysis---process of job analysis- job discretion- job specification-- methods of job analysis-- Conventional Vs strategic planning—job evaluation—Recruitment--source of recruitment-methods. (18 Hours, 18 marks)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module III

Placement, Induction and Internal mobility of human resource. Training of employees—need for training-objectives- approaches --methods-training environment- areas of training- Training evaluation. (12 Hours, 12 marks)

Module IV

Performance appraisal and career planning. Need and importance- objectives process- methods and problems of performance appraisal-. Concept of career planning –features- methods –uses career development (12 hours, 15 marks)

Module V

Compensation management and grievance redressal. Compensation planning objectives- Wage systems- factors influencing wage system-. Grievance redressal procedure- discipline- approaches- punishment-essentials of a good discipline system. Labour participation in management. (18 Hours, 15 marks)

References:

Human Resource Management- Text and Cases-- VSP Rao

Human Resource Management – Pravin Durai

Human Resource Management—Snell, Bohlander

Personal Management and Human Resources—VenkataRatnam .Srivasthava.

A Hand Book of Personnel Management Practice—Dale Yolder



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Corporate Governance and Business Ethics

BCP CORPORATE GOVERNANCE AND BUSINESS ETHICS

Lecture Hours per week: 4

Credits: 3

Internal: 20, External: 80

Objectives:

☐ To enable the students to understand the importance of corporate governance and ethics in business. ☐ To have an understanding of ethical issues in business and to acquire knowledge and capability to develop ethical practices for effective management.

Module I

Corporate Governance : Meaning – Back ground – Need and importance – Elements of good corporate governance – Models and benefits of corporate governance – Corporate governance in India – Statutory measures: SEBI Guidelines – Clause 49 of Listing Agreement – Provisions under Companies Act – Constitutions of Board of Directors – Chairman of Board – Board Committees and their functions – Role of management – Information to shareholders – Class action - Shareholders" activism – Corporate governance and other stake holders : Employees – Customers – Government - Society – Corporate governance reports – Whistle blower policy – Green Governance/E-governance. 20 Hours



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module II

Major Corporate Governance Failures : Bank of Credit and Commerce International (BCCI, UK), Maxwell Communication (UK), Enron (USA) , World.com (USA), Andersen Worldwide (USA) , Vivendi (France) , News of the World(USA), Satyam Computer Services Ltd(India), Sahara(India), King Fisher Ltd(India) – Common governance problems noticed in various corporate failures – Policy actions including major codes and standards.

10 Hours

Module III

Business Ethics: Morality and ethics – Business values and ethics – Concept of corporate ethics – Relevance of values in management – Role of organisational culture in ethics – Various approaches to business ethics – Ethical governance – Holistic approach for management in decision making – Benefits of adopting ethics in business – Ethics Committee – Ethical issues in corporate governance . 15 Hours

Module IV

Corporate Social Responsibility and Environmental Issues : Social responsibility-an extension of business ethics – Concept of Corporate Social Responsibility and Corporate Sustainability – Meaning and scope – CSR provision under Companies Act 2013 – CSR Committee – CSR reporting – CSR models – Global reporting initiatives – ISO 26000 – Environmental Issues: Protecting natural environment – Prevention of pollution and depletion of natural resources –



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Conservation of natural resources – Environmental Protection Act 1986: Objects and scope –
Control and abatement of environmental pollution – National Green Tribunal. 20 Hours

Module V

Ethical Practices in Business: Ethics in work place – Individual in the organisation –
Discrimination – Harassment – Gender equality – Ethics in marketing: Healthy competition –
Protecting rights and interests of consumers – Ethics in Accounting and Finance: Importance –
Issues and common problems. 10 Hours

Reference Books:

1. Boatwright. John R, Ethics and the Conduct of Business, Pearson Education, New Delhi.
2. Sathish Modh, Ethical Management, Macmillan.
- 3 Koontz, H and Wehrick, H, Management, McGraw Hill Inc, New York.
4. Mallin, Christine A., Corporate Governance (Indian Edition), Oxford University Press, New Delhi.
5. Rani, Geeta D., and R.K, Mishra, Corporate Governance - Theory and Practice, Excel Books, New Delhi.
6. Bob Tricker, Corporate Governance - Principles, Policies, and Practice (Indian Edition), Oxford University Press, New Delhi.
7. Sharma, J.P., Corporate Governance, Business Ethics and CSR, Ane Books Pvt Ltd, New Delhi.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Business management and Entrepreneurship

BCP BUSINESS MANAGEMENT AND ENTREPRENEURSHIP

Lecture Hours per week: 5

Credits: 4

Internal: 20, External: 80

Objectives:

□ To enable the students to understand the process of business management, its functions and familiarize with current management practices. □ To familiarise the students with the concept of entrepreneurship and to identify and develop entrepreneurial skills.

Module I

Nature and Scope of Management: Meaning – Nature and characteristics – Scope and functional areas of management - Evolution of management - Schools of management thought - F.W. Taylor and Henry Fayol - Principles of management - Management as a science and an art or a profession - Management and Administration - Social responsibility of management - Management process.

15 Hours

Module II

Functions of Management: Planning: Types of plan - Planning process – Organizing: Principles of organisation - Span of control - Line and staff functions - Centralization and decentralization – Delegation of authority - Staffing: Manpower planning: Recruitment - Selection and placement -



CRITERION	I	Curricular Aspects
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Directing: Principles of direction – Co-ordinating and controlling – Steps – Methods of establishing control. 20 Hours

Module III

Leadership and Motivation: Leadership styles - Theories of motivation - MBO - Management of performance - Understanding and managing group processes - Characteristics of work group - Work group behaviour and productivity - Team creation and management - Important factors influencing team effectiveness - Techniques used to inculcate quality approach in an organisation – Quality standards – ISO 9000/14000, SQC ERP MRP/MRP II (Brief outline) 15 Hours

Module IV

Entrepreneurship: Definition of entrepreneur and entrepreneurship – Features – Types of entrepreneurs – Functions – Common traits – Factors affecting entrepreneurial growth - Role of entrepreneur in economic development – Women entrepreneur – Prospects and problems of women entrepreneurs. 15 Hours

Module V

Entrepreneurship Development: Entrepreneurial Development Programmes (EDP) – Need – Role, relevance and achievements of EDP – Institutional efforts and role of Government in developing entrepreneurship – ED Clubs – Business Incubation Centres – Role and functions of business incubators – Start up villages - Challenges in EDP. 15 Hours



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Reference Books:

- 1 Koontz, H and Wehrick, H: Management, McGraw Hill Inc, New York.
- 4 Drucker, Peter, F., Management: Tasks, Responsibilities and Practices, Allied Publishers, New Delhi.
5. L.N Prasad: Principles of Management.
6. R.S Davar; Management Process
7. Rustum & Davan, Principles and Practice of Management.
8. Srinivasan & Chunawalla, Management Principles and Practice.
9. S. V. S. Murthy, Essentials of Management.
- 10.C.B. Gupta & N.P. Sreenivasan, Entrepreneurial Development, Sultan Chand.
- 11.Vasanth Desai, Dynamics of Entrepreneurial Development, Himalya.



CRITERION	I	Curricular Aspects
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Business Environment

MC1C1: BUSINESS ENVIRONMENT 80 Hours Marks: 80

Objectives:

- ☐ To familiarise students with the concepts of macro-economic in which a Business organization operates.
- ☐ To give an idea about the policies of the government and assess their impact on business.

Module I:

Business Environment: Components and significance – Scope – political, Economic, Social, Technological, Legal, Cultural and Labour Environment – Trade Unions – Quality Circles – External Factors Influencing Business Environment – Dimensions of International Business Environment – Challenges. 15 hours

Module II:

Structure of Indian Economy: Economic Systems – Economic Planning – Planning Commission and NITI Ayog – Public Sector – Changing Role – Relevance – Public Sector Reforms – Public Private Participation – Privatization and Disinvestments – Fiscal Policy – Monetary Policy – Structure of Union and State Budgets – Sources of Revenue – Management of Public Debt. 20 hours



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Module III:

Profile of Indian Economy: New Economic and Industrial Policy – Economic Reforms – Land Reforms – Liberalization – Problems of Growth – Unemployment – Poverty – Regional Imbalances – SEZ – Social Injustices – Inflation – Black Money – Lack of Technical Knowledge and Information – Globalization Various Aspects – Consequences 15 hours

Module IV:

Foreign Direct Investment and Institutional Investment: Forms – Policy - FDI in Retail Trade – Problems and Consequences – FEMA – Multinational Corporations Role and Recent Trends – Problems and Consequences – Competition Law. 10 hours

Module V:

International Agreements – An Overview: WTO – WTO and India – Trade Related Intellectual Property Rights (TRIPS) – Trade related Investment Measures (TRIMS) – General Agreement on Trade in Services (GATS) – BRICS – GAAT – SAARC – ASEAN – OPEC – Intellectual Property Rights – Barriers to Trade – Recent Foreign trade policy. 20 hours

References:

1. M. Adhikari: Economic Environment of Business, Sulthan Chand and Sons, New Delhi.
2. Ian Worthington, Chris Britton: Business Environment.
3. Francis Cherunilam: Business Environment, Himalaya Publishing House, Mumbai.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

4. Claire Capon: Understanding the Business Environment.
5. K.V.Sivayya and VBM Das: Indian Industrial Economy, Sulthan Chand Publications, Delhi.
6. David Baron: Business and Its Environment.
7. Panday G.N: Environmental Management, Vikas Publishing House.
8. Raj Agarwal: Business Environment, Excel Publications, New Delhi



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Organizational Theory and Behaviour

MC1C5: ORGANISATIONAL THEORY AND BEHAVIOR

Marks: 80

Module I

Organizational basis for behavior – Contributing disciplines to the OB field - Need for the knowledge of OB – Need for a contingency approach to the study of OB – Emerging challenges and opportunities for OB – the organization as a system – System – System approach to organizational behavior – Managerial functions – The organization and people.

10 hours

Module II

Basic psychological process – Perception – Factors influencing perception - Attribution theory – Specific applications in organizations – Learning - Theories of learning – Using learning concepts for self-management – implications for performance and satisfaction – Remembering – Basic motivational concepts – Theories of motivation.

20 hours

Module III

Personality – Determinants of personality – Theories of personality – Major personality attributes influencing organization behavior - Building and maintaining the self-values, attitudes and job satisfaction – Ethical issues in organizational behavior – Mental and health problems in organizations – role of counseling.

20 hours



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Module IV

Group dynamic and inter group relationships – Characteristics of workgroup – Basic forces of group behavior – Dynamics of effective operating groups – Work group behavior and productivity - Team management – Styles and skills in leadership and communication – Power and politics in organization – Managing differences and conflicts – managing change – Organization and society.

20 hours

Module V

Organizational development – Techniques of organizational development Interventions – Grid management – Transactional analysis – Sensitivity training – Process consultancy - Case discussions and analysis. 10 hours

References:

1. Fred Luthans: Organisational behavior
2. Danial C. Fieldman and Hugh Arnold: Managing individual and group behavior in organization.
3. Henry Mint berg: The structure of organization
4. Edwin Gerlog: Organization theory and design



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

International Business

MC2C6: INTERNATIONAL BUSINESS

Marks: 80

Objectives:

To acquaint the students with various concepts of foreign trade and international business.

Module I

International Business: Meaning and Scope – Theories of International trade: classical and modern theories – protectionism vs. free trade – Trade barriers - Tariff and Non-tariff barriers – Terms of trade – Balance of payment – disequilibrium and corrective measures. 15 hours

Module II

International Business Analysis: Internal and External environment analysis – Modes of Entry - exporting – Licensing – franchising – contract manufacturing – Management contracts, turnkey projects – Foreign Direct Investments: Greenfield Investments – Mergers & Acquisitions – joint ventures – FDIs in emerging markets: recent trends. 15 hours

Module III

Stages of Internationalization: International, Multinational, Global and Transnational corporations – strategic orientations – Growth of MNCs - contributing factors – merits and demerits of MNC – transfer of technology – regulation of MNCs – MNCs in India. 18 hours



CRITERION	I	Curricular Aspects
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Module IV

International Traded Agreements: Bilateral, Plurilateral and Multilateral agreements – GATT and WTO – WTO agreements - TRIPs, TRIMs, GATS and AoA – Trade Facilitation Issues – Environmental issues – India and WTO 17 hours

Module V

Regional Economic Integrations: Meaning and rationale – Forms of integrations – EU, NAFTA, ASEAN, SAFTA, APEC and other groupings – International Financial Institutions - IMF, World Bank and ADB – functions and role in economic development. 15 hours

References:

1. Francis Cherunilam, International Business: Text and Cases, PHI, New Delhi.
2. Shyam Shukla, International Business, Excel Books, New Delhi
3. Rakesh Mohan Joshi, International Business, Oxford University Press, New Delhi.
4. P.Subba Rao, International Business, Himalaya Publishing House, Mumbai.
5. Manab Adhikary, Global Business Management in an International Economic Environment, Macmillan, New Delhi.
6. Charles W L Hill, International Business, Mc Graw Hill, New York.
7. Michael Czinkota, International Business, Wiley, New York.
8. Justin Paul, International Business, PHI, New Delhi.



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KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

9. Anant Kumar Sundaram and J, Stewart Black, The International Business Environment: Text and Cases, PHI, New Delhi.

10. John Daniels, Lee Radebaugh, Daniel Sullivan International Business, Pearson Education, New York.



CRITERION	I	Curricular Aspects
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Business Communications

MC2C8: BUSINESS COMMUNICATION

80 Hours

Mark: 80

Objectives:

1. To understand the process of business communication
2. To acquire required skills to manage business communication
3. To give awareness about and to help develop the personality of the students.

Module I

Business Communication: meaning – need – process – methods – written, verbal, non-verbal, visual, telecommunications; types of business communications – internal and externals, upward and downward, lateral; barriers to communication – physical, psychological, linguistic, mechanical. 10 hours

Module II

Communication through letters: business letters - layout of letters- kinds of business letters - characteristics of a good letter, application for appointment – resume – references; appointment orders: Business enquiries - offers and quotations - orders execution of orders – cancellation of orders - Letters of complaint, letters of agency – status enquiries - circulars and circular letters notices report by individuals - reports by committees- annual report - writing of reports. 20 hours



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Module III

Non-verbal communication: Body language - Kinesics, proxemics, para language -Effective listening- Principles of effective listening: factors affecting listening - Interviewing skills - appearing in interviews - conducting interviews. 20 hours

Module IV

Self-development and communication: development of positive personal attitudes SWOT analysis - Personality development- concept of personality, concept of self- perception, personality Types. 15 hours

Module V

Transactional analysis: Games and exercises: Business games, Group discussions; Mock interviews; Seminars - effective listening exercises - Public speaking - preparing and delivering effective public speeches - Physical exercises - Yoga and meditation for personality development. 15 hours

References:

1. O'Hair. Dan. Gustav W. Friedrich and Lynda Dee Dixon, Strategic Communication in Business and the Professions, Pearson Education, Delhi, 2008.
2. Dalmal Fisher. Communications in Organizations, Jaico Publishing House, Mumbai – 1999.
3. Bovee. Thill & Schatzman, Business Communication Today. Pearson Education, Delhi, 2004.



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KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

4. Shirley Taylor, Model Business Letters, E-mails & other Business Documents, Pearson Education, Delhi, 2004.

5. Soundararaj, Francis, Speaking and Writing for Effective Business Communication, Macmillan India Ltd., Delhi, 2007.

6. Rajendra Pal & Korlahalli, Essentials of Business Communication, Sultan Chand & Sons, New Delhi 2004.



CRITERION	I	Curricular Aspects
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Strategic Management and Corporate Governance

MC2C10: STRATEGIC MANAGEMENT AND CORPORATE GOVERNANCE

80 Hours

Module I

Introduction: Basic concepts of strategy and strategic management – level of strategy – Strategic Management Process – Models of strategic management – Approaches to strategic decision making – vision – mission – objectives – goals – strategic implications of social and ethical issues.

12 hours

Module II

Environmental Analysis – Concept of environment – Micro and macro environment – Environmental Scanning – SWOT analysis – Strategy and Competitive advantage. 12 hours

Module III

Strategic Choice: Generating strategic alternatives – Strategic options at corporate level – Stability, Growth and Defensive Strategies – Strategic Alliance – SBUs – Portfolio models – BCG matrix – Michael Porter's competitive strategies – External growth strategies – Merger, acquisition, joint venture and strategic alliance (with business cases). 24 hours

Module IV

Strategic implementation: Various approaches to implementation of strategy – Planning and allocating resources – Strategic Control. 12 hours



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module V

Corporate Governance and Business ethics – issues and concepts of corporate governance – Corporate governance practices in India – Board composition and audit committee – Corporate governance in family business and state-owned business – An overview of business ethics – Concept – nature – relationship between ethics and corporate excellence – social, environmental and economic responsibilities of business.

20 hours

References:

1. Krishna Kumar: Cases in Strategic Management – Managerial Experiences, Global Business Press (1996).
2. RM Srivastava: Corporate Strategic Management, Pragati Prakashan.
3. Azhar Kazmi: Strategic Management and Business Policy, Tata McGrawhill Publishers (2010).
4. Stephen Hains: Strategic Thinking, Jaico Publishing House (2008)
5. RM Srivastava and Divya Nigan: Corporate Strategic Management, Pragati Prakashan (2000).
6. Frank T Paine and Carl R Anderson: Strategic Management, The Dryden Press.
7. Charles W.L.Hill, Gareth R. Jones and A Shilling: Strategic Management, Cengage Learning (2013).
8. Christine A.Mallin: Corporate Governance, Oxford University Press (2007).
9. A.C. Fernando: Business Ethics and Corporate Governance, Pearson Education (2012).



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

10. Das: Corporate Governance in India, Prentice Hall of India (2008).

11. A.C. Fernando: Corporate Governance – Principles, policies and practices, Pearson Education (2009).

12. UC Mathur: Corporate Governance and Business Ethics: Text and Cases, McMillan India ltd (2005).



CRITERION	I	Curricular Aspects
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Financial Markets and Institutions

MC3C11: FINANCIAL MARKETS AND INSTITUTIONS

80 Hours

Marks: 80

Objectives:

- ☐ To provide the students a sound information and knowledge of broad framework of financial markets and institutions.
- ☐ To impart the students an understanding of the inter-linkages and regulatory framework within which the system operates in India

Module I

An overview of financial markets: Financial markets – Nature – Functions – money market – Capital markets – Markets for derivatives – Working of stock exchange in India – NSE, BSE, OTCEI – Role of SEBI – Major international stock markets. 15 hours

Module II

Interest rates: Theories of Interest rate - determination - Maturity and structure of interest rates - Term structure of interest rates - Financial repression and interest rate - The yield curve - interest rates savings - Interest rate and investment - issues of relative rates and return. 15 hours

Module III

Commodity markets: MCX, NCDEX, and NMCE – Functions, administration, regulations and general mechanism – International commodity markets – Debt market – Types, functions,



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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instruments – Operational mechanism – Hindrances for the development of debt market.

15 hours

Module IV

Development financial institutions: IDBI, IFCI, NABARD, SFCs, UTI, SIDBI – Mutual Fund
SEBI guidelines on mutual fund – Provident Fund – Pension Funds – PFRDA – Insurance
Companies – IRDA.

15 hours

Module V

Foreign capital flows: forms of foreign capital – FDI and FPI – FIIs – International financial
instruments – ADR, GDR, IDR and Euro bonds – Role of foreign capital in Indian financial system
– Trends in foreign capital inflows to India – Regulatory framework for foreign capital flows.

20 hours

References:

1. LM Bhole and Jitendra Mahakud: Financial Institutions and markets, Tata Mc Grawhill Publishers, (2009).
2. Shshi K Gupta: Nisha Agarwal and Neeti Gupta, Financial Markets and Institutions, Kalyani Publishers, (2013)
3. S Sachdeva: Indian Financial System, Educational Publishers, (2005).
4. MY Khan: Financial Services, Tata McGrawhill publishers (2004)
5. Keith Pilbeam: Finance and Financial Markets, Palgrave Macmillan (2005).



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

6. Gordon and Nataraj: Financial Markets and Services, Himalaya Publishing House.

7. Bharati V Pathak: The Indian Financial System: Markets, Institutions and Services, Dorling Kindersley India (pvt) ltd (2009).

8. Clifford Gomez: Financial Markets, Institutions and Financial services, Prentice-Hall of India (2008).



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Research Methodology

MC3C13: RESEARCH METHODOLOGY

80 Hours

Marks:80

Objectives:

- ☐ To acquaint students with process and methodology of research
- ☐ To enable students to identify research problems, collect and analyse data and present results.

Module I

Research: Basic concepts - Meaning – Objectives – Types – Approaches – Significance of research in social sciences – Process of research – Formulating problem – Literature Survey – Hypothesis – Research Design – Types – Exploratory, Descriptive, Diagnostic, Experimental – Sample Design – Collecting, analyzing, testing, interpreting and presenting result. 15 hours

Module II

Population Survey and Sample Study: Population & Sample – Sampling theories - Techniques of sampling – Random and Non-random techniques – Sample Size – Determination of sample size – Sampling Errors – Non sampling Errors – Factors influencing sample size – Optimum sample size – Case Study – Pilot Survey. 20 hours



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Module III

Data collection: collection of Primary Data – Methods of Data Collection – Observation – Field Survey – Questionnaire - Interview Schedule – Preparation of Questionnaire – Process of Interviewing – Collection of secondary data – Sources of secondary data. 10 hours

Module IV

Measurement and Scaling: Variables – Attributes – Process of measurement – Attitude Measurement – Scaling - Scaling Techniques – Graphic Rating – Likert – Thurstone – Semantic Differential – Stapel – Dichotomous – Scales – Types of Scales – Scale Values – Validity and Reliability of Scales – Errors in measurement. 20 hours

Module V

Data Processing and Presentation: Field Work – Editing – Classification – Coding – Tabulation – Summarization – Analysis of data – One-way ANOVA - Univariate, Bivariate and Multi variable methods - Tools of Analysis – Descriptive Analysis – Inferential analysis – Interpretation – Presentation – Report Writing - Types of Reports – Contents of Reports – Format of Reports – Documentation Styles. 15 hours

References:

1. Tandon BC, Research Methodology in Social Sciences, Chaithanya Publishing House
2. Whitney FL, Elements of Research, Prentice Hall o India



CRITERION	I	Curricular Aspects
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METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

3. Ferber R, Research Methods in Economics and Business, Macmillan
4. Deming W Edwards, Sample Design in Business Research, John Wiley
5. Bailey Kenneth D, Method of Social Research, Macmillan
6. Krishna Swamy, Methodology of Research in Social Sciencem Prentice Hall of India.
7. Achalapathi KC, Readings in Research Methodology in Commerce and Business Management, Himalaya Publishing House.



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Tax Planning and Management

MC4E (F) 04: TAX PLANNING AND MANAGEMENT

80 Hours

Marks: 80

Objectives:

- ☐ To acquaint the students with theoretical and practical knowledge of tax planning and management techniques.
- ☐ To familiarize the students with major and latest provisions of the India tax laws and related judicial pronouncements pertaining to various assesses with a view to derive maximum possible tax benefits admissible under the law.

Module I

Introduction to tax planning and management: Concept of tax planning and management – Tax evasions and tax avoidance-Need and significance of tax planning and management-Tax Planning in respect of residential status.

10 hours

Module II

Assessment of companies: Residential status and incidence of taxSpecial Provisions applicable to assessment of total income of companies- Deductions available to corporate assesses – Computation of taxable income of companies and determination of corporate tax liability – Minimum Alternate Tax- Tax on distributed profit of domestic companies- Tax on income distributed to unit holders-Security Transaction Tax – Tonnage Tax.

25 hours



CRITERION	I	Curricular Aspects
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Module III

Tax Planning: Individuals – Tax Planning with reference to all five heads of income for individuals – Salary, House Property, Profit from business and profession, Capital Gains and Income from other sources – Tax planning with respect to deductions, exemptions, Rebate, Relief, Concession and incentives (Problems focused on tax planning). 20 hours

Module IV

Tax planning and managerial decisions: Tax planning in respect of make or buy, own or lease, repair or replace, export or domestic sales, shut down or continue, expand or contract, amalgamate or demerger, invest or disinvest Financial Management decisions, Capital Structure, dividend policy and bonus shares. 15 hours

Module V

Tax planning under various circumstances: Tax planning while setting up of a business-with reference to location, nature and form of organizations-Tax planning related to Special Economic Zones (SEZ), Export Processing Zones (EPZ) and Export Oriented Units (EOUs) – Infrastructure sector and background areas – Tax incentives for exporters.10 hours (50% theory and 50% problem)

References:

1. VK Singhania, Direct Tax's Planning and Management, Taxman, Latest Edition.



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

2. VS Sundaram, Commentaries on the Law of Income Tax in India, Pearson Law Publishers, Latest Edition.

3. AC Sampat Ayengar, Law of Income Tax, Bharat Law House, Latest Edition.

4. Bhagmati Prasad, Direct Taxes Laws Practice, Wishwa Prakashan, Latest Edition.

5. Kaushal Kumar Agarwal, Direct Tax Planning and Management, Atlantic Publishers, Latest Edition.



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Business Environment and Policy

MCM1C01: BUSINESS ENVIRONMENT AND POLICY

80 Hours

Credit:4

Objectives:

To familiarise students with the concepts of macro-economic in which a Business organization operates. To give an idea about the policies of the government and assess their impact on business.

Module I

Business Environment: Meaning & Elements -Components and significance-Scope-political, Economic, Social, Technological, Legal, Cultural and Labour Environment – Trade Unions – Quality Circles – External Factors Influencing Business Environment – Dimensions of International Business Environment –Challenges

15 Hours

Module II

Structure of Indian Economy: Economic Systems-Economic Planning– Planning Commission and NITI Ayog – Public Sector – Changing Role– Relevance – Public Sector Reforms – Public Private Participation – Privatization and Disinvestments – Fiscal Policy – Monetary Policy – Structure of Union and State Budgets – Sources of Revenue – Management of Public Debt. – GSTHistory and Development in India

20 hours



CRITERION	I	Curricular Aspects
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Module III

Profile of Indian Economy: New Economic and Industrial Policy–Recent Economic & Tax Reforms in India – GST-Land Reforms – Liberalization – Problems of Growth – Unemployment – Poverty – Regional Imbalances – SEZ – Social Injustices – Inflation – Black Money – Lack of Technical Knowledge and Information – Globalization Various Aspects – Consequences.

15 hours

Module IV

Foreign Direct Investment and Institutional Investment: Forms–Policy - FDI in Retail Trade – Problems and Consequences – FEMA – Multinational Corporations Role and Recent Trends – Problems and Consequences – Competition Law-Import& Export Policies- Start-ups- Digital economy CRYPTO currency, Fin tech 10 hours

Module V

Environment management-Degradation of Natural Environment-Air pollution, Water Pollution, Land Pollution, National Wet land Policy-Madhav Gadgil Committee Report-Kasturi Rangan Report-Global warming-causes &Effects, Climate Change, KYOTO Protocol, Green Financing, Carbon Credit, Environment Protection Act 1986(Basics)-National Green Tribunal Act (Basics) - Consumer Protection Act,1986 (Basics) – RTI 2005(Basics) Salient features of Information Technology Act:2000. 20hours



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

References:

1. M. Adhikari: Economic Environment of Business, Sultan Chand and Sons, New Delhi.
2. Ian Worthington, Chris Britton: Business Environment.
3. Francis Cherunilam: Business Environment, Himalaya Publishing House, Mumbai.
4. Claire Capon: Understanding the Business Environment.
5. K.V.Sivayya and VBM Das: Indian Industrial Economy, Sultan Chand Publications, Delhi.
6. David Baron: Business and Its Environment.
7. Panday G.N: Environmental Management, Vikas Publishing House.
8. Raj Agarwal: Business Environment, Excel Publications, New Delhi.



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Management Theory and Organizational Behavior

MCM1C04: MANAGEMENT THEORY AND ORGANISATIONAL BEHAVIOR

80 Hours

Credit:4

Module I

Introduction to management –management concept-Historical evolution schools of management thought –Major contributors to management thought- Principles of management-modern techniques in management- Japanese Management System-Korean Management system - Leadership and Management-Theories of Management, Theories of Leadership, Quality circle-TQM- Six sigmaKaizen- Benchmarking –Core competence-Bottom of pyramid approach-MDP-steps in MDP-- - Need for the knowledge of OB – Need for a contingency approach to the study of OB – Emerging challenges and opportunities for OB – the organization as a system – System – System approach to organizational behaviour – Managerial functions – The organization and people. 20 Hours

Module II

Basic psychological process-Perception-Factors influencing perception - Attribution theory – Specific applications in organizations – Learning - Theories of learning – Using learning concepts for self-management – implications for performance and satisfaction – Remembering – Basic motivational concepts – Theories of motivation. HRM approach to managing and controlling performance. Behavioural aspects of Control 15 hours



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Module III

Personality–Determinants of personality–Theories of personality–Major personality attributes influencing organization behaviour - Building and maintaining the self-values, attitudes and job satisfaction – Ethical issues in organizational behaviour – Mental and health problems in organizations – role of counselling. Building, leading and managing teams 20 hours

Module IV

Group dynamic and inter group relationships–Characteristics of workgroup – Basic forces of group behaviour – Quality of Work Life-Work Life Balance-Dynamics of effective operating groups – Work group behaviour and productivity - Team management – Styles and skills in leadership and communication – Power and politics in organization – Managing differences and conflicts – managing change – Organization and society. 15 hours

Module V

Organisational Culture, Organizational development–Techniques of organizational development Interventions – Grid management – Transactional analysis – Sensitivity training – Process consultancy -Case discussions and analysis. Techniques for managing organisational relationships. 10 hours



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References:

1. Fred Luthans: Organisational behaviour
2. Danial C. Fieldman and Hugh Arnold: Managing individual and group behaviour in organization.
3. Henry Mint berg: The structure of organization
4. Edwin Gerlog: Organization theory and design Strategic Management.



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Department of Geology and Environmental Science

Essentials of Geology

GEO1B01 – ESSENTIALS OF GEOLOGY

Credit: 3

Total Hours: 48

Module I

- Definition, scope and branches of Geology.
- Elementary information on the Universe and the Solar system – The Eight Planets; Meteorites; Comets; Asteroids.
- Origin of the Earth – Big-Bang theory; Nebular hypothesis; Planetesimal hypothesis.
- Layered structure of the earth and its major discontinuities.
- Concept of lithospheric plates and plate tectonics

Module II

- Age of the Earth – Determination of Earth's age, Relative and absolute dating. Non-radioactive methods and radioactive methods.
- Geological Time scale: Eons; Eras; Periods; and Epochs
- International stratigraphic time scale

Module III

- Nature of crystals; crystalline and amorphous materials; polycrystalline materials; a brief introduction to Crystal systems.
- Morphological characters of crystal – faces, forms, edges solid angles Interfacial angle.



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- Building blocks of earth materials – Chemical elements and periodic table; Bonding of atoms – Metallic, Covalent, Ionic and Vander Walls Bonding in Minerals
- A brief introduction to minerals – Silicates – Carbonates – Sulphides – Phosphates.
- Rocks – Types of rocks - brief introduction to Igneous, sedimentary and metamorphic rocks; Concept of rock cycle

Module IV

- Earthquakes – Properties of seismic waves; Magnitude and Intensity – Richter and Mercalli's Scales; Seismogram and Seismograph. Origin, distribution and prediction of earthquakes. Tsunami – Origin and effects.
- Study of Earth's interior by using seismic waves
- Mass movements – Types of mass wasting. Landslides – causes, effects and remedial measures.

Module V

- Volcanoes – Classification based on Lava Types; Styles of Eruptions – Products - Global Distribution; Causes; Effects; Prediction.
- Oceans and Seas: Waves, tides and currents; Geological work of oceans.
- Description of continental margins and ocean bottom topography – Continental shelf, Continental slope, submarine canyons, sea mount, Guyots, Midoceanic ridges, trenches.



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Essential Reading:

1. Condie, K.C., 2015. *Earth as an Evolving Planetary System*, 3rd Edition, Academic Press, USA.
2. Marshak, S., 2001. *Earth: Portrait of a Planet*. W.W. Norton & Co., Inc., USA
3. Tarbuck, E.J. and Lutgens, F.K., 2008. *Earth: An Introduction to Physical Geology*. 9th Edition, Pearson Education, Inc., New Jersey, USA
4. Wicander, R. and Monroe, J., 2006. *Essentials of Geology*. 4th Edition, Thomson Learning Inc., USA.



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Physical Processes in the Environment

ES 1C 01: PHYSICAL PROCESSES IN THE ENVIRONMENT

Module I

Sun-Earth System: planetary motion and seasons; Solar radiation - global distribution, effect of atmosphere - scattering, absorption and reflection, greenhouse Effect; Structure of Atmosphere and Atmospheric Circulation; General circulation of the atmosphere and Indian Monsoons; General Circulation of Oceans; Winds and surface circulation, causes of ocean currents, characteristics of convergence, divergence, upwelling and sinking of ocean waters; Deep-sea circulation, Thermohaline conveyor belt

Module II

Thermodynamics, Atmospheric Stability: Composition of dry air and atmospheric water vapor content; Potential temperature, virtual temperature, isothermal and adiabatic processes; Stable, unstable and neutral equilibriums, Inversions; Atmospheric Boundary Layer - depth, structure, diurnal variations and their significance in pollutant dispersion.

Module III

Clouds and Precipitation: Cloud formation and classification, Aerosols, condensation and ice nuclei, droplet growth - curvature and solute effects, precipitation mechanisms; Weather and Climate - Climatic zones, continental & maritime climates; Climate change and variability, Natural and anthropogenic causes of climate change, El Nino and ENSO events



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Module IV

Properties and Structure of the Earth: Crust, mantle, core, earth's magnetic field; Recycling of the Lithosphere - the rock cycle, weathering (physical, chemical and biological) and erosion, sedimentation, metamorphism; Rock types - Igneous, metamorphic and sedimentary rocks; Concept of plate tectonics and continental drift; Geological time-scales.

Module V

Global water balance: hydrological cycle, relationship of surface, groundwater and stream-flow, Stream hydrograph; Groundwater - aquifers; Groundwater exploitation and management

Suggested Readings

- 1) Mike R Leeder, Marta Pérez-Arlucea (2006) Physical Processes in Earth and Environmental Sciences, Blackwell publishers
- 2) Peter Smithson, Kenneth Addison, Kenneth Atkinson (2012) Fundamentals of the Physical Environment, Rutledge
- 3) John Monteith and Mike Unsworth (2006), The Atmosphere and Ocean - A Physical Introduction (3rd Edition), Neil Wells, John Wiley & Sons, NY
- 4) R G Barry and R J Chorley, (1997) Atmosphere, Weather and Climate (6th Edition), Methuen, London
- 5) H M Saxena (2006) Environmental Studies, Rawat Publications



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- 6) Roger Del Moral and Lawrence R Walker (2007) Environmental Disasters, Natural Recovery and Human Responses, Cambridge
- 7) Patrick L Abbot (2002) Natural disasters, Tata McGraw Hill
- 8) Fred G Bell (1998) Environmental Geology - Principles and Practice, Blackwell Science Publishers, London



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Energy and Environment

ES 1C 02: ENERGY AND ENVIRONMENT

Module I

Energy basics: Laws of Thermodynamics; Forms and types of energy; Energy resources classification - perpetual, renewable and non - renewable; conventional and non-conventional; secondary energy sources; sun as source of energy, nature of its radiation, thermal dynamics of earth system, solar constant, distribution of solar radiation across various atmospheric levels, ecologically important radiations, energy flow in Ecosystems.

Module II

Non-renewable energy resources: Coal, oil, natural gas, heavy radioactive elements; formation of fossil fuels in the geological time scale, India's non- renewable energy reserves and usage pattern; world's energy reserves and consumption; Non-renewable energy usage and limitations, role of fossil fuels in modern economy, environmental impacts of fossil fuels exploitation and utilization.

Module III

Renewable energy resources: Biomass, wind, hydroelectric, ocean, geothermal; Secondary energy resources - electricity, hydrogen; Alternate energy resources; Renewable energy usage, limitations and scope; modern techniques for energy resource recovery using Microbes, solar collectors, photovoltaics, solar ponds, nuclear-fission and fusion, magneto-hydrodynamic power (MHD), and biomass gasification.



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Module IV

Nuclear energy generation and environmental safety: radioactivity from nuclear reactors, fuel processing and radioactive waste, hazards related to power plants, dose from environment and nuclear radiations, pathways analysis and dose assessment, radioactivity risk assessment, criterion for safe exposure

Module V

Energy production and impacts on environment: degradation of air, water and land; Important Multipurpose power projects and environmental issues in India; Energy use pattern in different parts of the world and its impact on the environment; energy utilization in urban and rural contexts; Sustainable Energy management, problems and solutions; Energy crisis and challenges of energy transformation; energy conservation measures for sustainable development.

Suggested Readings

- 1) Robert A Ristinen and Jack P Kraushaar (2005), Energy and the Environment, Wiley
- 2) Walters C (1986), Adaptive Management of Renewable Resources, Macmillan Publishing Company, New York
- 3) John C Sawhill H and Richard C (1986), Energy Conservation: Successes and Failures, Brookings Institution Press
- 4) Joan S (1992), Getting to Know about Energy: In School and Society, Falmer Press



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5) Elliot David (2003), Energy, Society and Environment, Technology for a Sustainable Future, Rutledge

6) Gilbert M Masters (1997), Introduction to Environmental Engineering and Science (2nd Edition), Prentice Hall

7) John C Sawhill H and Richard C (1986), Energy Conservation: Successes and Failures, Brookings Institution Press

8) Widell J W, Weir A D (1986), Renewable Energy Resources, E & F N Spon Limited, London

9) Joan S (1992), Getting to Know about Energy: In School and Society, Falmer Press

10) IDRC (1993), AGENDA 21: Green Paths to the Future, International Development Research Centre, Ottawa



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Environmental Impact and Risk assessment

ES 1C 03: ENVIRONMENTAL IMPACT & RISK ASSESSMENT

Module I

Basics of EIA and RA: Concept of EIA, Evolution of EIA, EIA practice in India, EIA Notifications 1992, 1994, 1997 2009; Other related Notifications; Project Screening in EIA, defining and examining scope, objectives and alternatives in EIA Projects, project planning and processes, baseline information, Impact prediction, decision making; cumulative impact assessments, strategic impact assessments.

Module II

Types of EIA: Rapid EIA, comprehensive EIA, strategic EIA, data collection, ecological impacts, environmental impacts (Air, water, Land Noise), socioeconomic and cultural Impacts, health impacts, prediction of impacts; methodologies, cost benefit analysis, Environmental Management Plan (EMP).

Module III

Environmental Impact Statements: Preparation and contents of Environmental Impact Statements; Reviewing EIA/EIS; Use of EIA in Public participation and decision making; EIA in Sustainable development

Module IV



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EIA case studies: Mining projects, hydroelectric projects, nuclear power projects, thermal power projects, refineries, cement, metallurgy

Module V

Environmental Risk Assessment and Management: Perceived risks, real risks, hazard identification, hazard characterization, hazard accounting, health risk assessment, risk management, modeling tools in risk assessment; Modeling and simulation; Risk Assessment Methods, Comparative Ranking of Risks, Guidelines for Comparison; case studies.

Suggested Readings

- 1) Asit K Biswas and S B C Agarwala (1992) Environmental Impact Assessment for Developing Countries, Butterworth-Heinemann Limited
- 2) Glenn W Suter II (2006), Ecological Risk Assessment (Second Edition), CRC Press
- 3) Dennis J Paustenbach (2002), Human and Ecological Risk Assessment: Theory and Practice, Wiley-Interscience
- 4) Shrivastava A K (2003), Environmental Impact Assessment, APH Publishing Corporation, New Delhi
- 5) Abbasi S A and D S Arya (2004), Environmental Impact Assessment, Discovery Publishing House, New Delhi
- 6) Kukarni VS, SN Kaul, RK Trivedi (2002), A Hand book of Environmental Impact Assessment, Scientific Publishers, Jodhpur.



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Environmental Pollution and Pollution Abatement

ES 1C 04: ENVIRONMENTAL POLLUTION AND POLLUTION ABATEMENT

Module I

Environmental pollutions: Pollutions - physical, chemical and biological; radio nuclides, Electromagnetic radiations, Electro-smog, noise and light pollution; sources - industrial, commercial, domestic etc.; Industrial process and their pollution potentials - mining, smelting, cement production, petroleum refining, thermal power plants, pulp and paper, tannery, dairy, textile dyeing and bleaching.

Module II

Water Pollution: Physical and chemical properties of water; pollution of water resources, types and sources, solids and turbidity, alkalinity, acidity, salinity, hardness, nutrients, fluoride, heavy metals, organic pollutants, oxygen demanding wastes, (COD, BOD), Persistent organic pollutants (DDT, PCBs, PAHs, Dioxin) etc.

Module III

Air pollution: Particulate matter - respirable and irrespirable, inorganic and organic species in PM; gaseous pollutants (CO, SO_x, NO_x), secondary air pollutants, organic air pollutants, volatile organic pollutants; Greenhouse gases and climate change, Acidic Deposition, Tran boundary air pollution; Meteorological factors affecting air pollutants, diffusion, turbulence and transportation,



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plume rise and stability conditions, Wind Roses; Effects of pollutants on human beings, plants, animals, materials and climate; Ambient air quality standards.

Module IV

Soil pollution: Macro and micro pollutants in soil, heavy metals, radionuclides, agrochemical pollutants (fertilizers, pesticides, animal wastes), industrial wastes (oil drilling, coal fired power plants, mining), Municipal solid wastes, Biomedical wastes.

Module V

Pollution Monitoring methods and pollution abatement: Air quality monitoring techniques - high volume air samplers, stack samplers, measurement of PM, gaseous pollutants; Water, soil and biological sample analysis for parameters such as dissolved and suspended solids, BOD, COD, turbidity, hardness, chloride, phosphate, Sulphate, nitrogen compounds, heavy metals, pesticides, oil and grease etc; techniques for pollution abatement - management of emissions, effluents and solid wastes, recycling, reduction etc; Policies for Controlling Air and Water pollution, Disposal of Toxic and Hazardous Waste-Standards.

Suggested Readings

- 1) Marquita K Hill (2004), Understanding environmental Pollution (Second edition), Cambridge University Press, New Delhi
- 2) S E Manahan (2004), Environmental Chemistry, Lewis Publishers



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3) I A Mirsal (2004), Soil Pollution, Springer Publications

4) Bailey R A etal (2005) Chemistry of the environment, Academic Press

5) D W Connell (1997), Basic Concepts of Environmental Chemistry, Lewis Publishers, New York

6) APHA / AWWA (1992) Standard methods for the Examination of water and waste water, 18th edition, American Public Health Association, American Water Works Association, Water Environment Federation, Washington

7) David H F Linn, Bela G Liptak (2000) Air Pollution, Lewis Publishers.

8) Shilpa Shyam, H N Verma, S K Bhargava (2006), Air Pollution and its impact on plant Growth, New India Publishing Agency.



CRITERION	I	Curricular Aspects
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Biodiversity and Conservation

ES 3C 13: BIODIVERSITY AND CONSERVATION

Module I

Natural resources: Ecological concepts related to natural resources, matter, energy; renewable and non-renewable resources; soil, water, plants, animals etc. Wetlands, water bodies, forests; ecosystems services etc. Biodiversity concepts and patterns: Organic Evolution through geological time scale; Microbial diversity, Plant diversity, Soil biodiversity; Levels of Biodiversity: Community diversity (alpha, beta and gamma biodiversity), Gradients of Biodiversity (latitudinal, insular)

Module II

Biodiversity - scales: Ecosystems diversity - biomes, mangroves, coral reefs, wetlands and terrestrial diversity; Species diversity - richness and evenness; Genetic diversity: sub species, breeds, race, varieties and forms; benefits from biodiversity - direct and indirect benefits, Ecosystems services, Bio-prospecting; Biodiversity hotspots and their characteristics

Module III

Threats to Biodiversity: Habitat loss and fragmentation; disturbance and pollution; introduction of exotic species; extinction of species; human intervention and biodiversity loss: global environmental changes, land in water use changes; national and international programmes for biodiversity conservation; biodiversity convention and biodiversity Act, IPRs



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Module IV

Biodiversity conservation: Conservation movements - International and National; Ecologically relevant parameters (viable population, minimum dynamic area, effective population size, metapopulations); reproductive parameters in conservation (breeding habitats, mating systems, inbreeding depression, genetic bottlenecks, genetic constraints); IUCN categories -endangered, threatened, vulnerable species; Red data book and related documentation; threatened plants and animals of India, ecosystem people and traditional conservation mechanisms

Module V

Ex-situ / in-situ conservation: botanical gardens, zoos, aquaria, homestead garden; herbarium; In-vitro Conservation – germ plasm and gene Bank; tissue culture - pollen and spore bank, DNA bank; Wildlife values and eco-tourism, wildlife distribution in India, problems in wildlife protection, organizations involved in conservation (WWF, WCU, CITES, TRAFFIC etc), Wildlife Protection Act 1972; In-situ conservation: sanctuaries, biospheres reserves, national parks, nature reserves, preservation plots.

Suggested Readings

1) Daly GC (Ed) (1997), Nature's Services: Societal Dependence on Natural Ecosystems, Island Press, Washington DC



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

- 2) Dobson AP (1996), Conservation and Biodiversity, Scientific American Library, New York
- 3) Gaston K J and J I Spicer (1998), Biodiversity - an Introduction, Blackwell Science, London
- 4) Groom bridge B, and M Jenkins (2000), Global Biodiversity: Earth's Living Resources in the 21st Century, World Conservation Press, Cambridge, UK
- 5) IUCN (2004), Red list of threatened species - a global species assessment, IUCN, Gland, Switzerland
- 6) Loreau M, and P Inchausti (2002), Biodiversity and Ecosystem functioning: Synthesis and Perspectives, Oxford University Press, Oxford
- 7) Primack RB (2002), Essentials of Conservation Biology (3rd Edition), Sinauer Associates, Sunderland, SA
- 8) Pawar SN, RB Patil and SA Salunkhe (2005), Environmental Movements in India: Strategies and Practices, Rawat publications, Jaipur
- 9) Wilson Edward O (1993), Diversity of Life, Harvard University Press, Cambridge, MA
- 10) Walters C (1986), Adaptive Management of Renewable Resources, Macmillan Publishing Company, New York
- 11) Craig J R, Vaughan D J and Skinner B J (1996), Resources of the Earth: origin, use, and environmental impact (2nd Edition), Prentice Hall
- 12) Klee G A (1991), Conservation of natural resources, Prentice Hall



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13) Owen O S, Chiras DD, Reganold JP (1998), Natural resource conservation - management for a sustainable future (7th Edition), Prentice Hall

14) Abiud Kaswamila (Editor) (2012), Sustainable Natural Resources Management, InTechOpen

15) Francois Ramade (1981) Ecology of Natural Resources, John Wiley & Sons Inc

16) Zilberman David, Goetz Renan and Garrido, Alberto (Editors) Natural Resource Management and Policy, Springer

17) Perman R, Yue Ma and McGilvray J (1997) Natural Resource and Environmental Economics, Longman Scientific & Technical

18) Mohan Munasinghe (1997), Environmental Economic and Natural Resource Management in Developing Countries, World Bank

19) Khanna LS and A N Chaturvedi (2000), Handbook of Forestry, Khanna Bandhu publications, Delhi

20) Dwivedi A P (1993), Forestry in India, Surya publications, Dehra Dun

21) Richard Welford (Editor) 1999, Corporate Environmental Management – Systems and strategies, University press (India) limited, Hyderabad

22) Forest L Reinhadt (2000), Down to Earth - Applying Business principles to Environmental Management, Harvard Business school press, Massachusetts



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Wastes and Waste Management

ES 3C 14: WASTE AND WASTE MANAGEMENT

Module I

Wastes: Definition, types (solid and liquid), sources, characteristics; waste generation rates: Indian and International scenario; municipal wastes, agricultural wastes, sewage sludge, industrial wastes and mining wastes, hazardous wastes, biomedical waste, management of solid waste, waste treatment methods (Incineration, pyrolysis); concepts of waste reduction, recycling and reuse; energy recovery, environmental impacts of wastes.

Module II

Solid wastes: Source, categories, generation rates; Waste management approaches (collection, segregation and transport of solid wastes); handling wastes at source, domestic, municipal solid wastes; recycling of wastes and waste minimization techniques; solid waste processing technologies, mechanical and thermal volume reduction; biological and chemical techniques for energy and other resource recovery; Treatment methods (composting, incineration, pyrolysis, sanitary landfills); Waste disposal in landfills (site selection, design, and operation of sanitary landfills, secure landfills and landfill bioreactors); leachate and landfill gas management; landfill closure and post-closure environmental monitoring; landfill remediation).



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Module III

Hazardous wastes: Definition, sources and characteristics: Hazardous waste categorization, generation, collection, transport, treatment and disposal: Biomedical wastes - type, collection, segregation at source, and treatment methods; Nuclear waste - quantity of generation, treatment and management options; Legislation on management and handling of municipal solid wastes, bio-medical wastes and hazardous wastes

Module IV

Wastewater and its treatment: Water as a scarce natural resource, sources of water pollution; Wastewater treatment, anaerobic, aerobic process, methanogenesis, bioreactors, cell and protein (enzyme) immobilization techniques; Treatment schemes for waste water, dairy, distillery, tannery, sugar, antibiotic industries

Module V

Vermicomposting and vermitechnology: Introduction to the concepts; waste biomass resources, utilization of organic manure; waste and earthworms, vermicomposting - the concept, advantages and phases; case studies / success stories in India for management of different types of solid wastes.

Suggested reading

- 1) Rao CS, Environmental Pollution Control Engineering, Wiley Eastern Limited, New Delhi
- 2) Sharma BK, Environmental Chemistry, Goel Publishing House, Meerut



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

3) Jogdanand SN, Environmental Biotechnology: Industrial Pollution Management. Himalaya Publishing House, India

4) Santra SC, Environmental Science (4th or Revised Edition), New Central Book Agency, Calcutta

5) Dey AK, Environmental Chemistry, Wiley Eastern India Limited, New Delhi

6) Timmy Katyal, Masatada Satake (1989), Environmental Pollution, Anmol Publications, India

7) L K Wand et al (edited), Handbook of industrial and hazardous wastes treatment, Marcel Dekker, New York

8) Gilbert M Masters (1997), Introduction to Environmental Engineering and Science (2nd Edition), Prentice Hall

9) Lawrence K Wang, Yung-Tse Hung, Howard H Lo, Constantine Yapijakis, Kathleen Hung Li (Eds.) (2005), Handbook of Industrial and hazardous wastes treatment (Second Edition), Marcal Dekker Inc

10) J C Crittenden Et al (2005), Water Treatment - Principles and Design (Second Edition), John Wiley & Sons

11) Gilbert M Masters (1997), Introduction to Environmental Engineering and Science (2nd Edition), Prentice Hall

12) Robert U Ayres, Leslie Ayres (Editors) (2002) A Handbook of Industrial Ecology, Edward Elgar Publishing Limited.



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Biostatistics, Quantitative Methods and Eco-informatics

ES 3C 15: BIO-STATISTICS, QUANTITATIVE METHODS & ECOINFORMATICS

Module I

Data classification and Tabulation: Numerical Description of Data: Mean, Median, Mode, Quantiles, Standard Deviation, Kurtosis and Skewness, Variance, Coefficient of Variation, Random Variables, Discrete and Continuous variable, Expected Value, Variance; Population Mean, Population Variance; Limit Theorems: Central Limit Theorem, Strong Law of Large Number, Weak Law of Large Number

Module II

Data distributions and transformations: Normal, Binomial, Poisson, logarithmic distributions; Basic probability and statistics, probability fundamentals, computation and laws of probability, fundamentals of inference; probability theory, sample space and events, axioms of probability, conditional probability, independent events, Bayes' Formula; Data analysis: Simple linear regression and correlation, Linear Regression Models, Least Squares method, estimating equations; Tests of hypothesis; non-parametric and parametric tests, Chi -square, t and F test; ANOVA; Estimation theory, unbiased estimator, confidence Interval; softwares for data analysis, Excel, SPSS, Minitab and R



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Module III

Data representation: Frequency distribution, cross tabulation and pivot tables; graphs and charts, construction of bar, pie charts, line charts; best fit curves; use of software for data analysis / graph / reports, Excel / SPSS / R. Multivariate statistical techniques: Introductions to Factor analysis, principal component analysis, discriminant analysis, cluster analysis, and correspondence analysis

Module IV

Introduction to Database Management System (DBMS): Introduction to Linux / open source platforms with basic commands; Data Structures in eco-informatics; Database Design, Structured Query Language; Designing Databases for eco-informatics; Data warehouse, Data mining, Data Mart; Web Applications Development in ecoinformatics: Introduction to Internet, protocols, WWW, URL, Web Site, Web Browser, Web Server, Application Server, Database Server, Internet & Database Connectivity

Module V

Mathematical models and computational tools for eco-informatics: Introduction to Artificial Neural Networks; Probabilistic models; Likelihood and maximum likelihood algorithms and their applications in eco-informatics; Pattern Discovery, Association and Classification; Ecoinformatics applications in Natural Resources Management, wildlife conservation and management, habitat



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suitability studies, habitat modeling, in study of anthropogenic pressures on environment such as industrialization, urbanization and other threats

Suggested Readings

- 1) Ludwig J A and James F Reynolds (1988), Statistical Ecology, John Wiley & Sons
- 2) Gupta SP (2004), Statistical Methods, Sultan Chand & Sons New Delhi
- 3) Robert R Sokal and F James Rohlf (1994), Biometry: the principles and practices of statistics in biological research (3rd edition), W H Freeman
- 4) Zar Jerrold H (1999), Biostatistical analysis, Person Education, New Delhi
- 5) Bowerman Bruce L, Richard T O'Connell and Michael L Hand (2001), Business statistics in Practice, McGraw-Hill Irwin
- 6) Harry Frank and Steven C Altheon (1994), Statistics - Concepts and applications, Cambridge
- 7) Frederick E Croxton, Dudley J Cowden and Sidney Klein (1979), Applied General Statistics, Prentice Hall India
- 8) Richard I Levin and David S Rubin (1997), Statistics for Management (7th Edition), Prentice Hall.



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9) Digby PGN and RA Kempton (1991), Multivariate analysis of ecological communities, Chapman and Hall, London

10) Friedrich Recknagel (Editor) (2005), Ecological Informatics - Scope, Techniques and Applications, Springer

11) Stefano Ceri and Giuseppe Pelagatti (2000), Distributed Databases: Principles and Systems, Universities Press

12) Jan L Harrington (2000), Object Oriented Database Design Clearly Explained, Harcourt

13) Elmasri Ramez and Navathe, Shamkant B (2000), Fundamentals of Database Systems, Pearson

14) Longley PA, Goodchild MF, Maguire DJ and Rhind DW (2005), Geographic Information Systems and Science (2nd edition), Wiley

15) Zeiler Michael (2002), Modeling Our World, The ESRI Guide to Geodatabase Design, Environmental Systems Research Institute Inc, California, USA 16) Mitchell A (1999), The ESRI Guide to GIS Analysis Volume 1: Geographical Patterns and Relationships, Environmental Systems Research Institute Inc, California, USA 17) Noel Cressie (1991), Statistics for Spatial Data, John Wiley & Sons 18) Lillisand TM, R W Kiefer and Chipman (2004), Remote sensing and image interpretation (5th edition), John Wiley & Sons, New York



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Ecosystems and Global Climate Change

ES 3C 16: ECOSYSTEMS AND GLOBAL CLIMATE CHANGE

Module I

Earth Systems: Earth's geological history and development and evolution of the earth systems; Gaia Hypothesis; Introductions to various systems - Atmosphere, Hydrosphere, Lithosphere, Biosphere and their linkages, types of ecosystems

Module II

Atmosphere, oceans and climate: Basic atmospheric properties, climatic controls, Climatic classifications and variability; Movement in the atmosphere, global scale, regional scale, local scale; Oceans: General circulation patterns; Air- Sea interactions; role of the oceans on climate

Module III

Global Energy balance: Source, transfer, distribution; Energy balance of the atmosphere; Wind, stability and turbulence; Monsoons; El Nino, Southern Oscillations, cyclones

Module IV

climate and its changes: Records of climate change (glacial cycles, ocean sediments, corals, tree rings); Human Impacts on climate, Causes and consequences of Global warming, Greenhouse



CRITERION	I	Curricular Aspects
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effect, Global and regional trends in greenhouse gas emissions; Sea level rise; role of oceans and forests as carbon sinks; Ozone depletion- stratospheric ozone shield, Ozone hole;

Module V

Impacts of Climate change: Effects on organisms including humans; effects on ecosystems and productivity; species distribution ranges; spread of diseases; Extinction risk for temperature-sensitive species; UV effects; Climate change and Policies, Montreal Protocol, Kyoto Protocol, Carbon trading, clean development mechanisms

Suggested readings

- 1) Barry R G (2003), Atmosphere, weather and climate, Rutledge Press, UK
- 2) Critchfield Howard J (1998), General climatology, Prentice Hall India, New Delhi
- 3) Firor J, and J E Jacobsen (2002), The crowded greenhouse: population, climate change and creating a sustainable world, Yale University Press
- 4) Glantz M H (2003), Climate Affairs: a primer, Island Press
- 5) Harvey D (2000), Climate and Global Climate Change, Prentice Hall
- 6) Kump LR, Kasting JF and Carne R G (2004), The Earth System (3rd Edition), Prentice-Hall
- 7) Inter governmental Panel of Climate Change (IPCC) Reports



CRITERION	I	Curricular Aspects
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GIS, Remote sensing system Analysis Modeling

ES 2C 09: GIS, REMOTE SENSING, SYSTEMS ANALYSIS AND MODELLING

Module I

Introduction to GIS & Remote sensing: Principles of remote sensing & GIS; Spectra of Environmental Components; Satellites in remote sensing and GIS; Remote sensing and GIS applications on Ocean, Atmosphere, Land, Geology, Water Resources (Ground water and Surface water); Sun-earth cosmic connection to understand environment of the Earth

Module II

Applications of Remote sensing and GIS in early warnings: Tsunami, Earthquake, Snowfall, Global warming, Forest fire, Landslide, Land-subsidence; Use of LANDSAT, SPOT, IRS ERS, RADARSAT and Extra-terrestrial satellite data by using ERDAS, ARCGIS, ERMAPPER, IDRISI ENVI and S+ software for solving the Environmental problems; Free and Open softwares in GIS application

Module III

Spatial Data Analysis: Data attributes and spatial topology; Geographical datasets and data management; Digital Elevation Models (DEMs), GIS analysis and queries, Surface analysis, Raster data and analysis, Data quality and errors, GIS map output; Data Acquisition, Image



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preprocessing and correction methods: Distortions, sharpening, smoothing, geometric transforms, image compression; system model, Principal Component analysis, mosaic and subsets, image information extraction.

Module IV

Image enhancement: Frequency filters, Digital image Classification and advanced classification techniques, Terrain analysis and Fly simulation, Change detection Analysis, Image arithmetic operations, Vegetation Indices; Cryosphere, Disaster, Defense studies; softwares in Remote sensing and GIS to solve Environmental problems including Groundwater Exploration, Rainwater Harvesting, Biomass analysis and its relationship with Geo-resource evaluation.

Module V

System Analysis & Modelling: Definitions and concepts of system, sub-system, variables and parameters; Linear vs. non-linear models; Non-linear forecasting; Prey-predator systems, Environmental systems; Time series analysis, simulation; Types of systems: Open and cybernetic systems, feedback; Ecosystem as a cybernetic system; Critical points of a system; stability of critical points; limitations of modeling; Models in Ecosystem Analysis, Synthesis and forecasting: statistical regression approach, differential equation approach and computational approaches, Lotka-Volterra model. Air and water quality modeling, water shed models; Introduction to



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computational technology: Fuzzy logic; artificial neural networks; Genetic algorithms;
Evolutionary algorithm, Natural Distribution functions

Suggested Readings

- 1) Lillesand T M and Kiefer T W (2004), Remote Sensing and Image Interpretation, John Wiley and Sons, NJ, USA
- 2) Sabins Floyd F Jr (1978), Remote Sensing: Principles and Interpretation, WH Freeman and Company, NY
- 3) Kang-tsung Chang (2003), Introduction to Geographic Information Systems, Tata McGraw Hill Edition, New Delhi
- 4) Daplyn P, Cropley J, Treagust and Gordon A (1994) The use of Geographical Information Systems in Socio-economic Studies, The Natural Resources Institute
- 5) James B Campbell (2007), Introduction to Remote Sensing, The Guilford Press (4th edition), NY, USA
- 6) John R Jensen (1996), Remote Sensing of the Environment: An Earth Resource Perspective (2nd Edition), Prentice Hall Series in Geographic Information Science.
- 7) John A Richards and Xiuping Jia (2005), Remote Sensing Digital Image Analysis: An Introduction, Springer, Germany



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8) Ian Heywood, Sarah Cornelius and Steve Carver (1999), An Introduction to Geographical Information Systems, Longman Pub group, UK

9) Grant WE, Pederson EK and Sendra LM (1997), Ecology and Natural Resource Management: Systems Analysis and Simulation, John Wiley, New York

10) Jorgensen S E (Editor) (2000), Handbook of Ecosystem Theories and Management, Series: Environmental & Ecological (Math) Modeling, CRC Press

11) Allan Brimicombe (2003), GIS, Environmental modeling and engineering, Taylor & Francis, London

12) Finwright John and Mulligan, Mark (Editor) (2004), Environmental Modelling: Finding simplicity in complexity, John Wiley, New York

13) Iyengar Sitharama S (1998), Computer Modeling and simulations of complex biological systems, CRC Press

14) Westervelt James (2001), Simulation modeling for watershed management, Springer

15) Skidmore S and Wore B (1992), Introducing systems analysis, BPB publications

16) Awad EM (1992), Systems analysis and design, Galgotia publications



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17) Hawryszkiewicz IT (1989), Introduction to systems analysis and design, Prentice Hall India

18) Law AM and Kelton David W (1991), Simulation modelling and analysis, Series in Industrial Engineering and Management Science, McGraw Hill

19) Kingsland SE (1985), Modeling nature, episodes in the history of population ecology, University of Chicago

20) Zannetti P (1990), Air pollution modeling, theories computational methods and available softwares, Van Nostrand Rheinhold, New York



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Fundamentals of Environmental Engineering

ES 2C 07: FUNDAMENTALS OF ENVIRONMENTAL ENGINEERING

Module I

Introduction to Environmental Engineering: Concepts, characteristics of environmental engineering, civil engineering and environmental engineering, ecological principles and environmental engineering, public and environmental health; ethics in environmental engineering; concepts of industrial ecology and its applicability in environmental engineering

Module II

Environmental engineering and Water pollution: Sources of water pollution, pollutant dynamics in environment, aquatic ecology, self-purification; measurement of water pollution, parameters, water pollution treatment (primary, secondary and tertiary, biological, constructed wetlands), reduction, reuse and recycling techniques

Module III

Environmental engineering and Solid waste: Solid waste characterization, dynamics of wastes in environment, management of solid waste (end of the pipeline techniques, management at the origin) and disposal of wastes; reduction, reuse and recycling techniques.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module IV

Environmental engineering and Air pollution: Air pollution characterization, pollutant dynamics in environment, management of air pollution (end of the pipeline techniques, management at the origin) and disposal of wastes; reduction, reuse and recycling techniques.

Module V

Environmental engineering and physical pollution: Physical pollution (noise, radiation, light), pollutant dynamics in environment, management of physical pollution (end of the pipeline techniques, management at the origin) and control techniques

Suggested readings

- 1) Gilbert M Masters (1997), Introduction to Environmental Engineering and Science (2nd Edition), Prentice Hall
- 2) Allan Brimicombe (2003), GIS, Environmental modeling and engineering, Taylor & Francis, London
- 3) Ruth F Weiner and Robin Matthews (2007), Environmental Engineering (4th Edition), Butterworth – Heinemann
- 4) Glenn O Schwab, Delmar D Fangmeier, William J Elliot and Richard K Frevert (1992), Soil and Water Conservation Engineering, John Wiley & Sons



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

5) Vesilind P Aarne (1997), Introduction to environmental engineering, PWS Publishing Company, Boston

6) Stanley E Manahan (1999), Industrial Ecology: Environmental Chemistry and Hazardous Waste (1 edition), CRC Press

7) Robert U Ayres, Leslie Ayres (Editors) (2002) A Handbook of Industrial Ecology, Edward Elgar Publishing Limited

8) George Tchobanoglous, Franklin L Burton and H David Stensel (2003), Waste water engineering - treatment and re-use (4th Edition), Metcalf & Eddy Inc, Tata McGraw Hill, New Delhi



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Environmental Microbiology

ES 2C 08: ENVIRONMENTAL MICROBIOLOGY

Module I

Introduction to environmental microbiology: History and scope; microbial diversity and taxonomy; Methods in Taxonomy of Bacteria, Achaea and Fungi, Morphological Methods, Chemotaxonomy, Genetic Methods; Eukaryotes and prokaryotes; Aerobic, microaerophilic, facultative anaerobic and obligate anaerobic microbes; Microbial community interactions (competition, antibiosis, predation etc.) in environment

Module II

Viruses: General properties of viruses; Bacteriophages - classification; Viruses of eukaryotes, animal and plant viruses, reproduction, cytotoxic infection and cell damage; Persistent, latent and slow virus infection; Insect and insect borne viruses; Viroids and prions; Viruses of fungi, algae and protozoans

Module III

Bacteria: Characterization - phenotypic, genotypic and serological; Autotrophic and heterotrophic metabolism, basic energy yielding mechanisms, Bacterial nutrition, nutrient requirements, nutrient uptake; growth curve, measurement of growth



CRITERION	I	Curricular Aspects
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METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module IV

Fungi, microalgae and Protozoans: Fungi - classification, distribution, structure, nutrition and metabolism, reproduction, characteristics of fungal division; Protozoans - classification, distribution, importance, morphology, nutrition, encystment and excystment, reproduction; Microalgae - Basic concepts, distribution, structure, nutrition, reproduction, characteristics, classification

Module V

Microbial Ecology: Foundations of microbial ecology and microbial interactions; Microbial growth in natural environment, growth limitation by environmental factors; Methods in environmental microbiology - Examination of microbial communities as complex assemblages, microbial community structure; General perspectives on microbial communities in aquatic environment, terrestrial systems, plants and animals

Suggested Readings

- 1) Mitchell Ralph (Editor) (1992), Environmental Microbiology, John Wiley and Sons
- 2) Pepper Ian L, Charles P Gerba, Terry J Gentry, and Raina M Maier (2011), Environmental Microbiology, Academic press
- 3) Atlas Ronald M and Richard Bartha (1997) Microbial Ecology: Fundamentals and Applications (4th Edition), Benjamin Cummings



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Environmental Toxicology and Biochemistry

ES 2C 10: ENVIRONMENTAL TOXICOLOGY AND BIOCHEMISTRY

Module I

Ecotoxicology as a synthetic Science: major classes of environmental pollutants - inorganic, heavy Metals, organics, organometallics, radioactive isotopes, gases; Routes of entry into ecosystems - surface waters, land, atmosphere; long-range movement and global transport of pollutants; Fate of pollutants in ecosystems - biotransformation, bioaccumulation and biomagnification

Module II

Toxicity Testing: Test organisms used in Bioassays; Definition of toxicity, case studies (As, Hg problems); Concept of Dosimetry - lethal, sub-lethal and chronic tests, dose response curves, LC50, MATC-NOEC, brief statistical methodology; toxicant effects - cellular, organismic, population and Ecosystem-Level effects, global effects

Module III

Biochemical effects of environmental contaminants: environmental carcinogens, mutagens, asbestos, hormone mimics; Biomarkers and bio-indicators; metabolic impacts; biochemical parameters - enzymes, metabolites, structural changes, biosynthesis and catabolism of proteins,



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lipids, carbohydrates and nucleic acids, toxic response of different tissues and organelles, tissue specificity

Module IV

Toxicology, Epidemiology and environmental health: hazardous wastes, untreated sewage, automobile exhausts, industrial effluents, industrial emissions into atmosphere, agricultural run-off of pesticides; epidemiological techniques to assess health impacts

Module V

Environmental contamination related diseases: Water pollution related diseases (Gastroenteritis, Hepatitis etc.); air pollution related diseases (allergies, respiratory diseases); food-borne diseases (Food poisoning, parasites etc); Vector born diseases; Environmental changes and vector borne diseases, environmental radiation related morbidity and mortality

Suggested Readings

- 1) Newman MC, Lawrence CA, and Unger MA (2002), Ecotoxicology: Fundamentals of Ecotoxicology (2nd Edition), CRC Press, Boca Raton, Florida
- 2) Walker CH, Hopkin SP, Sibly RM and Peakall DB (2001), Principles of Ecotoxicology (2nd Edition), Taylor & Francis, London



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

3) Moore GS (2002), Living with the Earth: concepts in Environmental Health Science (2nd Edition), Lewis publishers, Michigan

4) Brian Alloway, Jose Centeno, Robert Finkelman, Ron Fuge, Ulf Lindh, Pauline Smedley, Olle Selinus (Editors) (2005), Essential of Medical Geology; Elsevier Academic Press

5) Hayes A W (1988) Principles and methods of toxicology (2nd edition), Raven press, New York

6) Stewart C P and Stolman A (1960) Toxicology (Vol-I), Academic press, New York

7) David A Wright and Pamela Wellborn (2002), Environmental Toxicology (1st edition), Cambridge Environmental Chemistry Series, Cambridge University Press



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Indian Environmental Law

ES 4E 23: INDIAN ENVIRONMENTAL LAWS

Module I

Environmental ethics: Concepts, Ethical theories, consequential theory, deontological theory, virtue ethics, situation ethics, feminist ethics, Illustration cases, DPGs, Bio-piracy, GMO, Stem cell research. Environment and constitution of India, Environmental legislature Machinery, Constitutional Status of Environment, Duty to Protect Environment

Module II

Major Indian Environment / conservation related acts: Introduction to Water (Prevention and Control of Pollution) Act - 1974, Water (Prevention and Control of Pollution) Cess Act -1974, Wildlife (Protection) Act -1972, Forest (Conservation) Act -1980, Air (Prevention and Control of Pollution) Act -1981, The Environment (Protection) Act -1986, The Public Liability Insurance Act - 1991

Module III

Laws on Water and air pollution Control: Powers of Central and State Pollution Control Boards, Prevention and Control of Water Pollution, Closure or Stoppage of Water and Electricity Supply,



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Power of Central / state Governments to supersede the respective Central / State Boards; Air Pollution Control Areas, pollution control strategies, Prohibition of Emission of Air Pollutants

Module IV

Environment (Protection) Act 1986: Powers of Central Government, Legal Regulation of Hazardous Substance, Hazardous Wastes (Management and Handling) Rules 1989, The Natural Environment Tribunal Act 1995, Legal Measures to Control Noise Pollution, solid waste management and handling rules-2000; Biomedical wastes (Management and Handling) Rules 1999; Coastal Regulation Zone Notification-1991

Module V

International environmental treaties and conventions: Montreal Protocol, Earth Summit, Agenda 21, Biodiversity Act - 2002, Kyoto Protocol, Copenhagen Summit 2009, Millennium Development Goals, Basel convention

Suggested Readings

- 1) Gurdip Singh (2005), Environmental Law in India, Macmillan India Ltd, New Delhi
- 2) Bala Krishnamoorthy (2005), Environmental Management, Prentice Hall of India Private Limited, New Delhi
- 3) Agarwal SK (1997), Environmental Issues and themes, APH Publishing Corporation, New Delhi 4\



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Environmental Disaster Management

ES 4E 24: ENVIRONMENTAL DISASTER MANAGEMENT

Module I

Disaster Management System - Flood Damage Assessment, Environmental Impact Analysis, Transboundary Air Pollution, Site suitability assessment, Pollution Monitoring and Management, Vehicular Pollution Assessment, Prediction and Forecasting

Module II

Weather and climate: climate science, thermal inversion, heat island, natural hazards: volcanoes, Earth quake, tsunami, land slide, tornadoes, storms, Hurricane and flood. Coastal erosion Air pollution: - sources and impacts, -Greenhouse gases; global warming, acid rain, Enso:-el-nino; na-nino.climate change: Treatise and convention -ICCC.

Module III

Realms of Environment: Atmosphere, hydrosphere, lithosphere and Biosphere. Solar system, the Earths origin, age and internal constitution. Geological timescale. Overview of natural resources - Environmental problems faced by India and the world.Sustainable development-problems and perspectives.

Module IV



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Forest protection and management: objectives and principles; Introduction to Silviculture, and silvicultural systems; forest protection fire, injuries by exotic and noxious plants, animals, and Shifting cultivation; forest cover monitoring.

Module V

Hydrologic hazards: earthquake, acid rain, eutrophication, flood, landslides, salt-water intrusion, avalanches, drought, desertification. Urbanization stress and health; Water in relation to human health: case studies.

Suggested Readings

- 1) Nyle C Brady (1996), Nature and Properties of soil, Collier Macmillan International Editions
- 2) John,H.(2004).Global Warming: Complete Briefing.3rd Ed., Cambridge University Press
- 3) Nicholas, S. (2007). The Economics of Climate Change: The Stern Review. Cambridge University Press.
- 4) Andrew E. D. and Edward, A.P. (2006). The Science and Politics of Global Climate Change: A Guide to the Debate. Cambridge University Press. New York.
- 5) R N Muller and R L Donahue (1996), Soils in our environment, Pratier hall India
- 6) Aulay Mackenzie and Sonia R Virdee (2002) Ecology Instant Notes by, Viva Books Private Limited, New Delhi



CRITERION	I	Curricular Aspects
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METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Current Environmental Issues in India

ES 4E 25: CURRENT ENVIRONMENT ISSUES IN INDIA

Module I

Realms of Environment: Atmosphere, hydrosphere, lithosphere and Biosphere, Solar system, overview of natural resources; Environmental problems faced by India and the world; Sustainable development, concepts, problems and perspectives

Module II

Weather and climate: climate science, thermal inversion, heat island; natural hazards, volcanoes, Earth quake, tsunami, land slide, tornadoes, storms, Hurricane and flood; coastal erosion; Greenhouse gases; global warming, acid rain, Enso, el-nino, la-nino, climate change, treatise and conventions

Module III

Environment, Forest and wildlife: Forests in India forest cover and types of forests, deforestation and conservation, biodiversity, wildlife endangered and threatened species, Biosphere reserves, wet lands, mangroves and coral reefs, wildlife conservation in India, Illegal trade in wildlife – poaching; Recent measures for wildlife protection and conservation national heritage - UNESCO's World Heritage list



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Module V

Social construction of environmental issues: anthropogenic pressure, conflicts and negotiation;
Benefit-cost approach to environmental problems; Institutional mode of environmental planning
policy formulation and strategies

Module V

Environmental movements: History, People's movement for environmental conservation in India-
Bishnoi Movement, Chipko Movement, Narmada Bachao Andolan, Apikko movement, Silent
Valley Movement, Baliyapal, Silent valley movements, drivers for the environmental movement,
popular movements and people's participation

Suggested Readings

- 1) Guha Ramachandra and J Martinez Alier (2000), Varieties of Environmentalism, Oxford University Press, Delhi
- 2) Ramachandra Guha (2000), The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya, University of California Press
- 3) S K Agarwal (1997), Environmental Issues and themes, APH Publishing Corporation, New Delhi



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Hydrology and water resources

ES 4E22: HYDROLOGY AND WATER RESOURCES

Module I

Introduction to hydrology: Definition, History of hydrology, Branches of hydrology - Chemical hydrology, Eco-hydrology, Hydrogeology, hydro-informatics, hydrometeorology, isotope hydrology, surface hydrology

Module II

The hydrologic cycle: Structure and properties of water, Inventory of Earth's water; different process of hydrologic cycle - precipitation, Canopy interception, snow melt, run off , sub surface flow, infiltration, evaporation, transpiration, sublimation, advection, condensation

Module III

Surface water resources: precipitation, infiltration, water balance, Evapo-transpiration and runoff; Drainage basin, Surface water hydrology - rainfall and surface runoff relationship, runoff, runoff characteristics, open channel flow; Statistical analysis in hydrology, Probable maximum precipitation, hydrograph, flow duration curve, Flood frequency analysis and estimation, Water balance



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Module IV

Groundwater resources: Rock properties affecting ground water, vertical distribution of ground water, zone of saturation; Darcy's law - permeability, transmissivity and storage coefficient; Viscous character of groundwater flow; Geologic formations as aquifers, type of aquifers; Distribution of water - local, regional and global; Ground water exploration.

Module V

Water resource management: Flood and flood plain management; Water-shed management, water harvesting and artificial recharge to ground water; water pollution and water treatment; Wetland and riparian management; forest management and water resources; Issues concerned with river linking in India Practical • Hydrologic measurements: water budgeting, Precipitation -Rain (Rain gauge), Humidity (Sling psychrometer, thermo hydrograph), Evaporation (Evaporation pan), Transpiration, Evaluation of hydrologic parameters; catchment delineation and water balance, Hydrograph analysis.

Suggested readings

- 1) Aggarwal A (1991), Floods, Floodplains and Environmental Myths, Centre for Science and Environment, New Delhi



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2) Andrew D Ward and Stanley Trimble (2004), Environmental Hydrology (2nd Edition), Lewis Publishers

3) Karanth KRC (1988), Ground Water: Exploration, Assessment and Development, Tata-McGraw Hill, New Delhi

4) Mahajan G (1989), Evaluation and Development of Groundwater, Ashish Publishing House, New Delhi

5) Rao KL (1982), India's water wealth, Orient Longman, Delhi

6) Subramaniam V (2002), Text Book of Environmental Science, Narosa Publishing House, Delhi

7) Timothy Davie (2003), Fundamentals of Hydrology, Rutledge, Taylor and Francis Group, UK

8) Todd DK (2004), Groundwater Hydrology, John Wiley & Sons Inc

9) Vijay P Singh (1995), Environmental Hydrology, Kluwer Academic Publications, The Netherlands

10) Wright RT and Nebel BJ (2002), Environmental Science: toward a sustainable future, Prentice Hall India Ltd, 8th Edition.



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Fundamentals of ecology and environment

ESW 1C 01 FUNDAMENTALS OF ECOLOGY AND ENVIRONMENT

Module I

Fundamentals of Environmental Science - Definition, Scope and Importance of Environmental Science; Multidisciplinary nature of environmental Science; Need of Environmental awareness; Ecology, Interrelationship of ecology with other disciplines.

Module II

Components of the Environment:

- The atmosphere or the air: Layers of Atmosphere, Composition of air; importance of atmosphere, meteorological conditions and air circulation.
- The hydrosphere or water: Importance of water, distribution of water at global, national and state level. Hydrological cycle.
- Lithosphere or the rock and the soil: Elementary composition of rocks in the earth crust. Types of rocks; Process of soil formation: Physical weathering, Chemical and biological weathering of rocks; Role of soil in shaping the biosphere.



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Module III

Environmental Factors

(a) Climatic Factors - Light, Temperature of Air (atmospheric temperature), Rainfall (precipitation), Humidity of air, atmosphere (gases and wind), fire.

(b) Topographic Factors: height of mountains, direction of mountains and valleys, steepness of slope and exposure of slope

(c) Edaphic factors: Soil - soil formation, soil profile, soil erosion, soil conservation

(d) Biotic factors: Intraspecific interactions; Interspecific interactions: Neutralism, Commensalism, Mutualism, Proto co-operation, Parasitism, Predation.

Module IV

Ecosystem Definition; Components of ecosystem; Abiotic components: Light, Temperature, Pressure, Water, Wind, Soil; Biotic components; Energy flow in an ecosystem: Primary production, Secondary production; Food chain: Grazing food chain, Detritus food chain; Ecological pyramids: Pyramid of number, Pyramid of biomass, Pyramid of energy; Food web; Ecological indicators. Biogeochemical cycles:

a) Gaseous cycles: Oxygen cycle, Carbon cycle and Nitrogen cycle.



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b) Sedimentary cycles: Phosphorus cycle, Sulphur cycle.

Module V

Population Ecology and Community Ecology: Population characteristics- Population growth and its dynamics; natality, mortality, growth patterns; Age distribution, Malthus theory; Community structure, Species diversity, Ecological dominance, Ecotone, Edge effect, Ecological equivalence, Succession and Climax; Ecological adaptations.

Suggested Readings

1. Odum, E. P. (1971), Fundamentals of Ecology, W B Saunders Company, Philadelphia.
2. Odum, E. P. and Barrett, G. W. (2005), Fundamentals of Ecology, Belmont, CA: Thomson Brooks/Cole, USA.
3. Krebs, C. J. (1989), Ecological Methodology, Harper Collins Pub. New York.
4. Robert, L. S. (1990), Ecology and Field Biology, Harper Collins Pub, New York.
5. Michael, P. (1990). Ecological Methods for Laboratory and Field Investigations, Tata McGraw Hill Publishing Company Limited, New Delhi.
6. Chapman, J. L. and Reiss, M. J. (1992), Ecology-Principles and Applications, Cambridge University Press, New York.



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7. Brewer, R. (1994). The Science of Ecology, Saunders College Publishing, New York.

8. Mukherjee, B. (1996), Environmental Biology, Tata McGraw- Hill Pub. Co. Ltd, New Delhi.

9. Colin, R., Townsend, Michael, B. and John, L. H. (2012), Essentials of Ecology, third Edn, Blackwell Science Publishers, New Jersey, USA.

10. Singh, J.S., Singh, S.P. and Gupta, S.R. (2008), Ecology, Environment & Resource Conservation, Anamaya Publications, New Delhi.



CRITERION	I	Curricular Aspects
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Environmental pollution and waste management

ESW 1C 04 ENVIRONMENTAL POLLUTION AND WASTE MANAGEMENT

Module 1

Fundamental Concepts (A basic understanding only expected), Chemical equations and Stoichiometry, Chemical Kinetics - Control of reaction - First, second and zero order reactions, Thermodynamics - Energy, enthalpy, entropy - Gibbs energy and chemical potential, Chemical equilibria, Acid-base equilibria, Redox reactions and redox potential, Radio-nuclides, unsaturated and saturated hydrocarbons.

Module II

Environmental pollution: Pollution - physical, chemical and biological; radio nuclides, Electromagnetic radiations, Electro-smog, noise and light pollution; sources - industrial, commercial, domestic etc.; Industrial process and their pollution potentials - mining, smelting, cement production, petroleum refining, thermal power plants, pulp and paper, tannery, dairy, textile dyeing and bleaching.

Module III

Chemistry of Air -History of evolution of the earth's atmosphere, Role of chemical constituents in atmospheric processes (Water, CO_x, NO_x, SO_x, O₂ & Ozone). Air pollution: Particulate matter -



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Respirable and irrespirable, inorganic and organic species in PM; gaseous pollutants (CO, SO_x & NO_x), secondary air pollutants, organic air pollutants, volatile organic pollutants; Green-house gases, greenhouse effect and climate change, Ozone layer - Chemistry of the ozone layer - ozone depletion and the chemicals that cause ozone depletion, Photochemical smog - origin and occurrence, Oxidizing and reducing smog - ecological effects, Acid rain and its ecological effects, trans-boundary air pollution; Meteorological factors affecting air pollutants, diffusion, turbulence and transportation,

plume rise and stability conditions, Wind roses; Effects of pollutants on human beings, plants, animals, materials and climate; Ambient air quality standards. Pollution monitoring methods and pollution abatement: Air quality monitoring techniques - high volume air samplers, stack samplers, measurement of PM, gaseous pollutants.

Module IV

Chemistry of Water-Composition and structure of pure water, Physical properties of water and aqueous solutions, Solubility of solids, liquids and gases in water , Chemical reactions and equilibria in water-carbonate equilibria, metal ion equilibria, redox equilibria, Water pollution: Physical and chemical properties of water; pollution of water resources, types and sources, solids and turbidity, alkalinity, acidity, salinity, hardness, nutrients, fluoride, heavy metals, organic pollutants, oxygen demanding wastes, (COD, BOD,DO), persistent organic pollutants (DDT,



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PCBs, PAHs, Dioxin) etc. Pollution monitoring methods and pollution abatement: Water, soil and biological sample analysis for parameters such as dissolved and suspended solids, BOD, COD, turbidity, hardness, chloride, phosphate, sulphate, nitrogen compounds, heavy metals, pesticides, oil and grease etc. Wastewater and its treatment: water as a scarce natural resource, sources of water pollution; Introduction to wastewater treatment and waste management.

Module V

Chemistry of soil- Introduction, weathering and pedogenesis, factors of soil formation, development of soil profile, structure of soil, gross composition- texture and structure, organic and inorganic components of soil, physico-chemical characteristics of soil, ion-exchange and adsorption processes in the soil, classification of types of soil (Reference to India and Kerala), soil quality parameters and assessment, method of analysis of texture (International pipette method). Soil pollution: macro and micro pollutants in soil, heavy metals, radionuclides, agrochemical pollutants (fertilizers, pesticides, animal wastes), industrial wastes (oil drilling, coal fired power plants, mining), municipal solid wastes, biomedical wastes.

Module VI

Solid wastes: definition, types, source, categories, generation rates; Indian and International scenario; Waste management approaches (collection, segregation and transport of solid wastes); handling wastes at source, domestic, municipal solid wastes; Hazardous wastes; Biomedical



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wastes; Nuclear wastes; Environmental impacts of wastes; recycling of wastes and waste minimization techniques; solid waste processing technologies, mechanical and thermal volume reduction; biological and chemical techniques for energy and other resource recovery; Introduction to the concepts of waste biomass resources, utilization of organic manure; waste and earthworms, vermicomposting - the concept, advantages and phases; case studies / success stories in India for management of different types of solid wastes.

Suggested Readings:

1. Abbasi, S. A. (1998), Environmental Pollution and its Control, Coent International, Pondicherry, India.



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Environmental tools and monitoring method

ESW 3C 13 ENVIRONMENTAL ASSESSMENT TOOLS AND MONITORING METHODS.

Module I

Quantitative and qualitative depletion of environmental resources, Methods of resource analysis.

Monitoring of environmental resources.

Module II

Basics of Environment Impact Assessment (EIA) and Risk Assessment (RA): Concept of EIA, Evolution of EIA, EIA practice in India, EIA Notifications 1994, 1997 2009; Other related notifications; Project Screening in EIA, defining and examining scope, objectives and alternatives in EIA Projects, project planning and processes, baseline information, Impact prediction, decision making; cumulative impact assessments, strategic impact assessments.

Module III

Types of EIA: Rapid EIA, comprehensive EIA, strategic EIA, data collection, ecological impacts, environmental impacts (Air, water, land and noise), socioeconomic and cultural impacts, health impacts, prediction of impacts; methodologies, cost benefit analysis, Environmental Management Plan (EMP).



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Module IV

Environmental Impact Statements: Preparation and contents of Environmental Impact Statements (EIS); Reviewing EIA/EIS; Use of EIA in public participation and decision making; EIA in sustainable development. EIA - case studies: mining projects, hydroelectric projects, nuclear power projects, thermal power projects, refineries etc.

Module V

Fundamental Statistics Introduction-Importance and limitation; Classification and tabulation of data; Graphical representation; Measures of central tendencies- mean median and mode; Measures of dispersion- range, standard deviation and co-efficient of variation; Moments, Skewness and Kurtosis; Limit theorems: Central limit theorem, Strong Law of large number, Weak Law of large number. Correlation and regression- Scatter diagrams-Karl Pearson's coefficient of correlation-Rank correlation-Linear and Curvilinear regressions; Probability- Basic probability and statistics, probability fundamentals, computation and laws of probability, fundamentals of inference; probability theory, sample space and events, axioms of probability, conditional probability, independent events, Bayes' formula; addition and multiplication theorems-Binomial, Poisson and normal distribution, Probit analysis (Graphic Method only); Testing of Hypothesis: Null and alternative hypothesis- Two types of error Level of significance test based on t, z, Chi-square and



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analysis of Variance – one-way, twoway, three-way analysis(Computational only using software's for data analysis like Excel, SPSS, Minitab and RModule)

Module VI

Application of computers in statistics Data analysis using packages-SPSS, Introduction to Database Management System (DBMS), Data structures in eco-informatics, Databases for eco-informatics, Web applications development in eco-informatics: Introduction to Internet, protocols, WWW, URL, Web Site, Web Browser, Web Server. Eco-informatics applications in Natural Resources Management, wildlife conservation and management, habitat suitability studies, habitat modeling in study of anthropogenic pressures on environment such as industrialization, urbanization and other threats.

Suggested Readings:

1. Ludwig, J. A. and James F. R. (1988), Statistical Ecology, John Wiley & Sons, New York.
2. Gupta, S.P. (2004), Statistical Methods, Sultan Chand & Sons New Delhi.
3. Robert, R. S. and James, F. R. (1994), Biometry: The Principles and Practices of Statistics in Biological Research (3rd edition), W. H. Freeman, New York.
4. Zar, J. H. (1999), Biostatistical Analysis, Person Education, New Delhi.



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

5. Bowerman, B. L., Richard, T. O. and Michael, L. H. (2001), Business Statistics in Practice, McGraw-Hill Irwin, New York.

6. Harry, F and Steven, C. A. (1994), Statistics - Concepts and Applications, Cambridge, UK.

7. Frederick, E. C., Dudley, J. C. and Sidney, K. (1979), Applied General Statistics, Prentice Hall India, Delhi.

8. Richard, I. L. and David, S. R. (1997), Statistics for Management (7th Edition), Prentice Hall, New Jersey, USA.

9. Digby, P. G. N. and Kempton, R. A. (1991), Multivariate Analysis of Ecological Communities, Chapman and Hall, London

10. Friedrich, R. (2005), Ecological Informatics - Scope, Techniques and Applications, Springer, New York.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Environment taxonomy and occupational health and safety

**ESW 3C 14 ENVIRONMENTAL TOXICOLOGY AND OCCUPATIONAL HEALTH
AND SAFETY**

Module I

Ecotoxicology as a synthetic science: major classes of environmental pollutants - inorganic, heavy metals, organics, organometallics, radioactive isotopes, gases; routes of entry into ecosystems - surface waters, land, atmosphere; long-range movement and global transport of pollutants; Fate of pollutants in ecosystems - biotransformation, bioaccumulation and biomagnification.

Module II

Toxicity testing: Test organisms used in bioassays; Definition of toxicity, case studies (As, Hg problems); Concept of dosimetry - lethal, sub-lethal and chronic tests, dose response curves, LC50, MATC-NOEC, brief statistical methodology; toxicant effects - cellular, organismic, population and ecosystem-Level effects, global effects.

Module III

Biochemical effects of environmental contaminants: environmental carcinogens, mutagens, asbestos, hormone mimics; Biomarkers and bio-indicators; metabolic impacts; biochemical parameters - enzymes, metabolites, structural changes, biosynthesis and catabolism of proteins,



CRITERION	I	Curricular Aspects
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lipids, carbohydrates and nucleic acids, toxic response of different tissues and organelles, tissue specificity.

Module IV

Environmental health and safety: Concept of environment, health and safety; Diseases through pollution (Environmental contamination related diseases- Gastroenteritis, Hepatitis, allergies, respiratory diseases, food-borne diseases, vector borne diseases); Management to control diseases; Occupational health, health and safety considerations;

Environmental health and human society, Health problems in different types of industries: Construction, textile, steel, food processing, tanneries, cement, thermal and nuclear power plants, pharmaceuticals; Occupational health and safety considerations in waste treatment plants.

Module V

Environmental health and occupational hygiene: Basis of environment and occupational health, biological monitoring (e.g. BEI), Occupational hygiene, preventive measures; Occupational health & safety management system, OHSAS – 18000.

Module VI

Safety and health management: Occupational health hazards, Promoting safety, Safety and health training, Stress and safety; Ergonomics- Introduction, Definition, Objectives, Advantages;



CRITERION	I	Curricular Aspects
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Ergonomics hazards, Musculoskeletal disorders and cumulative trauma disorders; Importance of industrial safety, role of safety department, Safety committee and function.

Module VII

Environmental risk assessment and management: Perceived risks, real risks, hazard identification, hazard characterization, health risk assessment, risk management.

Suggested Readings:

1. Rowland, A. J. and Cooper, C. (1983), Environment and Health, Edward Arnold Publishers Ltd, London.
2. Encyclopedia of Occupational Health & Safety (Vol. 1 & 2, 3rd Revised Edition), (1983), International Labour Organization, Geneva, Switzerland.
3. Jain, R. K. and Rao, S. S. (2006), Industrial Safety, Health and Environment Management Systems, Khanna publishers, New Delhi.
4. Slote, L. (1987), Handbook of Occupational Safety and Health, John Willey and Sons, New York.
5. Hayes, A. W. (1988), Principles and Methods of Toxicology (2nd edition), Raven press, New York.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

6. Stewart, C. P. and Stolman, A. (1960), Toxicology (Vol. I), Academic press, New York.

7. David A. W. and Pamela, W. (2002), Environmental Toxicology (1st edition), Cambridge Environmental Chemistry Series, Cambridge University Press, New York.

8. Newman, M. C., Lawrence C. A., and Unger M. A. (2002), Ecotoxicology: Fundamentals of Ecotoxicology (2nd Edition), CRC Press, Boca Raton, Florida.

9. Walker, C. H., Hopkin, S. P., Sibly, R. M. and Peakall, D. B. (2001), Principles of Ecotoxicology (2nd Edition), Taylor & Francis, London.

10. Moore, G. S. (2002), Living with the Earth: Concepts in Environmental Health Science (2nd Edition), Lewis publishers, Michigan



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Environmental Economics

ESW 4C 23 ENVIRONMENTAL ECONOMICS

Module I

Introduction, World environmental history and economic development; Nature and scope, Principles of environmental economics; Interrelationship between economics, environment and ecology; Foundation of environmental economics; Nexus between Ecology and Economics - The Principle of Material Balance - Private versus Social Cost.

Module II

Environmental Economics - Basics and trends, Environment and economy, environmental and economic growth, environmental and development. Basic concept of sustainable development, Measures for sustainable development. Main characteristics of environmental goods- Pure public goods, Mixed collective goods, public bads, externalities, consumption and demand, production and supply, Marginal analysis. Market and market failure, externalities – marginal social cost, marginal private cost, marginal external growth, cost and solution to externality. Principles of maximum social welfare - Pareto Criterion.

Module III

Resource Economics: Economics of natural resources. Population growth and its impact on environment; The concept of common property resource and issues in global environmental resource sharing; World trade and the environment – International trade, Intellectual Property



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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rights. Social CBA (Cost Benefit Analysis). Economic CBA, Environmental pollution- control, private cost and socialcost; Application of CBA-Technology versus Environment - Coase Theorem - Simon Kuznets's inverted 'U' shaped curve.

Module IV

Economics of Pollution Control - Environmental Impact Assessment - Evaluation of Project and Programme – Benefit / Cost Analysis - Contingent valuation method - Measurement of environmental damages - Valuing environmental benefits: Hedonic price approach - Ecological footprint approach, Systems approach.

Module V

Renewable resources - Growth curves - the rate of exploitation - open access and common property solutions - exhaustible resources - monopoly and the rate of extraction - ecosystem services – Institutional approaches to environmental problems.

Suggested Readings:

1. Ramprasad, S. (2001), Ecology and Economics - an approach to sustainable Development, Oxford.
2. Adiseshiah, M. S. (1987), Economics of Environment, Lancer International, India International Center, New Delhi.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

3. Pearce D. W. and Kerry R. T. (1990), Economics of Natural Resources and the Environment, Harvester Wheat Sheaf, New York.
4. Seneca J. J. and Michael K. T. (1974), Environmental Economics, Prentice Hall, New Jersey.
5. Kerr J. M. K., Marothia, D., Katar, S., Ramasamy, C. and Bentley, R. W. (1997), National Resource Economics – Theory and Application in India, Oxford & IBH Publishing Co, New Delhi.
6. Charles, D (2000), Environmental Economics, Oxford University Press, New York
7. David, P. and Moran, D. (1994), The Economic Value of Biodiversity, Earthscan Publications Ltd, London.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Environmental History of India

HISCSS4E116 - ENVIRONMENTAL HISTORY OF INDIA

Module I

Basic Concepts

Human beings and Natural World-Survival and appropriation-Habit and livelihood Pattern – foraging, pastoralism, agriculture-exploitation of resources-tools and technology –Niche – Diffusion-Role of population explosion-Ecological basis of human history.

Module II

Ecological Change and Human History

Diffusion of flora and fauna-Agricultural Expansion-Transhumance and migration –Ecological Imperialism-Effects of environmental changes-Debates.

Module III.

Colonialism and Environment

Reconceptualization of the forest-Transformation of the commons-Introduction of new genetic varieties and effects-Plantations-Destruction of tribal habitats –changes in the livestock.

Module IV

Colonialism and Habitat

Migration of population-Urban agglomeration and its effects-Diseases and health care-Epidemics and society-Famines and impoverishment.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module IV

Environment in Independent India.

Effects of industrial expansion-Urban Slums-Pollution-Water, Earth, Atmosphere-Effects of dumping of nuclear and other wastes-Deforestation-Big dams and large energy projects-state's intervention

Module V

Environmental Movements-General patterns-Chipko-Silent valley -Narmada-Struggles over water.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Aspect of The History of The Modern World

HISCSS2C108 – ASPECT OF THE HISTORY OF THE MODERN WORLD

Note: It is assumed that a basic knowledge of ‘events’ in the history of the modern world has already been provided to the students and a narrative need not be attempted. The emphasis should be on certain aspects relating to world history. The First unit is self-explanatory. In the II unit ‘causes and course’ of the American and French revolutions need not be taught. The emphasis should be the character and consequences of these revolutions and the debates and historiographic trends relating to these. In the IV unit, a ‘description’ of the inventions and technology of the industrial revolution need not be made.

Module I

Transition to modern world – weakening of absolutism – rise of nation states – towards representative forms of governments –movements for the extension of franchise – workers, women.

Module II

Revolutionary changes- American Revolution, a social movement? Its Significance - French Revolution, a burgers revolution? Its legacies.

Module III

Changing conceptualization, the world – intellectual revolution – reason – empiricism – science – Secularism Idea of progress.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module IV

Industrial Revolution – changes in relation of production – economic changes – Social consequences – capitalism as a world system – colonialism – anticolonial Struggles – Latin American revolutions – struggle in china (upto 1940) Historical roots of US Imperialism – market liberalism.

Module V

Bolshevik revolution, its ideological impact – consequences of the I world war
– Changing perspectives on international relations – rise of Fascism and Nazism.

Module VI

Modern Sensibilities – modernism and culture – modern art – changes in Architecture – modernism in literature.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Theory and Method in Historiography

HISCSS3C109 - THEORY AND METHOD IN HISTORIOGRAPHY

Module I

Historical perceptions during Enlightenment – Vico, Hume and Herder- Romanticism, Nationalism and narrative histories – Legacy of Hegel – Positivism and History as a Science – Rankean positivism – Critiques of Positivism: Dilthey, Croce and Colling wood.

Module II

Historical Materialism – Early Perceptions of Marx – Monist view of History – Criticism of Positivism and evolutionism – Gramsci's view of Hegemony – Structural Marxism – Critical Theory – Social History – Historical Anthropology – History from Below – Cultural History
Gender History and Histories of Oppression, slavery and colonization.

Module III

The Annales: The Agenda of Total History – Braudelian Concepts of Structure, Conjuncture and Event – The return of the narrative and explanatory narrative Approach – History of mentalities and emotions – History of everyday life.

Module IV

Methodological Debates:



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Empiricism, for and against - Individualism and Holism - Sociological Methods in History -
Influence of Durkheim, Weber, Foucault and Edward Said -Truth and objectivity – Post-
Modernism and New Historicism.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Selected Debates in Modern Indian History

ISCCS4C111-SELECTED DEBATES IN MODERN INDIAN HISTORY

The paper introduces the students to some of the major debates in modern Indian History. It is intended to show how each debate is the result of attempts to resolve some of the problems in the writing of modern Indian history. While outlining the details of the debate and the various positions taken by the scholars, effort will be made to show how each debate has increased our understanding of the area of study and stimulated further research. Some of the debates have had a deleterious impact on the problem concerned as well as on Indian history. The positive and negative impact of such debates will also be discussed.

Module I

1. Potentialities of Capitalist development in India: Early Positions:

Decline of empires and political fragmentation – growth of money economy and possibilities of industrialization: Chicherov, Satish Chandra – Irfan Habib and the rejection of the potentialities of capitalist development argument – Theories of ‘Commercial Capitalism’ and ‘Portfolio Capitalism’: Frank Perlin, Sanjay Subrahmanyam, C.A. Bayly – Cambridge historians and the theories of colonial intervention.

Module II

2. The De-industrialization debates



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Colonization of Indian Economy – Marxist positions – R.P. Dutt and others – Debate on de-industrialization. Morris D. Morris, Bipan Chandra, and others – Cambridge historians and the impact of the British Rule.

Module III

3. Nature of the Reform Movement

Western Impact and Indian response? Quest for modernity? Cultural regeneration or revival? Emerging social classes and their quest for new identities? Question of class and caste: Class or caste? Class in caste or caste in class? Class and caste?

Module IV

4. Perception of the National Movement

Marxist and Ambedkarian critique of the nationalist positions - Bipan Chandra's formulations regarding national movement - Cambridge historians' critique of the national movement - Subaltern critique of 'elite nationalism' –critique of the 'fragments' – Gender, Dalit, and sub-national perspectives – 'cultural nationalism', 'religious nationalism: a critical evaluation.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Contemporary India: Problems and Perspectives

HISCSS4C11 - CONTEMPORARY INDIA: PROBLEMS AND PERSPECTIVES

Module I

Development Strategies

Idea of planning-assessment of five-year plan-mixed economy-center-state relations-Panchayati raj-economic decentralization-shift from mixed economy to liberalization-post 1990 scenario.

Module II

Linguistic states and regional imbalances

Formation of linguistic - the question of language - Anti-Hindi agitation - question of autonomy - regionalism and regional separatism-Kashmir-Punjab - northern eastern states.

Module III

Changes in the social structure

Industrialization and Urbanisation – caste and community – dalit oppression – question of reservation – Mandal Commission debates – communalism in society and identity politics – Adivasi question – Genesis of Jharkhand and Uttaranchal other issues – gender and the rise of women's movements – the land question and peasant rebellions – environmental movement.

Module IV

Parties and Politics



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Nehruvian Era – The regime of indira Gandhi and the imposition of internal emergency –

Rise of Janata party – growth of Hindu Politics – The role of the left

Module V

Contemporary cultural trends

Changes in literacy and education – language and literature – health and standard of living - communication and media – liberal and performing arts.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Modern Indian History

MODERN INDIAN HISTORY (1857 TO THE PRESENT):

HIS1CO1 INDIA UNDER COLONIAL RULE AND EARLY RESISTANCES (1857- 1885)

Module I

India as a Political Entity

- ☐ Consolidation of Power by the British – Plassey, Buxar – Carnatic- Maratta – Mysore
- ☐ Subsidiary Alliance – Doctrine of Lapse
- ☐ Economic Settlements

Module II

Early Resistances

- ☐ Sanyasi- Fakir- Santhal– Pazhssi Raja
- ☐ Revolt from native States – Travancore – Veluthampi

Module III

Revolt of 1857

- ☐ Causes – Results – Nature
- ☐ Queen’s Proclamation – Significance

Module IV

Socio- Religious Movements



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

☐ Background – Brahmo samaj – Arya Samaj– Aligarh Movement- Satyasodhak **Samaj– Pandita**

Rama Bhai– Ramakrishna Mission- Sree Narayana Guru

☐ Emergence of Nationalism



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Pre-modern Kerala: Problems and perspectives

Module: (Topic: Gender Relations)

HIS 1C02: PRE-MODERN KERALA: PROBLEMS AND PERSPECTIVES

Module I

Historical Consciousness in Pre-Modern Kerala

Parasurama and Cheraman Perumal Legend-Keralolpatti tradition – Mushakavamsa Kavya – Tuhfat al -Mujahidin – Oral Tradition as history – Ballads- War songs- Chengannurati paattu.

Sources and texts for Study

A] Archaeological **Sources**- typology and nature of evidences- text for study: Pattanam as a trade settlement in the Reports of Pattanam excavation.

B] Epigraphical **Sources**- script –chronology- content and language of inscriptions-text for study – Tarisapalli Copper plates.

C] **Grandhavaris**- text for study – description of sthanarohanam in Kozhikodan granthavari.

D] **Numismatics**– Typology – Greco–Roman and indigenous Coins in Kerala- text for study – Early Coins in Kerala – P L Gupta.

E] Literary **Sources**- Sanskrit, Tamil –Manipravalam, Arabic and Malayalam texts- text for study description of Social Life in Malabar in section three, Tuhfat ul Mujahiddin.

Module II

Kerala as a region and social formation process



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Human ecology and settlements- life activities and multiple economies in early historic Iron Age Kerala- clan and chiefdoms- transition from early historic to early medieval –formation of agrarian society–land, labour and production process- Brahman settlements, temples and social stratification - labour process and formation of kutis and adiyar groups- primary producers- trade and exchange pattanam, nagaram and angadis- overseas trade- formation of caste hierarchy and brahmanical codes – kachhams and maryadais.

Module III

Forms of political and social power

Polity of the Nattodayavars- overlordship of Chera Perumals- nature of the Chera power – debate – evidences and theories.

Module IV

Post Perumal polity and socio-economic power structure.

Naduvazhi Swarupams- janma kana maryada system-state formation in Travancore and Cochinpolitical structure under the Zamorins – jati hierarchy and process of social exclusion- caste oppression and practice of untouchability-gender relations –European powers–Kerala as a linguistic and cultural region-formation of Malayali identity.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Problems, Perspectives and Debates in Early Indian History

Module: First (Topic: Interdisciplinary approach)

HIS 1CO3 - PROBLEMS, PERSPECTIVES AND DEBATES IN EARLY INDIAN HISTORY

Module I

Perspectives on history

Society and state as reflected in colonial writings – Oriental Despotism and Asiatic Society – Asiatic Mode of Production Debate – Nationalist Historians – K.P. Jayaswal – R.C. Majumdar – R.G. Bhandarkar – R.K. Mukherji – A.S. Altekar – Marxist interpretation – D.D. Kosambi – R.S. Sharma – D.C. Sircar – D.N. Jha – **Interdisciplinary approach and recent trends – Romila Thapar – B.D. Chattopadhyaya – Kumkum Ray – Kunal Chakrabarty – Suvira Jaiswal – Uma Chakravarti – Nayanjot Lahiri – Shereen Ratnagar – Upinder Singh**

Module II

State and Society in Vedic and early period

Nature of Harappan State and westerly trade – Recent Interpretations – Aryan problem – debate – Invasion hypothesis – Migration hypothesis – writings of R.S. Sharma, Romila Thapar, Michael Witzel and Thomas Trautman – Vedic society – Process of transition from Lineage to State – Recent interpretations



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module III

Mahajanapadas to Gupta period

Political structure of Mahajanapadas – Various interpretations of Mauryan state – V.A. Smith – R.K. Mukherji – Romila Thapar – I.W. Mabbett – Bongard Levin – Gerard Fussman – Kushana state – Nature of Gupta state – Golden age – Land grants - debates

Module IV

Political violence and ideology in early India

War and violence in Vedic period – Renunciation - Upanishads – Non-violence - Buddhism and Jainism – Asoka and his propaganda of piety – Arthasastra – Problem of kingship – Shaddarsanas.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

History of Modern Kerala: Problems and Perspectives.

Module: First (Topic: Ecology and environmental histories, women and gender history)

HIS 2C02 - HISTORY OF MODERN KERALA: PROBLEMS AND PERSPECTIVES

Module I

Colonial and modern historiography

Early Surveys and Administrators- Buchanan - Missionary Writings – Samuel Matteer and Gundert Gazetteers and Manuels- William Logan, Nagam Aiya and Velu Pillai- search for Primary sources – Babington, Bruce Foot- colonial ethnography – Edgar Thurston and L K Anantha Krishna Aiyar. Histories of princely states – Travancore and cochin-Emergence of modern Historiography- K P Padmanabha Menon – imagination of historical past of Kerala by the social reformers and nationalists- development of scientific histories- emerging trends in history writings in Kerala **ecology and environmental histories – women and gender history** – Dalit subaltern history- peasant history-history of caste slavery- history of communities - local history- intersectional histories – critical histories.

Module II

Modern Kerala and the phases of change

Kerala in the 18th century -changes in the economy and society -Mysorean rule in administration and land relations - colonialism in Kerala- from trade to conquest- changes in property and legality



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

- governance and administrative practices- missionary activism in social life - changes in agriculture- industry and social classes-formation of public sphere.

Module III

Social modernization and reform process

Caste and social reform-religious reform- the idea of 'Renaissance' – lower caste protests and the radical agenda in the reform process- social reformers and their positions and strategies-- notions of historical past by reformers- Poykayil Appachan and Chattampi swamikal - Literature and social imaginations -novel as historical knowledge- Indulekha and Saraswathi Vijayam.

Module IV

Formation of united Kerala

National movement and radical politics -popular movements –formation of united Kerala- land reform and its consequences- land reform and landlessness among the Adivasis and Dalits development experiences- literacy and health care- socio-economic inequality and Kerala model development.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

History and Theory

Module: Third (Topic: Histories of oppression. Gender history)

HIS 2C01: HISTORY AND THEORY

Module I

Enlightenment and the perception of historical past

– Vico- Hume and Herder- Romanticism Nationalism - Positivism and History as Science-
Rankean Positivism -Critics of positivism Hegelian philosophy of History.

Module II

History and Classical Social theory

Weber and ideal type - Durkheim and Social Fact. –Marx and Historical Materialism – modes of
production - Structural Marxism – Critical theory – Social History –Historical Anthropology - New
Historicism- Human Geography -

Module III

The Annales

the Agenda of Total History- Braudelian Concepts of Structures – Conjuncture and Event - history
of mentalities and emotions- History from Below- Histories of Oppression – Gender History –
History of Slavery – History of South Asian Caste system.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module IV

Methodological Debates and Contemporary Trends

- Methodological Individualism and Holism - Structure and Agency- Essentialism and Relativism
- Truth and Objectivity -Foucault and the history of power - Bourdieu and Reflexive Social Science
- Indian Debate on Experience and Theory- Gopal Guru and Sundar Sarukkai.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Problems and Debates in Contemporary India

CORE4HIS 4C 01: PROBLEMS AND DEBATES IN CONTEMPORARY INDIA

Module I

Debates in Contemporary India
Legacy of Colonialism - Political, Social and Economic legacy -
Indian secularism – debates-State in Post-Colonial India – debates - The Political Economy of
LPG - debates

Module II

Issues in Contemporary India
Formation of Linguistic States - Question of Language - Anti Hindi
Agitation - Question of Autonomy - Regionalism and Regional Separatism - Kashmir - Punjab and
North Eastern States-Centre - State Relations.

Module III

Changes in the Social Structure
Industrialisation and Urbanization - Caste and Community - Dalit
oppression - Question of reservation - Communalism in society and politics - Adivasi Question -
Genesis of Jharkhand and Uttarakhand - **Gender and the rise of Women's Movements** - The land
question and Peasant Rebellions - **Environmental Movement**



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module IV

Political Development and Cultural Trends Panchayati Raj - Nehruvian Era - Indira Gandhi and Internal Emergency - Rise of Janata Party - Coalition Government - Role of Left - Politics of Majorities and Minorities - Growth of Hindutva Politics - Populism in Indian Politics - Educational reforms – Films and Society – Theatre – Music and other Literary forms – Sports Nationalism



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

മലയാള സാഹിത്യവിമർശനം

പാശ്ചാത്യസാഹിത്യ ദർശനം

ആധുനികോത്തരതയുടെ കേരളീയ പരിസരം

ഉത്തരാധുനികത

ഉത്തരാധുനികത വർത്തമാനവും വംശാവലിയും-

An Introduction to the Study of Literature

Principles of Literary Criticism

- പ്രൊഫ. എം അച്യുതൻ

- ഡോ. പി.കെ പോക്കർ

- സി.ബി സുധാകരൻ

- കെ.പി അപ്പൻ

- W.H Hudson

- I.A Richards

MAL5B09

സെമസ്റ്റർ 5

കോഴ്സ് 9

മലയാള സാഹിത്യവിമർശനം

പഠനസമയം-80 മണിക്കൂർ

ക്രെഡിറ്റ്-4

ഉദ്ദേശ്യലക്ഷ്യങ്ങൾ

1. മലയാള സാഹിത്യവിമർശനത്തിന്റെ ചരിത്രപരമായ വികാസം തിരിച്ചറിയുന്നതിന്
2. മലയാള സാഹിത്യനിരൂപണചരിത്രത്തിന്റെ സൗന്ദര്യശാസ്ത്രപരവും ചരിത്രപരവുമായ ദിശാ വ്യതിയാനങ്ങളെ സംബന്ധിച്ച് ധാരണ നേടുന്നതിന്
3. വിവിധ വിമർശന പദ്ധതികളുടെ പ്രയോഗം മാതൃകകളിലൂടെ ഉൾക്കൊള്ളുന്നതിന്

മൊഡ്യൂൾ 1

കേരളവർമ്മ വലിയകോയിതമ്പുരാൻ- ഭാഷാ സാഹിത്യവികാസത്തെപ്പറ്റി അവതാരികകളും നിരൂപണങ്ങളും പുസ്തകാഭിപ്രായങ്ങളും- പ്രാസവാദം- സി.പി. അച്യുതമേനോൻ- ഏ.ആർ രാജരാജ വർമ്മ -സാഹിത്യപഞ്ചാനൻ പി.കെ നാരായണപിള്ള

വിശദീകരണം

1. പ്രാസവാദം - ഡോ. വി ജയപ്രസാദ് (അധ്യായം രണ്ട്, സാഹിത്യവിവാദങ്ങളിലൂടെ, ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്)
2. നളിനിയുടെ അവതാരിക - ഏ.ആർ രാജരാജവർമ്മ
3. മാർത്താണ്ഡവർമ്മ - സി.പി അച്യുതമേനോൻ (സി.പി അച്യുതമേനോന്റെ നിരൂപണങ്ങൾ)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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മൊഡ്യൂൾ 2

സാഹിത്യവിമർശനത്തിലെ ദിശാ വ്യതിയാനം- കേസരി.ഏ.ബാലകൃഷ്ണപിള്ള- കുട്ടികൃഷ്ണമാരാർ- എം.പി പോൾ- മുണ്ടശ്ശേരി

വിശദപഠനം

1. നിഷ്പക്ഷ നിരൂപണം - കുട്ടികൃഷ്ണമാരാർ
2. സമൂഹത്തിലെ വിഷം - കേസരി ഏ.ബാലകൃഷ്ണപിള്ള(നവലോകം)
3. ബാല്യകാലസഖി അവതാരിക - എം.പി പോൾ

മൊഡ്യൂൾ 3

ജീവത്സാഹിത്യം - പുരോഗമന സാഹിത്യപ്രസ്ഥാനം- അക്കാദമിക വിമർശനം- മനുഷ്യാസ്ത്ര വിമർശനം

വിശദപഠനം

1. ജീവത്സാഹിത്യം - ഇ.എം.എസ്
2. മാമ്പഴം - എം.എൻ വിജയൻ
3. തിരസ്കാരം - കെ.പി അപ്പൻ
4. ആശാന്റെ സീതാകാവ്യം - സുകുമാർ അഴീക്കോട്

മൊഡ്യൂൾ 4

ആധുനിക വിമർശനത്തിന്റെ തുടർച്ച -ഡോ.എം ലീലാവതി- ബി. രാജീവൻ- സ്ത്രീവാദ നിരൂപണം- ദലിത് പക്ഷം- പരിസ്ഥിതി നിരൂപണം

വിശദപഠനം

1. ബുദ്ധനും ശിവനും - ഡോ. എം ലീലാവതി
2. അനുഭൂതികളുടെ ചരിത്രപരത - ബി. രാജീവൻ (ജനനിബിഡമായ ദന്തഗോപുരം)
3. എഴുത്ത് അധികാരം സൗന്ദര്യം - കെ.ഇ.എൻ(സമൂഹം സാഹിത്യം സംസ്കാരം)
4. സരസ്വതീവിജയം (അവതാരിക) - കെ.കെ കൊച്ചി
5. കണ്ണാടികൾ ഉടയ്ക്കുന്നതെന്തിന് - പി. ഗീത
6. കഥയും പരിസ്ഥിതിയും(ആദ്യ ലേഖനം) - ജി. മധുസൂദനൻ



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ലൈബ്രറി റെക്കോർഡിലേക്ക് (ഏതെങ്കിലും 5 എണ്ണം)

- | | |
|---|--------------------------|
| 1. പെൺ വിനിമയങ്ങൾ | - എസ്. ശാരദക്കുട്ടി |
| 2. കാവ്യകല കുമാരനാശാനിലൂടെ | - പി.കെ ബാലകൃഷ്ണൻ |
| 3. കുറ്റിപ്പുഴയുടെ പ്രബന്ധങ്ങൾ | - കുറ്റിപ്പുഴ കൃഷ്ണപിള്ള |
| 4. സൃഷ്ടിയും സ്രഷ്ടാവും | - എസ്. ഗുപ്തൻനായർ |
| 5. സംസ്കാരപഠനം:ഒരാമുഖം | - പി.പി രവീന്ദ്രൻ |
| 6. രോഗത്തിന്റെ പുക്കൾ | - വി.രാജകൃഷ്ണൻ |
| 7. ആധുനികോത്തരത:വിശകലനവും വിമർശനവും | - വി.സി ശ്രീജൻ |
| 8. പരിസ്ഥിതിസൗന്ദര്യശാസ്ത്രത്തിന് ഒരാമുഖം | - ടി.പി സുകുമാരൻ |
| 9. തത്വമയം | - കൽപ്പറ്റ നാരായണൻ |
| 10. ആനുകാലികങ്ങളിലെ തിരഞ്ഞെടുത്ത ഒരു കവിതയ്ക്ക് സ്വന്തമായി തയ്യാറാക്കുന്ന ഒരു വിമർശനം | |

സഹായകഗ്രന്ഥങ്ങൾ

മലയാളനിരൂപണം ഇന്നലെ

മലയാളനിരൂപണം: പ്രാരംഭഘട്ടം

മലയാളനിരൂപണം: മധ്യഘട്ടം

മലയാളനിരൂപണം:ആധുനികഘട്ടം

സമകാലനിരൂപണത്തിന്റെ

വ്യത്യസ്ത മുഖങ്ങൾ

സുകുമാർ അഴീക്കോട്

ജോസഫ് മുണ്ടശ്ശേരി

ഇ.എം.എസ് നമ്പൂതിരിപ്പാട്

പി.കെ നാരായണപിള്ള

താരതമ്യകാവ്യശാസ്ത്രം

കാവ്യജീവിതവൃത്തി

സാഹിത്യഭൂഷണം

കാവ്യപീഠിക

- പി.കെ പരമേശ്വരൻ നായർ സ്മാരക ഗ്രന്ഥാവലി

-പി.കെ പരമേശ്വരൻ നായർ സ്മാരക ഗ്രന്ഥാവലി

- പി.കെ പരമേശ്വരൻ നായർ സ്മാരക ഗ്രന്ഥാവലി

- പി.കെ പരമേശ്വരൻ നായർ സ്മാരക ഗ്രന്ഥാവലി

- മലയാള സാഹിത്യവിമർശനം

- മുണ്ടശ്ശേരി കൃതികൾ മൂന്നുഭാഗം(1981)

കോട്ടയം, ഡി.സി ബുക്സ്

- തെരഞ്ഞെടുത്ത പ്രബന്ധങ്ങൾ (1980)

സാഹിത്യഅക്കാദമി, തൃശ്ശൂർ

- പഞ്ചാനന്റെ വിമർശനത്രയം, കേരളസാഹിത്യ

- സി. രാജേന്ദ്രൻ

- പി. കൃഷ്ണൻനായർ

- കുട്ടികൃഷ്ണഷ്മാരാർ

- ജോസഫ് മുണ്ടശ്ശേരി



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നവസംസ്കാരപഠനങ്ങൾ

MAL6B14

സെമസ്റ്റർ 6

കോഴ്സ് 14

നവസംസ്കാര പഠനങ്ങൾ

പഠനസമയം-80 മണിക്കൂർ

ക്രെഡിറ്റ്-4

ഉദ്ദേശ്യലക്ഷ്യങ്ങൾ

1. സംസ്കാരത്തെക്കുറിച്ചും സംസ്കാര പഠനത്തെക്കുറിച്ചുമുള്ള പ്രാചീനവും നവീനവുമായ സങ്കല്പങ്ങളെ പരിചയപ്പെടുക
2. നവസംസ്കാര പഠനം ഭൗതിക തലത്തിലും ബൗതികതലത്തിലും ഒരു പോലെ സ്വാധീനം ചെലുത്തുന്ന വ്യവഹാരങ്ങൾ സൃഷ്ടിക്കുന്നു. അക്കാദമിക് തലങ്ങളിൽ ഇവ ഏറെ പ്രസക്തമാണ്. നമ്മുടെ രാഷ്ട്രീയ സാമൂഹ്യ പരിസരങ്ങളിൽ ഇവ എങ്ങനെ സന്നിവേശിക്കപ്പെട്ടിരിക്കുന്നു എന്നുള്ള നിരീക്ഷണവും സാമാന്യ അവബോധമുണ്ടാക്കലും ഈ കോഴ്സിന്റെ ലക്ഷ്യമാണ്.
3. സംസ്കാരപഠനത്തിന്റെ സങ്കല്പനങ്ങൾ മലയാള സാഹിത്യ പഠനത്തിന് സഹായകമാകുന്ന തെങ്ങനെയെന്നതിനെക്കുറിച്ച് ധാരണ നേടുക
4. സംസ്കാരപഠനത്തിന്റെ കേരളീയ മാതൃകകൾ പരിചയപ്പെടുത്തുന്നതിന്
5. സമകാലിക കേരളീയ ജീവിതത്തിലെ സാംസ്കാരിക പ്രശ്നങ്ങൾ വിശകലനം ചെയ്യാൻ ആവശ്യമായ സൈദ്ധാന്തിക ജ്ഞാനം ആർജ്ജിക്കുന്നതിന്

മൊഡ്യൂൾ 1

സംസ്കാരം: നിർവചനം- സമീപനങ്ങൾ- പ്രകൃതിയും സംസ്കാരവും- ഭാഷയും സംസ്കാരവും- സംസ്കാരവും നാഗരികതയും- സംസ്കാരത്തിന്റെ തലങ്ങൾ: ദേശീയത, പ്രാദേശികത- അബോധപൂർവമായ ആർജ്ജവം- ബോധപൂർവമായ നിർമ്മാണം- സംസ്കാര പഠനത്തിലെ സാമ്പ്രദായിക നിലപാടുകൾ- സാംസ്കാരിക ഭൗതികവാദം- യൂറോപ്യൻ സംസ്കാരത്തിന്റെ ആദ്യകാല രീതിശാസ്ത്രം.

ജനപ്രിയസംസ്കാരം- ഉച്ചസംസ്കാരം- നീചസംസ്കാരം- സംസ്കാരവ്യവസായം- അപരത നിർമ്മാണം- സത്യാന്വേഷണങ്ങൾ- ജനപ്രിയസാഹിത്യം- സംസ്കാരത്തെക്കുറിച്ച് മാതൃ അർത്ഥങ്ങൾക്കുമപ്പുറം എഫ്. ആർ. ലീവിസിന്റെയും റെയ്മണ്ട് വിലുംസിന്റെയും വീക്ഷണങ്ങൾ- സംസ്കാര പഠനവും സംസ്കാര നിരൂപണവും തമ്മിലുള്ള വ്യത്യാസം.

വിശദീകരണം

1. സാഹിത്യവും സംസ്കാരപഠനവും - ഇ.വി രാമകൃഷ്ണൻ
2. മലയാള സാഹിത്യത്തിൽ മലബാറൈനപ്രഭുപം



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മൊഡ്യൂൾ 3

സ്ത്രീവാദം- ലിംഗം, ലൈംഗികം എന്നീ പരികല്പനകൾ- ഉടലെടുത്ത്- ഫെമിനിസത്തിലെ വ്യത്യസ്ത ചിന്താധാരകൾ- സാമൂഹ്യ സ്ത്രീവാദം, ഇക്കോ ഫെമിനിസം- മാർക്സിസ്റ്റ് ഫെമിനിസം, ഇസ്ലാമിക സ്ത്രീവാദം, ബ്ലാക്ക് ഫെമിനിസം, മലയാളത്തിലെ ഫെമിനിസ്റ്റ് എഴുത്തുകാരികളും പെണ്ണുഴുത്തുകളും- സാഹിത്യത്തിലും ഭാഷയിലും സ്ത്രീവാദ സാധിനം.

വിശദീകരണം

1. അച്ചാമയ്ക്കു സമ്പ്രദായം - കെ ആർ മീർ
2. കൂലടയ്ക്കും കുലിനയ്ക്കും അപ്പുറം: ലിംഗഭേദവിചാരം സരസ്വതിയമ്മയുടെ കൃതികളിൽ (സരസ്വതിയമ്മയുടെ സമ്പൂർണ്ണകൃതികളുടെ ആമുഖം - ജെ ദേവിക)
3. ഓരോ എഴുത്തുകാരിയുടെ ഉള്ളിലും - സാറാജോസഫ്

മൊഡ്യൂൾ 4

ദളിത് സങ്കല്പനം- സാഹിത്യം- പ്രാന്തവത്കൃത വിഭാഗങ്ങളുടെ ആത്മപ്രകാശനങ്ങൾ- ഗോത്ര ഗാനങ്ങൾ- നാടൻ പാട്ടുകൾ- നവോത്ഥാന രചനകൾ- ദളിത് ചിന്തയുടെ വളർച്ച, ഇന്നുള്ള അവസ്ഥ

വിശദീകരണം

1. സരസ്വതീ വിജയം - പോത്തേരി കുഞ്ഞമ്പു
2. ദളിത് സാഹിത്യ പ്രസ്ഥാനം - കെ.സി പുരുഷോത്തമൻ(ദളിതൻ ആരാണ്, ദളിത് സാഹിത്യം എന്ത്, എന്തിന് എന്നീ അധ്യായങ്ങൾ മാത്രം, കേരള സാഹിത്യ അക്കാദമി, 2008)
3. എരി - പ്രദീപൻ പാമ്പരിക്കുന്ന്

ലൈബ്രറി റെക്കോർഡിലേക്ക് (5 എണ്ണം)

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|--|---------------------------|
| 1. പരിസ്ഥിതി സൗന്ദര്യ ശാസ്ത്രത്തിനൊരുമുഖം | - ടി.പി സുകുമാരൻ |
| 2. കണ്ടൽക്കാടുകൾക്കിടയിൽ എന്റെ ജീവിതം | - പൊക്കുടൻ |
| 3. എൻമകജെ | - അബ്ദുൽകാസം മുഹമ്മദ് |
| 4. ദളിത് സാഹിത്യം | - കവിയൂർ മുരളി |
| 5. മയിലമ്മ ഒരു ജീവിതം | - ആത്മകഥ |
| 6. ജാതിക്കുമ്മി | - കെ.പി കുറുപ്പൻ |
| 7. മൃഗശിക്ഷകൻ | - വിജയലക്ഷ്മി |
| 8. സംസ്കാരത്തിന്റെ രാഷ്ട്രീയം | - സച്ചിദാനന്ദൻ |
| 9. സംസ്കാരപഠനം ഒരമുഖം | - പി.പി രവീന്ദ്രൻ |
| 10. കേരളത്തിലെ സ്ത്രീ മുന്നേറ്റങ്ങളുടെ ചരിത്രം | - സി.എസ് ചന്ദ്രിക |
| 11. ദളിത് സൗന്ദര്യശാസ്ത്രം | - പ്രദീപൻ പാമ്പരിക്കുന്ന് |



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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സഹായക ഗ്രന്ഥങ്ങൾ

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| 1. സ്ത്രീവാദം | - ജെ.ദേവിക, ഡി.സി ബുക്സ് |
| 2. ആദ്യകാല സ്ത്രീകഥകൾ | - ഡോ.എം.എം. ബഷീർ, ലിപി പബ്ലിക്കേഷൻ |
| 3. ഉടൽ ഒരു നെയ്ത്ത് | - ജി. ഉഷാകുമാരി, എൻ.ബി.എസ് |
| 4. വയലറ്റുനാവിലെ പാട്ടുകൾ | - ജി. ഉഷാകുമാരി, സൈകതം ബുക്സ് |
| 5. സ്ത്രീ,സ്ത്രീവാദം,സ്ത്രീ വിമോചനം | - കെ.ശാരദാമണി, ഡി.സി ബുക്സ് |
| 6. ആഗോളവൽക്കരണം,സ്ത്രീ,പ്രകൃതി | - വന്ദനാശിവ |
| 7. സ്ത്രീവിമോചനം, ചരിത്രം, സിദ്ധാന്തം സമീപനം | - എ.കെ രാമകൃഷ്ണൻ, കെ.എം വേണുഗോപാൽ നയനബുക്സ്, കണ്ണൂർ |
| 8. ബുദ്ധനിലേക്കുള്ള ദൂരം | - കെ.കെ കൊച്ചു, ഡി.സി ബുക്സ് |
| 9. പരിസ്ഥിതി പഠനത്തിന് ഒരാമുഖം | - എ.അച്യുതൻ, കേരളശാസ്ത്രസാഹിത്യ പരിഷത്ത്,2013 |
| 10. തിരസ്കൃതരുടെ രചനാ ഭൂപടം | - ഒ.കെ സന്തോഷ്, മൈത്രിബുക്സ്, തിരുവനന്തപുരം |
| 11. ഹരിതദർശനം ആധുനികാനന്തര കവിതയിൽ | - ഡോ.സി.ആർ പ്രസാദ്, സെഡ് ലൈബ്രറി തിരുവനന്തപുരം |
| 12. കഥയും പരിസ്ഥിതിയും | - ജി. മധുസൂദനൻ, കരന്റ് ബുക്സ് |
| 13. പരിസ്ഥിതി സൗന്ദര്യശാസ്ത്രത്തിന് ഒരു മുഖവുര | - ടി.പി സുകുമാരൻ, ബോധി പബ്ലിഷിംഗ് ഹൗസ് |
| 14. ദളിത് സാഹിത്യപ്രസ്ഥാനം | - കെ.സി പുരുഷോത്തമൻ, കേരളസാഹിത്യഅക്കാദമി,2008 |
| 15. ദളിതന്റെ നോവലും നിനവും നാടൻ പാട്ടുകളിൽ | - ഡോ. കുമാരൻ വൈലേരി, പാപ്പിയോൺ |
| 16. വയനാടൻ രാമായണം | - അസീസ് തരുവണ, മാതൃഭൂമി |
| 17. ദളിത് സ്വത്വം രാഷ്ട്രീയം, മലയാള കവിതയിൽ | - എം.അഭിലാഷ്, ലിഖിതം ബുക്സ് |
| 18. ദളിത് ചിന്തകൾ | - ഗെയ്ൽ ഓം വെത്ത്, മാതൃഭൂമി |
| 19. സാംസ്കാരിക വിമർശനത്തിന് ഒരു രീതിശാസ്ത്രം | - ജെ.ജെ പള്ളത്ത് |
| 20. സംസ്കാരവും സ്വാതന്ത്ര്യവും | - എം.എൻ വിജയൻ |
| 21. ദളിത് ഭാഷ | - കവിയൂർ മുരളി |
| 22. കീഴാള ജീവിത മൂല്യങ്ങൾ | - ഡോ.പി.ജി പത്മിനി |
| 23. ഫെമിനിസം | - എൻ.ജയകൃഷ്ണൻ, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം |
| 24. കൽപനയുടെ മാറ്റൊലി | - ജെ.ദേവിക, കേരളസാഹിത്യപരിഷത്ത് |
| 25. വുമണിസം | - സുജാറാണി മാത്യു, കൈരളിബുക്സ്, കണ്ണൂർ |
| 26. ജാതിയെ ലിംഗവൽക്കരിക്കുമ്പോൾ | - ഉമാചക്രവർത്തി (വിവ- പി.എസ് മനോജ്കുമാർ, മാതൃഭൂമി ബുക്സ്) |
| 27. ദളിത് വർത്തമാനം | - (എഡി)രാജേഷ് ചിറപ്പാട്ട്, മൈത്രിബുക്സ് തിരുവനന്തപുരം |
| 28. കാണുന്നീലൊരക്ഷരവും | - എം.ബി മനോജ്,ഡി.സി ബുക്സ് |
| 29. സംസ്കാരപഠനം ചരിത്രം സിദ്ധാന്തം പ്രയോഗം | - മലയാളപഠനസംഘം, വള്ളത്തോൾ വിദ്യാപീഠം |
| 30. സംസ്കാരപഠനം | - രവീന്ദ്രൻ പി.പി ,ഡി.സി ബുക്സ് |
| 31. ഇടപെടലുകൾ | - രവീന്ദ്രൻ പി.പി ,ഡി.സി ബുക്സ് |
| 32. ആധുനികാനന്തരം:വിചാരം, വായന | - രവീന്ദ്രൻ പി.പി ,ഡി.സി ബുക്സ് |



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KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

ചലച്ചിത്രപഠനം

MAL5D01

സെമസ്റ്റർ - VI

ഓപ്പൺ കോർസ് - 01

ചലച്ചിത്ര പഠനം

പഠനസമയം: 48 മണിക്കൂർ

ക്രെഡിറ്റ്: 3

ഉദ്ദേശ്യങ്ങൾ

1. വർത്തമാനകാലത്തിലെ ശക്തമായ ദൃശ്യമാധ്യമമെന്ന നിലയിൽ ചലച്ചിത്രത്തെ സംബന്ധിച്ച് മെച്ചപ്പെട്ട ധാരണകൾ വികസിപ്പിക്കുക.
2. സിനിമയുടെ ഉദ്ഭവം, വളർച്ച സാമാന്യമായി പരിചയപ്പെടുക.
3. തിരക്കഥ, സംവിധാനം, ശബ്ദലേഖനം, എഡിറ്റിംഗ്, സിനിമാട്ടോഗ്രാഫി എന്നിവയെ സംബന്ധിച്ച് സാമാന്യധാരണ നേടുക.
4. ചലച്ചിത്രത്തിന്റെ സൗന്ദര്യാംശങ്ങൾ തിരിച്ചറിയാനും ആസ്വദിക്കാനും വിശകലനം ചെയ്യാനുമുള്ള നൈപുണി വികസിപ്പിക്കുക.
5. കാമ്പസ് ഫിലിം/ഡോക്യുമെന്ററി എന്നിവ കാണാനും തയ്യാറാക്കാനുമുള്ള താൽപര്യം വളർത്തുക.
6. ചലച്ചിത്ര ചർച്ചകൾ, സംവാദങ്ങൾ, നിരൂപണങ്ങൾ, ഫിലിംക്ലബ്ബുകൾ, ചലച്ചിത്ര പ്രസിദ്ധീകരണങ്ങൾ, ചലച്ചിത്രമേളകൾ എന്നിവയിൽ പങ്കാളിയാവുന്നതിനും ക്രിയാത്മകമായി ഇടപെടുന്നതിനുമുള്ള ശേഷി വളർത്തുക.

[നിർദ്ദേശങ്ങൾ : ചലച്ചിത്രപഠനം ഐച്ഛികമായി എടുക്കുന്നവർ ഇന്ത്യൻ, വിദേശ, മലയാള ക്ലാസിക് സിനിമകൾ കാണിക്കുകയും അവയെക്കുറിച്ച് ചർച്ച, സംവാദം, സെമിനാർ എന്നിവ സംഘടിപ്പിക്കേണ്ടതുമാണ്. ഫിലിംക്ലബ്ബുകൾക്ക് രൂപം കൊടുത്തുകൊണ്ട് ക്ലബ്ബിന്റെ ആഭിമുഖ്യത്തിൽ ഫിലിം/ഷോർട്ട് ഫിലിം/ഡോക്യുമെന്ററി ഫെസ്റ്റുകൾ നടത്താനും അവ നിർമ്മിക്കാനും ശ്രമിക്കേണ്ടതാണ്. ലൈബ്രറി റെക്കോഡിലേക്കുള്ള അസൈൻമെന്റുകൾ ആയി, നിർദ്ദേശിച്ച സിനിമകളെ സംബന്ധിച്ച ആസ്വാദനം / നിരൂപണം ആണ് തയ്യാറാക്കേണ്ടത്. സാഹിത്യത്തിലെ കഥ/കവിത എന്നിവയെ അടിസ്ഥാനമാക്കിയതോ അല്ലെങ്കിൽ സ്വതന്ത്രമായോ തയ്യാറാക്കുന്ന ഒരു തിരക്കഥയും ഈ റെക്കോർഡിൽ ഉൾപ്പെടുത്തേണ്ടതാണ്. വിശദപഠനത്തിന് നൽകിയിട്ടുള്ള തിരക്കഥയുടെ ചലച്ചിത്രങ്ങൾ കാണാൻ നിർബന്ധമായും അവസരം ഒരുക്കേണ്ടതാണ്.]



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മൊഡ്യൂൾ - 1

ചലച്ചിത്രകലയുടെ ഉദ്ഭവം - സാങ്കേതികത - പേഴ്സിസ്റ്റൻസ് ഓഫ് വിഷൻ - സ്വാധീനവും പ്രാധാന്യവും - ബഹുജനമാധ്യമം - ജനപ്രിയസംസ്കാരവും ജനപ്രിയസിനിമയും.

മൊഡ്യൂൾ - 2

സിനിമയുടെ തരം തിരിവുകൾ - ഫീച്ചർ ഫിലിം, ഷോർട്ട് ഫിലിം, ഡോക്യുമെന്ററി, ആനിമേഷൻ ഫിലിം - ട്രീഡി ഫിലിം - ചലച്ചിത്രഭാഷ - ശരീരഭാഷ - നിശ്ശബ്ദ സിനിമ - ബ്ലാക്ക് ആൻഡ് വൈറ്റ് സിനിമ - ശബ്ദ സിനിമ - കളർസിനിമ - ഹൊറർ, കോമഡി, മ്യൂസിക്കൽ - എന്നിങ്ങനെയുള്ള തരംതിരിവുകൾ.

മൊഡ്യൂൾ - 3

ഇന്ത്യൻ സിനിമ - ആദ്യകാല സിനിമകൾ സത്യജിത്റേ, ജ്വതിക് ഘട്ടക്, മൂണാൾസെൻ തുടങ്ങിയവർ നടത്തിയ ബംഗാളിസിനിമയിലെ പരീക്ഷണങ്ങൾ - ഗിരീഷ് കാസറവള്ളി, ശ്യാം ബെനഗൽ തുടങ്ങിയവരുടെ സിനിമകൾ. **സിനിമയിലെ സ്ത്രീ പ്രതിനിധാനങ്ങൾ - മീരാ നായർ, അപർണ്ണാസെൻ, ദീപമേത്ത.**

മൊഡ്യൂൾ - 4

തിരക്കഥാ രചന - അടിസ്ഥാന തത്വങ്ങൾ - തിരക്കഥയിൽ നിന്ന് സിനിമയിലേക്കുള്ള മാറ്റം - അനുകൽപ്പനം - ചലച്ചിത്രസങ്കേതങ്ങൾ സാമാന്യപരിചയം - സീൻ, ഷോട്ട്, ഫ്ലെയിം, സീക്വൻസ്, മൊണ്ടാഷ് എന്നിവ സംബന്ധിച്ച ധാരണ - ചലച്ചിത്രനിരൂപണം - ആദ്യകാല നിരൂപണങ്ങൾ - സമകാലിക നിരൂപണം - **സമൂഹം, സംസ്കാരം, രാഷ്ട്രീയം** എന്നിവയിൽ ഊന്നിയ അന്വേഷണം - ആനുകാലികങ്ങളിലേയും ചലച്ചിത്ര പ്രസിദ്ധീകരണങ്ങളിലേയും നിരൂപണങ്ങൾ

വിശദപഠനം - തിരക്കഥ

1. ചെമ്മീൻ

2. കാഴ്ച - ബ്ലേസി



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ലൈബ്രറിറൈക്കോഡിലേക്ക് ചലച്ചിത്രങ്ങളുപയോഗം/നിരൂപണം തയ്യാറാക്കാൻ നിർദ്ദേശിക്കുന്ന സിനിമകൾ

1. സാഹിത്യത്തിലെ കഥ/കവിത എന്നിവയെ അടിസ്ഥാനമാക്കിയതോ അല്ലെങ്കിൽ സ്വതന്ത്രമായോ തയ്യാറാക്കുന്ന ഒരു തിരക്കഥ
2. ബൈബിൾ തീവ്സ് - സംവിധാനം - വിദ്യാദിപ്തി ഡിസിക്
3. ചിൽഡ്രൻ ഓഫ് ഹെവൻ - മജിദ് മജീദി
4. ചാരുലത - സത്യജിത് റായ്
5. വാട്ടർ - ദിപമേന്ത
6. ഘടശ്രാദ്ധ - ഗിരീഷ് കാസറവള്ളി
7. സ്വയംവരം - അടൂർ ഗോപാലകൃഷ്ണൻ
8. നിർമാലയം - എം.ടി. വാസുദേവൻ നായർ
9. പിറവി - ഷാജി എൻ കരുൺ
10. മാനഹോൾ - വിധു വിൻസെന്റ്

സഹായക ഗ്രന്ഥങ്ങൾ

1. സിനിമയുടെ ലോകം - അടൂർ ഗോപാലകൃഷ്ണൻ, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
2. സിനിമയും പ്രത്യയശാസ്ത്രവും - ജോസഫ് വി.കെ. സാംസ്കാരിക പ്രസിദ്ധീകരണ വകുപ്പ്, തിരുവനന്തപുരം
3. ചലച്ചിത്രഭാഷ - ജോസഫ് ഡിഗോൾ, കറന്റ് ബുക്സ്, കോട്ടയം
4. സിനിമയെ കണ്ടെത്തൽ - തോമസ് എം.എഫ്. കറന്റ് ബുക്സ്, കോട്ടയം.
5. സിനിമയുടെ ആത്മാവ് - തോമസ് എം.എഫ്. ഡി.സി.ബുക്സ്, കോട്ടയം
6. ഇന്ത്യൻ സിനിമ - തോമസ് എം.എഫ്. ഡി.സി.ബുക്സ് കോട്ടയം
7. അഭിനയം, അനുഭവം - ഭരതഗോപി, പി.കെ. ബ്രദേഴ്സ്, കോഴിക്കോട്
8. ചലച്ചിത്ര സമ്പ്രദായം - മാത്യു മണർക്കാട്. കറന്റ് ബുക്സ്, കോട്ടയം
9. സിനിമയുടെ രാഷ്ട്രീയം - ബോധി പബ്ലിഷിംഗ് ഹൗസ്, കോഴിക്കോട്
10. കാഴ്ചയുടെ അശാന്തി - രാജകൃഷ്ണൻ വി. കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
11. ചലച്ചിത്ര സമീക്ഷ - വിജയകൃഷ്ണൻ, കറന്റ് ബുക്സ്, കോട്ടയം



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12. ചലച്ചിത്രത്തിന്റെ പൊരുൾ - വിജയകൃഷ്ണൻ, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
13. മലയാള സിനിമയുടെ കഥ - കേരള ഫിലിം ഡവലപ്മെന്റ് കോർപ്പറേഷൻ, തിരുവനന്തപുരം, 1997
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15. മലയാള സിനിമ ഇന്നലെ ഇന്ന് - സുന്ദരേശൻ വി. പ്രഭാത ബുക്ക് ഹൗസ്, തിരുവനന്തപുരം.
16. മലയാളസിനിമയും സാഹിത്യവും - മധു ഇറവങ്കര
17. മലയാള സിനിമ - സിനിക്, മംഗളോദയം, തൃശ്ശൂർ
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20. തിരക്കഥാരചന കലയും സിദ്ധാന്തവും - ജോസ് കെ. മാനുവൽ
21. വിശ്വേന്തര തിരക്കഥകൾ - വിജയകൃഷ്ണൻ
22. മലയാള തിരക്കഥ - വളർച്ചയും വർത്തമാനവും - ആർ.വി.എം. ദിവാകരൻ, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം
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നോവൽസാഹിത്യം

MAL4B06

സെമസ്റ്റർ-IV
കോഴ്സ്-6
നോവൽ സാഹിത്യം

പഠനസമയം: 72 മണിക്കൂർ
ക്രെഡിറ്റ്-4

ഉദ്ദേശ്യലക്ഷ്യങ്ങൾ:

നോവൽ സാഹിത്യത്തെ സംബന്ധിച്ച് സാമാന്യമായ അവബോധം നൽകുക
മലയാള നോവൽ സാഹിത്യത്തിന്റെ വളർച്ചയുടെ വിവിധ ഘട്ടങ്ങൾ മനസ്സിലാക്കുക
സമകാലിക നോവലിന്റെയും ചെറുകഥയുടെയും സ്വഭാവങ്ങൾ തിരിച്ചറിയുക
വിവർത്തനനോവലുകളെ സാമാന്യമായി പരിചയപ്പെടുക

മൊഡ്യൂൾ-1

നോവൽ - നിർവ്വചനങ്ങൾ - നോവൽ പാശ്ചാത്യ സാഹിത്യരൂപം - നോവെല്ലുകളും റൊമാൻസുകളും - ഇടത്തരക്കാരുടെ സാഹിത്യരൂപം - ആഖ്യാനരീതിയുടെ വൈവിധ്യം - മലയാളത്തിലെ ആദ്യകാല നോവലുകൾ - ഘാതകവധം - പുല്ലേലികുഞ്ചു - കുന്ദലത - സാമൂഹിക നോവലുകൾ - ഇന്ദുലേഖ, ശാരദ - സി. വി.യുടെ ചരിത്രാഖ്യായികൾ - നോവലിന്റെ വളർച്ച - പാശ്ചാത്യ സിദ്ധാന്തങ്ങളുടെ കടന്നുവരവ് - സ്വാതന്ത്ര്യത്തെക്കുറിച്ചുള്ള അവബോധം - പുരോഗമന സാഹിത്യപ്രസ്ഥാനം - സാധാരണക്കാരുടെ ജീവിതം നോവലുകളിൽ - ജീവത്സാഹിത്യം - രാഷ്ട്രീയ പശ്ചാത്തലം - തകഴി, ദേവ്, ബഷീർ, പൊന്നക്കാട്, ഉറുബ്, പാറപ്പുറത്ത്, ചെറുകാട്, സാമൂഹിക പരിഷ്കരണ പ്രസ്ഥാനങ്ങൾ, മുത്തിരിങ്ങോട് ഭവത്രാതൻ നമ്പൂതിരിപ്പാട്, ലളിതാംബിക അന്തർജ്ജനം എന്നിവരുടെ കൃതികൾ.

വിശദപഠനത്തിന്

1. ഇന്ദുലേഖ - ചന്തുമേനോൻ
2. രാമരാജബഹദൂർ - സി.വി. രാമൻപിള്ള
3. ഉമ്മാച്ചു - ഉറുബ്
4. അഗ്നിസാക്ഷി - ലളിതാംബിക അന്തർജ്ജനം

അധിക വായനയ്ക്ക്

1. ഓടയിൽ നിന്ന് - കേശവദേവ്
2. രണ്ടിടങ്ങളിൽ - തകഴി
3. വിഷകന്യക - എസ്.കെ. പൊന്നക്കാട്
4. നൂറ്റാണ്ടുകളിലെ നോവൽ - ബഷീർ
5. അരനാഴിക നേരം - പാറപ്പുറത്ത്
6. മണ്ണിന്റെ മാറിൽ - ചെറുകാട്



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

മൊഡ്യൂൾ-2

പുതിയ സാമൂഹിക ദർശനം വ്യക്തി-കേന്ദ്രീകൃതമായ ആവിഷ്കാരങ്ങൾ - പുതിയ ആവിഷ്കാരരീതികൾ - ഭാഷാ സവിശേഷതകൾ - ശക്തമായ അന്തർമുഖത്വം - നിസ്സംഗത - ആത്മരോഷത്തിന്റെ കഥകൾ. എം.ടി, മാധവിക്കുട്ടി, രാജലക്ഷ്മി, നന്തനാർ, സി. രാധാകൃഷ്ണൻ, എൻ.പി. മുഹമ്മദ് തുടങ്ങിയവരുടെ രചനകൾ.

നോവലിൽ ആധുനികതയുടെ ആവിർഭാവവും സാധ്യതകളും - ആവിഷ്കാരരീതിയിൽ വന്ന മാറ്റങ്ങൾ - വ്യക്തിയും സമൂഹവും തമ്മിലുള്ള പൊരുത്തക്കേടുകൾ - അസ്തിത്വദർശനം - അന്യവൽക്കരണം - ഒ.വി. വിജയൻ - എം. മുകുന്ദൻ - കാക്കനാടൻ - സേതു - സക്കറിയ - ആനന്ദ് - പുനത്തിൽ കുഞ്ഞബ്ബുള്ള - മേതിൽ രാധാകൃഷ്ണൻ എന്നിവരുടെ രചനകൾ.

വിശദപഠനത്തിന്

1. മഞ്ജു - എം.ടി വാസുദേവൻ നായർ
2. ദൈവത്തിന്റെ കണ്ണ് - എൻ.പി. മുഹമ്മദ്
3. ഖസാക്കിന്റെ ഇതിഹാസം - ഒ.വി. വിജയൻ

അധികവായനയ്ക്ക്

1. ഒരു വഴിയും കൂടെ നിഴലുകളും - രാജലക്ഷ്മി
2. പാണ്ഡവപുരം - സേതു
3. ഉഷ്ണമേഖല - കാക്കനാടൻ
4. മരുഭൂമികൾ ഉണ്ടാവുന്നത് - ആനന്ദ്
5. സ്ഥാനകലകൾ - പുനത്തിൽ കുഞ്ഞബ്ബുള്ള
6. സൂര്യവംശം - മേതിൽ രാധാകൃഷ്ണൻ
7. പാണ്ഡവപുരം - സേതു

മൊഡ്യൂൾ-3

പുത്തൻ ദർശനങ്ങളുടെയും ആശയങ്ങളുടെയും കടന്നുവരവ് - സ്ത്രീവാദം - പരിസ്ഥിതിവാദം മുതലായവ നോവലിനെ സാധ്യമാക്കുന്നു.

സ്ത്രീവാദം - പരിസ്ഥിതിവാദം - പരിസ്ഥിതി സ്ത്രീവാദം എന്നിവയെപ്പറ്റിയുള്ള പൊതുവിവരങ്ങൾ പാർശ്വവൽക്കൃത സമൂഹങ്ങൾ നേരിടുന്ന പ്രശ്നങ്ങൾ, നോവലിന്റെ പ്രമേയം എന്ന നിലയിൽ പ്രവാസത്തിന്റെ മുന്തൂക്കങ്ങൾ നോവലിന് വിഷയമാവുന്നത്



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

വിശദപഠനത്തിന്

1. ആലാഹയുടെ പെൺമക്കൾ - സാരാ ജോസഫ്
2. ജൈവം - പി. സുരേന്ദ്രൻ
3. കൊച്ചുരേണി - നാരായൻ
4. ആടുജീവിതം - ബന്യാമിൻ

അധികവായനയ്ക്ക്

1. നെല്ല് - പി. വത്സല
2. എൻ മകജെ - അംബികാസുതൻ മാങ്ങാട്
3. ആരാച്ചാർ - കെ.ആർ. മീര
4. പീറ - സി.എസ്. ചന്ദ്രിക
5. മാവേലിമന്ത്രി - കെ.ജെ. ബേബി

മൊഡ്യൂൾ-3

പുത്തൻ ദർശനങ്ങളുടെയും ആശയങ്ങളുടെയും കടന്നുവരവ് - സ്ത്രീവാദം - പരിസ്ഥിതിവാദം മുതലായ നോവലിനെ സാധിനിക്കുന്നു.

സ്ത്രീവാദം - പരിസ്ഥിതിവാദം - പരിസ്ഥിതി സ്ത്രീവാദം എന്നിവയെപ്പറ്റിയുള്ള പൊതുവിവരങ്ങൾ, പാർശ്വവൽക്കൃത സമൂഹങ്ങൾ നേരിടുന്ന പ്രശ്നങ്ങൾ, നോവലിന്റെ പ്രമേയം എന്ന നിലയിൽ പ്രവാസത്തിന്റെ മുൻപറയങ്ങൾ നോവലിന് വിഷയമാവുന്നത്

വിശദപഠനത്തിന്

1. ആലാഹയുടെ പെൺമക്കൾ - സാരാ ജോസഫ്
2. ജൈവം - പി. സുരേന്ദ്രൻ
3. കൊച്ചുരേണി - നാരായൻ
4. ആടുജീവിതം - ബന്യാമിൻ

അധികവായനയ്ക്ക്

1. നെല്ല് - പി. വത്സല
2. എൻ മകജെ - അംബികാസുതൻ മാങ്ങാട്
3. ആരാച്ചാർ - കെ.ആർ. മീര
4. പീറ - സി.എസ്. ചന്ദ്രിക
5. മാവേലിമന്ത്രി - കെ.ജെ. ബേബി

മൊഡ്യൂൾ-4

നോവൽ തർജ്ജമകൾ - ഭാഷയുടെയും സംസ്കാരത്തിന്റെയും ആദാനപ്രദാനങ്ങൾ - വിവിധ ലോകഭാഷകളിലെയും ഭാരതീയ ഭാഷകളിലെയും നോവൽ തർജ്ജമകൾ മലയാളത്തിലേക്ക് എത്തിയവയുമായുള്ള പരിചയം - കന്നട-ഹിന്ദി - ബംഗാളി - ഫ്രഞ്ച് - ലാൻസ് അമേരിക്കൻ നോവലുകളുമായുള്ള പരിചയം - നമ്മുടെ നോവൽ സാഹിത്യത്തിൽ തർജ്ജമകൃതികളിലൂടെ ലഭിച്ച പുതിയ ഉണർവ്വുകൾ.



CRITERION	I	Curricular Aspects
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വിശദപഠനത്തിന്

1. ആയുധനിക്ഷേപം

2. കോളറാക്കലത്തെ പ്രണയം - മാർക്സസ്
3. കൃഷ്ണ കാര്യങ്ങളുടെ ഓടയതന്ത്രമാൻ സഹായക ഗ്രന്ഥങ്ങൾ

1. നോവൽ സാഹിത്യം - എം.പി. പോൾ
2. മലയാള നോവൽ സാഹിത്യചരിത്രം - ഡോ. കെ.എം. തരകൻ
3. ആദ്യകാല മലയാളനോവൽ - ഡോ. ജോർജ്ജ് ഇരുമ്പയം
4. ചരിത്രനോവൽ മലയാളത്തിൽ - കൽപന ബാലകൃഷ്ണൻ
5. സി.വി. ചരിത്രാഖ്യായികകളിലൂടെ - എം.കെ. കൃഷ്ണൻ
6. പ്രതിപാത്രം ഭാഷണഭേദം - എൻ. കൃഷ്ണപിള്ള
7. ദൈവനീതിക്ക് ദാഷിണ്യമില്ല - ഡോ. കെ. ഭാസ്കരൻ നായർ
8. അന്ധനായ ദൈവം - പി.കെ. രാജശേഖരൻ
9. മലയാള നോവൽ 19-ാം നൂറ്റാണ്ടിൽ - ജോർജ്ജ് ഇരുമ്പയം
10. നോവൽ സിദ്ധിയും സാധനയും - പി. കെ. ബാലകൃഷ്ണൻ
11. മാറുന്ന മലയാള നോവൽ - കെ. പി. അപ്പൻ
12. ആധുനിക നോവൽ ദർശനങ്ങൾ - കെ. എം. തരകൻ
13. 20 നോവലുകൾ - ഡോ. എം.എം. ബഷീർ



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

മലയാളകവിത - ഉത്തരഘട്ടം

MAL3B03

സെമസ്റ്റർ III

കോഴ്സ് - 3

മലയാളകവിത-ഉത്തരഘട്ടം

പഠനസമയം : 90 മണിക്കൂർ

ക്രെഡിറ്റ് : 4

ഉദ്ദേശ്യലക്ഷ്യങ്ങൾ:

മലയാളകവിതയിൽ സംഭവിക്കുന്ന ഭാവുകതാപരിണാമങ്ങൾ തിരിച്ചറിയുക. കവിതയുടെ ലാവണ്യാനുഭവം, കാവ്യഭാഷയുടെ പ്രത്യേകതകൾ, അധികാരത്തിന്റെ വിനിയോഗങ്ങൾ.

ആഖ്യാനത്തിലെ പുതുവഴികൾ - വിമർശനാത്മകമായ എഴുത്തുപ്രവണതകൾ - ചൊൽകാഴ്ചകൾ - പതിവ് സ്ഥിതി, സ്ത്രീ തുടങ്ങിയ വിഷയങ്ങൾക്ക് ലഭിച്ച സ്വീകാര്യത - വ്യത്യസ്ത അന്വേഷണങ്ങൾ - സമീപന വൈവിധ്യങ്ങൾ - ഭാഷയുടെ ബഹുവിധ സാധ്യതകൾ.

മൊഡ്യൂൾ - 1

1. ഉദ്യോഗസ്ഥത്വം - വിഷ്ണുനാരായണൻ നമ്പൂതിരി
2. ദിവ്യഭൂമിയിന്റെ നിഴലിൽ- ആർ. രാമചന്ദ്രൻ
3. പാതാളത്തിലെ മുഴക്കം - എൻ. എൻ. കക്കാട്
4. കാളകൾ - പി. ഭാസ്കരൻ

മൊഡ്യൂൾ - 2

1. മൃതപുഷ്പം - അയ്യപ്പപ്പണിക്കർ
2. ആയിരം നാവുള്ള മൗനം- യുസഫലി കേച്ചേരി
3. കോഴി - കടമ്മനിട്ട
4. നീതിയുടെ വൃക്ഷം - സച്ചിദാനന്ദൻ

മൊഡ്യൂൾ - 3

1. മേലരുപൻ - ആന്റർ രവിവർമ്മ
2. അവസരോചിതൻ - ചെമ്മനം ചാക്കോ
3. കഥനം - കെജി ശങ്കരപ്പിള്ള
4. വീട്ടിലേക്കുള്ള വഴി - ഡി. വിനയചന്ദ്രൻ

മൊഡ്യൂൾ - 4

1. മാനസാന്തരം - ബാലചന്ദ്രൻ ചുള്ളിക്കാട്
2. പാസഞ്ചർ - മോഹനകൃഷ്ണൻ കാലടി
3. പെണ്ണുങ്ങൾ കാണാത്ത - വി. എം. ഗിരിജ
4. സ്മാരകം - വീരാൻകുട്ടി



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

സഹായകഗ്രന്ഥങ്ങൾ:

1. മലയാളകവിതാസാഹിത്യചരിത്രം - എം. ലീലാവതി
2. വർണ്ണരാജി - എം. ലീലാവതി
3. കേരളകവിതയിലെ കളിയും ചിരിയും - പ്രസന്നരാജൻ
4. കവിതയും പാരമ്പര്യവും - എൻ. എൻ. കക്കാട്
5. കവിതയും ജനതയും - സച്ചിദാനന്ദൻ
6. കവിതയുടെ കലാതന്ത്രം - ദേശമംഗലം രാമകൃഷ്ണൻ
7. കാവ്യഭാഷയിലെ പ്രശ്നങ്ങൾ - എഡി ദേശമംഗലം രാമകൃഷ്ണൻ



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

നാടകം / തിരക്കഥ

MAL3B03

സെമസ്റ്റർ-III
കോഴ്സ്-4
നാടകം/തിരക്കഥ

പഠനസമയം : 72 മണിക്കൂർ
ക്രെഡിറ്റ് : 4

ഉദ്ദേശ്യലക്ഷ്യങ്ങൾ:

- മലയാള നാടകചരിത്രത്തെക്കുറിച്ച് അവബോധമുണ്ടാക്കുക.
- കേരളത്തിന്റെ സാമൂഹ്യ രാഷ്ട്രീയ സാംസ്കാരിക ചരിത്രത്തിൽ നാടകം ചെലുത്തിയ സ്വാധീനം ബോധ്യപ്പെടുത്തണം.
- നാടക കലാരൂപത്തിന്റെ ഘടന-ആവിഷ്കാരതലങ്ങളിലുള്ള സവിശേഷതകൾ ബോധ്യപ്പെടുത്തണം.
- നാടകത്തിന്റെ രംഗഭാഷ, ശരീരഭാഷ, സാഹിത്യഭാഷയിലെ ഭാഷാഭേദവിസ്ഥയങ്ങൾ, ശബ്ദനിയന്ത്രണം, നാടകദർശനം എന്നിവ മനസ്സിലാക്കുക.
- അരങ്ങ്, സംവിധാനം, ചമയം, പശ്ചാത്തലസംഗീതം, ശബ്ദക്രമീകരണം, വെളിച്ചവിതാനം എന്നിവയെപ്പറ്റിയുള്ള സാമാന്യജ്ഞാനം നേടുക.
- നാടക സാഹിത്യപഠനത്തിലും നാടകാവതരണത്തിലും തുടർപഠനത്തിലും ഗവേഷണത്തിലും അഭിരുചി വളർത്തുക.

മൊഡ്യൂൾ 1

മലയാളത്തിലെ ആദ്യകാലനാടകങ്ങൾ - തർജ്ജമകൾ - സംഗീതനാടകം - പ്രഹസനം തുടങ്ങിയവയെക്കുറിച്ച് സാമാന്യധാരണ.

വിശദപഠനത്തിന്

1. ഈഡിപ്പസ് രാജാവ്-സോഫോക്ലീസ് (പരിഭാഷ: സി.ജെ. തോമസ്)

2. സ്വപ്നവാസവദത്തം

- ഭാസൻ (പരിഭാഷ: കെ.ജെ.എം. വാഴഞ്ചേരി)

മലയാളത്തിലെ ഗ്രീക്ക്-സംസ്കൃത നാടക വിവർത്തനങ്ങളെക്കുറിച്ച് ഏകദേശ ധാരണ വിദ്യാർത്ഥികൾക്ക് ഈ മൊഡ്യൂളിൽ നൽകണം.

മൊഡ്യൂൾ 2

ആധുനിക നാടകവേദിയുടെ വികാസം - പാശ്ചാത്യസമ്പർക്കം - സംഘടിതനാടകങ്ങൾ - യഥാർത്ഥ വേദി - സാമൂഹികരാഷ്ട്രീയ നാടകങ്ങൾ - പുതുപ്രമേയം - പുരോഗമനസാഹിത്യ പ്രസ്ഥാനവും നാടകവേദിയും.

വിശദപഠനത്തിന്

1. കുട്ടുകുഞ്ചി - ഇടശ്ശേരി

2. കന്യക - എൻ. കൃഷ്ണപിള്ള

3. ലങ്കാലക്ഷ്മി - സി.എൻ. ശ്രീകണ്ഠൻനായർ



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മൊഡ്യൂൾ 3

കേരളത്തിന്റെ പ്രാദേശിക നാടകപാരമ്പര്യം - ദേശീയ ബോധത്തിന്റെ സ്വാധീനം രംഗവേദിയിൽ-സാമൂഹിക രാഷ്ട്രീയ പ്രശ്നങ്ങൾ - നാടകകൃത്യായ്മകൾ - പ്രൊഫഷണൽ അമേച്വർ സങ്കല്പങ്ങൾ - തനതു നാടകവേദി - മലയാള നാടകവേദിയിൽ വന്ന മാറ്റങ്ങൾ- സ്ത്രീപക്ഷവേദി-മലയാള രംഗവേദിയും- റേഡിയോ നാടകങ്ങൾ- തെരുവുനാടകങ്ങൾ.

വിശദപഠനത്തിന്

1. ദൈവത്താർ - കാവാലം
2. രാവുണ്ണി - പി.എം. താജ്
3. ഗോസ്മേരി പറയാനില്ലാത്തത്- സതീഷ് കെ സതീഷ്

മൊഡ്യൂൾ 4 -

തിരക്കഥ, തിരക്കഥയിൽ നിന്ന് സിനിമയിലേക്കുള്ള മാറ്റം - തിരക്കഥകളെ പരിചയപ്പെടൽ - നോവൽ കഥ, നാടകം എന്നിവയിൽ നിന്നുള്ള അനുകൂലപനങ്ങൾ (Adaptation)

വിശദപഠനം - തിരക്കഥ

മഴ - ലെനിൻ രാജേന്ദ്രൻ

സഹായകഗ്രന്ഥങ്ങൾ

കേരളത്തിലെ നാടോടിനാടകങ്ങൾ

സംഗീത നാടകചരിത്രം

മലയാള നാടകചരിത്രം

ഉയരുന്ന യവനിക

നാടക പ്രവേശിക

പൗരസ്ത്യ നാടകദർശനം

മലയാള നാടകപ്രസ്ഥാനം

നാടകദർപ്പണം

കർട്ടൻ

അഭിനയത്തിന്റെ രസതന്ത്രം

വിദ്വാൻ പി. കേളുനായരുടെ

-ഡോ. എസ്.കെ. നായർ

-കെ.പി.എസ്. മേനോൻ

-പ്രൊഫസർ. ജി. ശങ്കരപിള്ള

-സി.ജെ. തോമസ്

-ഏ.ഡി. ഹരിശർമ

-പുത്തൻകാവ് മാത്തൻതരകൻ

-കാട്ടുമാടം നാരായണൻ

-എൻ.എൻ.പിള്ള

-എൻ.എൻ. പിള്ള

-മുരളി



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ഡയറിക്കുറിപ്പുകൾ
 ബോധന നാടകവേദി
 നാടകദർശനം
 നാടകങ്ങളിൽ
 രംഗാവതരണം
 നാടകം ഒരു പഠനം
 നാടകത്തിലേക്കൊരു നടപ്പാത
 നാടകം കണ്ണിന്റെ കല
 അരങ്ങും പൊരുളും
 നാടകീയം
 ബ്രഹ്മന്റെ കല
 ബർത്തോൾഡ് ബ്രഹ്മ്
 Dramatic Experience
 Introduction to study of Literature
 Theatre of the Absurd
 Theory of the Modern stage
 Theatre as Sign System
 Right to perform
 Third Theatre
 ലോകസിനിമ
 ഇന്ത്യൻ സിനിമ
 മലയാള സിനിമയുടെ കഥ
 മലയാളസിനിമാപഠനങ്ങൾ
 ലോകസിനിമയാത്രകൾ
 സിനിമയുടെ ഇടങ്ങൾ
 കാഴ്ചയുടെ അശാന്തി
 ചലച്ചിത്രത്തിന്റെ പൊരുൾ

-എഡി. ഇ.പി. രാജഗോപാലൻ
 -എൻ.ആർ. ഗ്രാമപ്രകാശ്
 -ജി. ശങ്കരപ്പിള്ള
 -സി.ജെ. സ്ഥാനക പ്രസംഗസമിതി
 -കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
 -സി.ജെ. സിംപോസിയം
 -എ.പി.പി നമ്പൂതിരി
 -ടി.പി. സുകുമാരൻ
 -ആർ. നരേന്ദ്രപ്രസാദ്
 -കൈനിക്കര
 -സച്ചിദാനന്ദൻ
 -ജി. ശങ്കരപ്പിള്ള
 -J.L. Styan
 -Hudson (Chapter On Drama only)
 -Martin Esslin
 -Eric Bendtly
 -Elania Astom George Savona
 -Sefdentiashi
 -Badel Sarcar
 -വിജയകൃഷ്ണൻ
 -എം.എഫ്. തോമസ്
 -വിജയകൃഷ്ണൻ
 - സി.എസ്. വെങ്കിടേശൻ
 - ജി. പി. രാമചന്ദ്രൻ
 -സി.വി. ബാലകൃഷ്ണൻ
 -വി. രാജകൃഷ്ണൻ
 -വിജയകൃഷ്ണൻ



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നവീനമലയാളകവിത

നവീന മലയാളകവിത

പഠനസമയം-80 മണിക്കൂർ

ക്രെഡിറ്റ്-4

ഉദ്ദേശ്യലക്ഷ്യങ്ങൾ

1. 1960 ഓടുകൂടി മലയാളകവിതയിൽ പ്രത്യക്ഷമായ നവീനതയെ ചരിത്രവീക്ഷണത്തോടെ മനസ്സിലാക്കുക
2. ആറുദശകങ്ങളോളം മലയാള കവിതയിലുണ്ടായ സൂക്ഷ്മവും സങ്കീർണ്ണവുമായ പരിണാമത്തെ മുൻനിർത്തി ആധുനികതാ പ്രസ്ഥാനത്തിന്റെ രണ്ടാം ഘട്ടത്തെ ഉൾക്കൊള്ളുക
3. ആധുനികാനന്തര മലയാള കവിതയിലെ രചനാ തന്ത്രങ്ങളും വിവിധ പ്രവണതകളും തിരിച്ചറിയുക
4. സ്ത്രീ, പരിസ്ഥിതി, ദലിത് കവിതകളുടെ കേരളീയ പരിസരത്തെ സംബന്ധിച്ച് ധാരണ നേടുക
5. മലയാളകവിതയിൽ സംഭവിച്ച മാറ്റങ്ങളെ വിമർശനബുദ്ധിയോടെ മനസ്സിലാക്കുക.

മൊഡ്യൂൾ 1

മലയാളത്തിലെ നവീനപ്രവണതകളുടെ വേരുകൾ- നഗരാനുഭവങ്ങളുടെ സങ്കീർണ്ണത- അന്യ വൽക്കരണവും അരക്ഷിതാവസ്ഥയും- **വ്യക്തിത്വത്തെ സംബന്ധിക്കുന്ന പുനർനിർവ്വചനങ്ങൾ**- രൂപപരമായ പരീക്ഷണങ്ങൾ- **നാടോടി സംസ്കാരത്തിന്റെ സാധ്യതകളുടെ ഉപയോഗം**

വിശദപഠനം

1. മാഘവൻ അയ്യപ്പത്ത് - ബസ്റ്റോപ്പിൽ
2. അയ്യപ്പപ്പണിക്കർ - കാടവിടെ മക്കളേ
3. കടമ്മനിട്ട - ശാന്ത

മൊഡ്യൂൾ 2

എഴുപതുകൾ- രാഷ്ട്രീയവൽക്കരിക്കപ്പെടുന്ന ആധുനികത- വൈയക്തികതയിൽ നിന്ന് സാമൂഹികതയിലേക്ക്- വിക്ഷോഭകരമായ ഭാവങ്ങൾ- ഒന്നിലും വിശ്വാസമില്ലായ്മ- പ്രതികരണങ്ങളുടെ രൂക്ഷത.

വിശദപഠനം

1. പോത്ത് - കക്കാട്
2. ബംഗാൾ - കെ.ജി ശങ്കരപ്പിള്ള
3. സംക്രമണം - ആറ്റൂർ
4. പനി - സച്ചിദാനന്ദൻ



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മൊഡ്യൂൾ 3

പെൺമയുടെ ആവിഷ്കരണം- കേരളീയപരിസരം- താരാട്ടുപാട്ടുകൾ- ഭക്തി കവിതകൾ- തിരുവാതിരപ്പാട്ടുകൾ- കടത്തനാട്ടുമാധവിയമ്മ- കുട്ടിക്കുഞ്ഞു തങ്കച്ചി- നവോത്ഥാന കാല്പനികഘട്ടം- മാതൃത്വം- പ്രണയം- പ്രകൃതി- ധർമ്മാധർമ്മം തുടങ്ങിയ പ്രമേയങ്ങൾ- പ്രതിരോധം- പെൺമയുടെ ഇടപെടലുകൾ

വിശദപഠനം

- | | |
|--------------------|-------------------------|
| 1. ബാലാമണിയമ്മ | - കവിപ്രേയസി |
| 2. സുഗതകുമാരി | - പെൺകുഞ്ഞ്-90 |
| 3. വിജയലക്ഷ്മി | - മൃഗശിക്ഷകൻ |
| 4. വിജില ചിറപ്പാട് | - അടുക്കളയില്ലാത്ത വീട് |

മൊഡ്യൂൾ 4

കവിതയുടെ വർത്തമാനം- ദലിത്, സ്ത്രീ, പാരിസ്ഥിതിക രാഷ്ട്രീയത്തിന്റെ പിൻബലത്തിൽ വികസിക്കുന്ന സൗന്ദര്യശാസ്ത്രം- നവമാധ്യമങ്ങളിലെ ആവിഷ്കാരങ്ങൾ.

വിശദപഠനം

- | | |
|---------------------------------|--------------------|
| 1. അത്താഴം | - എ. അയ്യപ്പൻ |
| 2. കൊട്ട | - എസ്. ജോസഫ് |
| 3. പന്തു കായ്ക്കും മരം | - മോഹനകൃഷ്ണൻ കാലടി |
| 4. കനം | - പി. രാമൻ |
| 5. നഷ്ടം | - കെ. ആർ ടോണി |
| 6. മാർത്തോമ്മ നഗറിലെ പ്രതിമകൾ | - പി.എ നാസിമുദ്ദീൻ |
| 7. ആനമയിലൊട്ടകം | - റഫീക്ക് അഹമ്മദ് |
| 8. കുട്ടാന്തതയുടെ എഴുപതുവർഷങ്ങൾ | - എം.ബി മനോജ് |

ലൈബ്രറി റെക്കോർഡിലേക്ക് (ഏതെങ്കിലും 5 എണ്ണം)

- | | |
|---|--|
| 1. മലയാള സാഹിത്യത്തിലെ കീഴാളപരിപ്രേഷ്യം | - അനിൽ കുമാർ ടി.കെ |
| 2. വയലറ്റുനാവിലെ പാട്ടുകൾ | - ഡോ.ജി ഉഷാകുമാരി |
| 3. ഉത്തരാധുനികത കവിതാ പഠനങ്ങൾ | - പോൾ എം.എസ് |
| 4. മലയാള കവിത ആധുനികാനന്തരം | - സി. ആർ പ്രസാദ് |
| 5. കവിതയിലെ പുതുവഴികൾ | - നെല്ലിക്കൽ മുരളീധരൻ |
| 6. ആധുനിക മലയാള കവിതയിലെ സ്ത്രീപക്ഷ സമീപനങ്ങൾ | - ഗീത |
| 7. പുതുകവിത പുതുമയം പലമയം | - ഡോ.മിനി ആലീസ് (എഡി) |
| 8. മൗനത്തിന്റെ മുഴക്കങ്ങൾ | - എൻ. ശശിധരൻ |
| 9. ആധുനികത മലയാള കവിതയിൽ | - ഡോ. എൻ അജയകുമാർ |
| 10. അയ്യപ്പപ്പണിക്കരുടെ ലേഖനങ്ങൾ (1950-80) | - ഹരോമുക്തമായ കാവ്യരൂപശില്പം കെ അയ്യപ്പപ്പണിക്കർ |



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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സഹായക ഗ്രന്ഥങ്ങൾ

- | | |
|---|------------------------------|
| 1. കവിതയുടെ നൂറ്റാണ്ട് ഒന്നാം ഭാഗം | - എം.എൻ വിജയൻ |
| 2. കവിതയുടെ നൂറ്റാണ്ട് രണ്ടാം ഭാഗം | - എം.എൻ വിജയൻ |
| 3. 100 വർഷം 100 കവിത | - പി.കെ രാജശേഖരൻ (എഡി) |
| 4. മലയാളകവിത ആധുനികതയും പാരമ്പര്യവും | - എം.ആർ രാഘവവാര്യർ |
| 5. ആധുനികതയുടെ കുറ്റസമ്മതം | - പി. പവിത്രൻ |
| 6. ആധുനികത സാഹിത്യദർശനങ്ങൾ | - ഡോ. കെ.എം തരകൻ |
| 7. സമാകലനം | - എൻ.വി കൃഷ്ണവാര്യർ |
| 8. ആധുനിക കവിതയിലെ കലിയും ചിരിയും | - പ്രസന്നരാജൻ |
| 9. തീവണ്ടി ഒരു ദേശീയ മൃഗം | - ഉമർ തറമേൽ |
| 10. കേരളകവിത (2010) | - (എ.ഡി) സച്ചിദാനന്ദൻ |
| 11. കേരളകവിത (2013) | - (എ.ഡി) സച്ചിദാനന്ദൻ |
| 12. പുതുകവിതാപഠനങ്ങൾ | - മലയാളം റിസേർച്ച് ജേണൽ 2005 |
| 13. സാഹിത്യചരിത്രങ്ങളിലെ പ്രസക്തഭാഗങ്ങൾ | |



CRITERION	I	Curricular Aspects
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ദൃശ്യകലാസാഹിത്യം

MAL3B04

സെമസ്റ്റർ 3

കോഴ്സ് 4

ദൃശ്യകലാസാഹിത്യം

പഠനസമയം-64 മണിക്കൂർ

ക്രെഡിറ്റ്-4

ഉദ്ദേശ്യലക്ഷ്യങ്ങൾ

1. മലയാള നാടകത്തെക്കുറിച്ചുള്ള ചരിത്രബോധം ആർജ്ജിക്കുക
2. കേരളത്തിന്റെ സാമൂഹിക, സാംസ്കാരിക, രാഷ്ട്രീയ ചരിത്രത്തിൽ നാടകം ചെലുത്തിയ സ്വാധീനം ബോധ്യപ്പെടുന്നതിന്
3. നാടകം എന്ന കലാരൂപത്തിന്റെ ഘടനാതലത്തിലും ആവിഷ്കാരതലത്തിലും ഉള്ള സവിശേഷതകൾ തിരിച്ചറിയുന്നതിന്
4. നാടകസങ്കേതങ്ങളെക്കുറിച്ച് സാമാന്യമായ ധാരണ ലഭിക്കുന്നതിന് (രംഗഭാഷ, ശരീരഭാഷ, സാഹിത്യഭാഷ, ശബ്ദനിയന്ത്രണം, വെളിച്ചക്രമീകരണം, ചമയം, അലങ്കാരങ്ങൾ, ഉപകരണങ്ങൾ, ആശയവിനിമയ തന്ത്രങ്ങൾ)
5. കേരളീയരംഗകലകളുടെ പരിണാമവും ചരിത്രവും സാമാന്യമായി പരിചയപ്പെടുക
6. ജനകീയ ദൃശ്യസംസ്കാരത്തെ കാലാനുരൂപമായി പലതലങ്ങളിലായി ഭാഷ്യപ്പെടുത്തിയ കലാരൂപങ്ങളെ നിലയിൽ നാടകത്തെയും സിനിമയേയും മനസ്സിലാക്കുന്നതിന്
7. നാടകവും കഥകളിയും ചലച്ചിത്രവും കാണാനും പഠിക്കാനും അവതരിപ്പിക്കാനും ആസ്വാദനകുട്ടായ്മകൾ സംഘടിപ്പിക്കുന്നതിനും പ്രേരണയും പ്രചോദനവും നേടുന്നതിന്
8. ഭാരതീയവും ദേശീയവുമായ നാട്യസങ്കല്പങ്ങൾക്കതീതമായി ഒരു നാട്യപാരമ്പര്യം കേരളം എങ്ങനെ സ്വായത്തമാക്കി എന്ന് തിരിച്ചറിയുന്നതിന്
9. നാടോടി അനുഷ്ഠാനകലകൾ മുതൽ ശൈലീനിഷ്ഠകലകൾ വരെയുള്ള കലകളെയും പാശ്ചാത്യ സ്വാധീനത്തിലൂടെ സ്വന്തമായി രൂപം കൊടുത്ത കലകളേയും പരിചയപ്പെടുക
10. രംഗപാഠത്തെക്കുറിച്ച് ബന്ധപ്പെടുത്തിക്കൊണ്ട് ദൃശ്യ സാഹിത്യരൂപങ്ങളുടെ പഠനം നിർവ്വഹിക്കാൻ പ്രാപ്തനാവുക
11. ജനകീയവും ജനപ്രിയവുമായ ആധുനിക കലകളുടെ സംസ്കാര പരിസരം തിരിച്ചറിയുക

മൊഡ്യൂൾ 1

ദശരൂപകങ്ങൾ- കുടിയാട്ടം- നാടോടിനാടകം- പൊറാട്ട്- കാക്കാരിശ്ശി-മുടിയേറ്റ്- നാടൻ കലകൾ- ക്ലാസിക്കൽ കലകൾ- രംഗോപകരണങ്ങൾ- ഗീതം, വാദ്യം, നൃത്തം- അഭിനയം- തനതുനാടകവേദി- നാട്യധർമ്മി- ലോകധർമ്മി- മുഖത്തെഴുത്ത്- വേഷവിധാനം.

വിശദപഠനം

1. മലയാള ശാകുന്തളം (1,2 അങ്കങ്ങൾ) - ഏ.ആർ രാജരാജവർമ്മ
2. അവനവൻ കടമ്പ - കാവാലം



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മൊഡ്യൂൾ 2

സംഗീതനാടകം- പ്രഹസനം- പ്രൊഫഷണൽ അച്ചർ വിഭജനം- തെരുവുനാടകം- **സ്ത്രീ നാടകം**- കുട്ടികളുടെ നാടകവേദി

വിശദപഠനം

1. **സർവ്വേക്കല്ല്** - തോപ്പിൽ ഭാസി
2. **പെരുമ്പറ** - പി. എം. താജ്
3. **ഓരോരോ കാലത്തിലും** - ശ്രീജ കെവി

മൊഡ്യൂൾ 3

കഥകളി- ചരിത്രം- ഘടന- ആട്ടക്കഥ- ചരിത്രം- പദം- ശ്ലോകം- ദണ്ഡകം- സാമാന്യ ധാരണ.

വിശദപഠനം

1. നളചരിതം രണ്ടാം ദിവസം - ഉണ്ണായിവാര്യർ

മൊഡ്യൂൾ 4

സിനിമ- സാമാന്യ ചരിത്രം- സിനിമ ഒരു സങ്കരകല- മലയാള സിനിമയുടെ വികാസം- തിരക്കഥ- സാഹിത്യവും സിനിമയും

വിശദപഠനം

1. **ആദാമിന്റെ മകൻ അബു (തിരക്കഥ)** - സലീം അഹമ്മദ്

ലൈബ്രറി റെക്കോർഡിലേക്ക് (ഏതെങ്കിലും 5 എണ്ണം)

1. കന്യക - എൻ. കൃഷ്ണപ്പിള്ള
2. പാട്ടുബാക്കി - കെ. ദാമോദരൻ
3. അഗ്നിസാക്ഷി - ശ്യാമപ്രസാദ്
4. അടുക്കളയിൽ നിന്നും അരങ്ങത്തേക്ക് - വി.ടി ഭട്ടതിരിപ്പാട്
5. ലങ്കാലക്ഷ്മി - സി.എൻ ശ്രീകണ്ഠൻനായർ
6. ഉയരുന്ന യവനിക - സി.ജെ തോമസ്
7. അരങ്ങിലെ അനുഭവങ്ങൾ - കെ. പി. എസ്. സി സുലോചന
8. മലയാള സിനിമയും സാഹിത്യവും - മധു ഇറവങ്കര
9. നാടക ദർശനം - ജി. ശങ്കരപ്പിള്ള
10. കഥകളി - ജി. കൃഷ്ണപ്പിള്ള



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സഹായക ഗ്രന്ഥങ്ങൾ

കഥകളി വിജ്ഞാനകോശം
ആട്ടക്കഥാ സാഹിത്യചരിത്രം
സിനിമയുടെ ലോകം
മലയാളനാടക സാഹിത്യചരിത്രം
മലയാളനാടക പ്രസ്ഥാനം
മലയാളനാടകവേദിയുടെ കഥ
പ്രേക്ഷകരുടെ അരങ്ങ്
കറുത്തചിരിയുടെ അരങ്ങ്
മലയാള സംഗീത നാടക ചരിത്രം
കാക്കാരിശ്ശി നാടകം
നാട്ടരങ്ങ് വികാസവും പരിണാമവും
കുടിയാട്ടം അഭിനയത്തിന്റെ തുടർച്ചയും വളർച്ചയും
കേരളത്തിലെ നാടോടി നാടകങ്ങൾ
സംവിധായക സങ്കല്പം
മലയാള സ്ത്രീ നാടക ചരിത്രം
നാടകപ്രവേശിക
സിനിമയും സംസ്കാരവും
സിനിമ ഒരു വിസ്തൃത കല
സിനിമയും പ്രത്യയശാസ്ത്രവും
കഥയും തിരക്കഥയും
മലയാളതിരക്കഥ വളർച്ചയും വർത്തമാനവും
മലയാള സിനിമ 1928-2006
ഇളംകുളം കുഞ്ഞൻപിള്ള
പുതുശ്ശേരി രാമചന്ദ്രൻ
പി.കെ സുമതിക്കുട്ടി
സോമശേഖരൻ
രാഘവൻ പയ്യനാട്
രാഘവൻ പയ്യനാട്
കെ.രത്നമ്മ

- അയ്മനം കൃഷ്ണകൈമൾ
- അയ്മനം കൃഷ്ണകൈമൾ
- അടൂർ ഗോപാലകൃഷ്ണൻ
- ജി. ശങ്കരക്കുറുപ്പ്
- കാട്ടുമാടം നാരായണൻ
- മടവൂർ ഭാസി
- എൻ. ആർ ഗ്രാമപ്രകാശ്
- എൽ തോമസ്കുട്ടി
- കെ ശ്രീകുമാർ
- ജി. ഭാർഗവൻപിള്ള
- ജി. ഭാർഗവൻപിള്ള
- കെ.ജി പൗലോസ്
- എസ്.കെ നായർ
- ജി. ശങ്കരപ്പിള്ള
- സജിത മഠത്തിൽ
- എ.ഡി ഹരിശർമ്മ
- ഗോപിനാഥൻ കെ
- പ്രൊഫ. ജോൺ ശങ്കരമംഗലം
- വി.കെ ജോസഫ്
- ആർ.വി.എം ദിവാകരൻ
- ആർ.വി.എം ദിവാകരൻ
- ബാലചന്ദ്രൻ പെരുന്താനി
- കേരളഭാഷയുടെ വികാസപരിണാമങ്ങൾ
- കേരളചരിത്രത്തിന്റെ അടിസ്ഥാന രേഖകൾ
- നമ്പ്യാർ തമിഴ്
- കേരളപ്പഴമ ഒരു ചരിത്രസഞ്ചാരം
- ഫോക്ലോർ
- ഫോക്ലോറിനൊരു പഠനപദ്ധതി
- മലയാള ഭാഷാചരിത്രം- എഴുത്തച്ഛൻ വരെ



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

മലയാള നോവൽസാഹിത്യം

MAL4B06

സെമസ്റ്റർ 4

കോർ കോഴ്സ് 6

മലയാള നോവൽ സാഹിത്യം

പഠനസമയം-64 മണിക്കൂർ

ക്രെഡിറ്റ്-4

ഉദ്ദേശ്യലക്ഷ്യങ്ങൾ

1. മലയാള നോവൽ സാഹിത്യത്തിന്റെ ചരിത്രാത്മകമായ രൂപപ്പെടലിനെക്കുറിച്ച് ധാരണനേടുക
2. സൗന്ദര്യശാസ്ത്രപരവും പ്രത്യയശാസ്ത്രപരവുമായ ഭാവുകത്വ പരിണാമങ്ങളെ സാമാന്യമായി തിരിച്ചറിയുക
3. ചരിത്രപരവും സാംസ്കാരികവുമായ ഉത്പന്നമെന്ന നിലയിൽ നോവലിനെ ഉൾക്കൊള്ളുക
4. ഇതര സാഹിത്യ രൂപങ്ങളിൽ നിന്ന് നോവലിനെ വ്യത്യസ്തമാക്കുന്ന ഘടകങ്ങളെക്കുറിച്ച് ധാരണ നേടുക

മൊഡ്യൂൾ 1

നോവൽ- നിർവചനം, ഉദ്ഭവം- പ്രാരംഭഘട്ടം- പൂർവ്വ മാതൃകകൾ- പാശ്ചാത്യ സ്വാധീനം- കൊളോണിയൽ ആധുനികത- ദേശീയത- സാമൂഹിക, ചരിത്രനോവലുകൾ- നോവലിസ്റ്റുകൾ

വിശദീകരണം

1. ഇന്ദുലേഖ - ഒ. ചന്ദ്രമേനോൻ
2. മാർത്താണ്ഡവർമ്മ - സി.വി രാമൻപിള്ള

മൊഡ്യൂൾ 2

നവോത്ഥാനഘട്ടം- സാമൂഹിക സാമ്പത്തിക പ്രശ്നങ്ങൾ നോവലിൽ- പുരോഗമന സാഹിത്യത്തിന്റെ ആവിർഭാവവും സ്വാധീനവും- സാധാരണക്കാര്യങ്ങളെയും അടിസ്ഥാന വർഗത്തിന്റെയും ജീവിതം- ദേശീയ പ്രസ്ഥാനം- സ്വാതന്ത്ര്യസമരം- ഇന്ത്യാവിഭജനം- ഐക്യകേരളം- ജനപ്രിയ നോവൽ

വിശദീകരണം

1. ഭ്രാന്താലയം - കേശവദേവ്
2. ഉമ്മാച്ചു - ഉറുബ്
3. ബാലുകാലസഖി - ബഷീർ

മൊഡ്യൂൾ 3

ആധുനികത- ചരിത്രം- സാമൂഹികത- വൈയക്തികത- കഥാപാത്ര സങ്കല്പം- മുഖ്യബോധം- ഭാഷയിലും ആഖ്യാനത്തിലും വന്ന മാറ്റങ്ങൾ- സംഘർഷങ്ങൾ



CRITERION	I	Curricular Aspects
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METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

വിശദപഠനം

1. അഗ്നിസാക്ഷി - ലളിതാംബിക അന്തർജ്ജനം
2. ഖസാക്കിന്റെ ഇതിഹാസം - ഒ വി വിജയൻ

മൊഡ്യൂൾ 4

ആധുനികാനന്തര സ്വതന്ത്രരാഷ്ട്രീയം- കീഴാളത്വ, ദേശീയത്വ, സ്ത്രീ, പരിസ്ഥിതി, ആഗോളീകരണം- പ്രതിസന്ധികൾ- പ്രാദേശികതയും പ്രതിരോധവും- ആഖ്യാനപരിണാമങ്ങൾ

വിശദപഠനം

1. പുലയപ്പാട്ട് - മുകുന്ദൻ
2. കൊച്ചുരേത്തി - നാരായൻ

ലൈബ്രറി റെക്കോർഡ് തയ്യാറാക്കാൻ താഴെപറയുന്ന ഏതെങ്കിലും അഞ്ചെണ്ണം തിരഞ്ഞെടുക്കുക

- | | |
|--------------------------|-------------------------------------|
| 1. ഇന്ദുലേഖയും ഇംഗ്ലീഷും | - പി.കെ ബാലകൃഷ്ണൻ |
| 2. ആവർത്തനം | - വി സി ശ്രീജൻ |
| 3. ചാക്യാരുടെ കൊലച്ചിരി | - പി.കെ രാജശേഖരൻ (വി.കെ.എൻ പഠനങ്ങൾ) |
| 4. ആലാഹയുടെ പെൺമക്കൾ | - സാറാ ജോസഫ് |
| 5. നെല്ല് | - പി.വത്സല |
| 6. നാലുകെട്ട് | - എം.ടി |
| 7. സാക്ഷി | - കാക്കനാടൻ |
| 8. ആരാച്ചാർ | - കെ ആർ മീര |
| 9. ജൈവം | - പി സുരേന്ദ്രൻ |
| 10. ഗോവർദ്ധന്റെ യാത്രകൾ | - ആനന്ദ് |

സഹായകഗ്രന്ഥങ്ങൾ

- | | |
|---------------------------------|----------------------|
| 1. നോവൽ സാഹിത്യം | - എം.പി പോൾ |
| 2. മലയാള നോവൽ സാഹിത്യ ചരിത്രം | - കെ.എം. തരകൻ |
| 3. ആദ്യകാല മലയാള നോവൽ | - ജോർജ്ജ് ഇരുമ്പയം |
| 4. ചരിത്രനോവൽ മലയാളത്തിൽ | - കൽപറ്റ നാരായണൻ |
| 5. പ്രതിപാത്രം ഭാഷണഭേതം | - എൻ കൃഷ്ണപിള്ള |
| 6. അന്ധനായ ദൈവം | - പി.കെ രാജശേഖരൻ |
| 7. മാറുന്ന മലയാള നോവൽ | - കെ.പി അപ്പൻ |
| 8. നോവൽ സിദ്ധിയും സാധനയും | - പി.കെ ബാലകൃഷ്ണൻ |
| 9. ആധുനിക നോവൽ ദർശനങ്ങൾ | - കെ.എം തരകൻ |
| 10. ഇരുപതു നോവലുകൾ | - എം.എം ബഷീർ |
| 11. നോവൽ പ്രശ്നങ്ങളും പഠനങ്ങളും | - എം അച്യുതൻ |
| 12. ആധുനികത മലയാള നോവലിൽ | - അഗസ്റ്റിൻ ജോസഫ് |
| 13. ഏകാന്തനഗരങ്ങൾ | - പി.കെ രാജശേഖരൻ |
| 14. സി.വി ചരിത്രാഖ്യാനികകളിലൂടെ | - എം.കെ കൃഷ്ണൻ |
| 15. നോവലും രാഷ്ട്രീയവും | - എ.എം വാസുദേവൻപിള്ള |
| 16. നോവൽ നമ്മുടെയും അവരുടെയും | - ജി.എൻ പണിക്കർ |



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സ്ത്രീപഠനങ്ങൾ

MAL6B17

സെമസ്റ്റർ 6
കോഴ്സ് 15
ഇലക്ടീവ്

സ്ത്രീപഠനങ്ങൾ

പഠനസമയം: 54 മണിക്കൂർ
ക്രെഡിറ്റ്: 4

ഉദ്ദേശ്യലക്ഷ്യങ്ങൾ

1. ലിംഗഭേദം (ജെന്റർ) എന്ന സൈദ്ധാന്തിക പരികല്പനയ്ക്ക് വിവിധ ചരിത്രഘട്ടങ്ങളിലൂടെയുള്ള നിർവ്വചനങ്ങൾ സാമാന്യമായി മനസ്സിലാക്കുക.
2. ലിംഗപരമായ വിവേചനങ്ങളെ സൂക്ഷ്മമായി വിശകലനം ചെയ്യുക.
3. സ്ത്രീവാദനിരൂപണം- സ്ത്രീ ചരിത്രം- സ്ത്രീ പക്ഷനിരൂപണം- എന്ന രീതിയിൽ വളർന്നു വന്ന സൈദ്ധാന്തിക പരികല്പനകൾ സാമാന്യമായി പരിചയപ്പെടുക.
4. എഴുത്തുകാരികളെ സവിശേഷമായി പഠിക്കുന്ന രീതിശാസ്ത്രങ്ങൾ മനസ്സിലാക്കുക.
5. കേരളത്തിന്റെ സാമൂഹിക രൂപീകരണത്തിൽ ലിംഗഭേദചിന്തകൾ ചെലുത്തിയ സ്വാധീനം തിരിച്ചറിയുക.
6. കലാസാഹിത്യ മേഖലകളിലെ സ്ത്രീകളുടെ സംഭാവനകളെ ചരിത്രപരമായും ലിംഗപരമായും അവബോധത്തോടെയും വിശകലനം ചെയ്യുക.
7. സാമൂഹ്യശാസ്ത്ര പഠനമേഖലയിൽ വളർന്നുവരുന്ന ഒരു പഠനശാഖ എന്ന നിലയിൽ ലിംഗഭേദ പഠനങ്ങളുടെ (Gender Studies) സാധ്യത തിരിച്ചറിയുക.

മൊഡ്യൂൾ- 1

ലിംഗഭേദം(Gender) ലിംഗം(Sex) എന്നിവ തമ്മിലുള്ള സൈദ്ധാന്തികമായ വ്യത്യാസം ആണധികാര (Patriarchy)തെക്കുകുറിച്ചുള്ള വിവിധ സൈദ്ധാന്തികമായ സമീപനങ്ങൾ- ഫെമിനിസ്റ്റ് എന്ന പ്രയോഗത്തിന്റെ അർത്ഥസാധ്യതകൾ- ലിബറൽ- സോഷ്യലിസ്റ്റ്- മാർക്സിക്സ്-പരിസ്ഥിതി- വിവിധ സൈദ്ധാന്തിക സമീപനങ്ങൾ

വിശദപഠനം

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|--|---------------------------------------|
| 1. സ്ത്രീവിമോചനം ചരിത്രം സിദ്ധാന്തം സമീപനം | - എ.കെ രാമകൃഷ്ണൻ,
കെ.എം. വേണുഗോപാൽ |
| 2. എഴുത്തുകാരിയുടെ മുറി | - വെർജീനിയവുൾഫ് |
| 3. വികസനം, പരിസ്ഥിതി, സ്ത്രീ | - വന്ദനാശിവ |



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മൊഡ്യൂൾ 2

കേരളത്തിന്റെ സമൂഹരൂപീകരണവും ലിംഗഭേദചിന്തകളുടെ സ്വാധീനവും- സ്ത്രീകളുടെ മുൻകൈയിൽ നടന്ന സമരങ്ങൾ- ലിംഗവിവേചനങ്ങളെ പ്രശ്നവൽക്കരിച്ച സമരങ്ങൾ- ചരിത്രത്തിലും സാഹിത്യത്തിലുമുള്ള അഭ്യൂഹ്യത- സാഹിത്യത്തിലെ സ്ത്രീപക്ഷവാദം- മലയാളത്തിലെ ആദ്യകാല എഴുത്തുകാരികൾ- സ്ത്രീകളുടെ രചനകളിൽ അവതരിപ്പിച്ച ലിംഗഭേദ ചിന്തകൾ- ഫെമിനിസ്റ്റ് ക്രിട്ടിസിസവും ഗൈനോ ക്രിട്ടിസിസവും- സംസ്കാരത്തിന്റെ സ്ത്രീവായന.

വിശദപഠനം

1. ലിംഗഭേദങ്ങൾ (പത്താം അധ്യായം)
(കേരളത്തിന്റെ ഇന്നലകൾ - ഡോ. കെ.എൻ ഗണേഷ്)
2. പുരുഷന്മാരില്ലാത്ത ലോകം - സരസ്വതിയമ്മ
3. അഗ്നിസാക്ഷി - ലളിതാംബിക അന്തർജ്ജനം
4. എഴുത്തമ്മമാർ - ഗീത

(എഴുത്ത് അമ്മയാണ്, പെണ്ണുങ്ങൾ മലയാളഗദ്യത്തെ പരിഷ്കരിച്ചത്, മലയാള സാഹിത്യവിമർശനത്തിലെ പെൺതുറവികൾ എന്നീ ലേഖനങ്ങൾ മാത്രം)

മൊഡ്യൂൾ 3

സ്ത്രീ ഇടപെടൽ- കല-സാഹിത്യം- ചരിത്രം- ശാസ്ത്രം- വിദ്യാഭ്യാസം- രാഷ്ട്രീയം- ഭരണം- തത്ത്വചിന്ത- അക്കാദമിക്- സാങ്കേതികം- മാധ്യമം- സാമൂഹ്യപ്രവർത്തനം

വിശദപഠനം

1. ഒറ്റസ്നാപ്പിൽ ഒതുക്കാനാവില്ല, ഒരു ജന്മസത്യം - ഗീതാ ഹിരണ്യൻ
2. ചെങ്ങര സമരവും എന്റെ ജീവിതവും - സെലീന പ്രക്കാറം
3. ടി.കെ പത്മിനി - കലയും കാലവും - കെ.പി രമേഷ്

മൊഡ്യൂൾ 4

ലിംഗപദവിയുടെ സാമൂഹികത- വിലക്കുകൾ- അസമത്വം- ശരീരത്തിന്റെ രാഷ്ട്രീയം- രാഷ്ട്രീയ പ്രതിരോധങ്ങൾ- ലസ്ബിയൻ- മൂന്നാം ലിംഗ പദവികൾ (Transgender)- വസ്ത്രത്തിന്റെ രാഷ്ട്രീയം- ലൈംഗിക വിപണിയും സ്ത്രീവിമോചനവും.

വിശദപഠനം

1. സ്ത്രീ ശരീരവും ലൈംഗികതയും - എൻ.കെ രവീന്ദ്രൻ
2. അഗ്നി - സിതാര. എസ്
3. ഉടൽ ഒരു നെയ്ത്ത് - ജി. ഉഷാകുമാരി

(ഭാഗം ഒന്ന്, സംസ്കാരം 1. ചുരിദാർ ഫാഷനും ലിംഗ പദവിയും, 2. പെൺ ടോയ്ലറ്റുകളുടെ ലിംഗ രാഷ്ട്രീയം, 3. ഉറക്കുന്ന ലിംഗ പദവിയും സൈബർ സ്പെയ്സും, 4. വീട്ടകത്തെപ്പെണ്ണ് ആഗോളീകരണത്തിന് മുൻപും പിൻപും എന്നീ ലേഖനങ്ങൾ മാത്രം)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

ലൈബ്രറി റെക്കോർഡിലേക്ക് (ഏതെങ്കിലും അഞ്ചെണ്ണം)

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|---|-------------------|
| 1. പെണ്ണെഴുതുന്ന ജീവിതം | - എൻ.കെ രവീന്ദ്രൻ |
| 2. സ്ത്രീ എഴുത്തും വിമോചനവും | - വി. സുകുമാരൻ |
| 3. ജീവിതത്തിന്റെ സ്ത്രീ വായന | - സോണിയ ഇ.പ |
| 4. കേരളത്തിലെ സ്ത്രീ മുന്നേറ്റങ്ങളുടെ ചരിത്രം | - സി.എസ് ചന്ദ്രിക |
| 5. ആര്യാവർത്തനം | - ചന്ദ്രമതി |
| 6. ജാഗരൂക | - പ്രിയ എ എസ് |
| 7. ജാതിയെ ലിംഗവത്കരിക്കുമ്പോൾ | - ഉമാ ചക്രവർത്തി |
| 8. വീട്ടമ്മ ഒരു സ്ത്രീ വിചാരം | - ആനന്ദി ടി.കെ |
| 9. കഥകൾ | - സിതാര എസ് |
| 10. ആരാച്ചാർ | - കെ.ആർ മീര |

സഹായകഗ്രന്ഥങ്ങൾ

- | | |
|--|--|
| 1. പൗരിയുടെ നോട്ടങ്ങൾ | - ജെ. ദേവിക |
| 2. കുടുംബം, സ്വകാര്യസ്വത്ത്, ഭരണകൂടം എന്നിവയുടെ ഉത്ഭവം | - ഫ്രാൻസിസ് |
| 3. സ്ത്രീകളുടെ കാര്യങ്ങൾ | - ഇന്ദിര കെ.ആർ |
| 4. സ്ത്രീ വിമോചനമെന്നാൽ മനുഷ്യവിമോചനം | - ഗീത |
| 5. സ്ത്രീ വാദത്തിന്റെ കേരളീയ പരിസരം | - ഗീത |
| 6. സ്ത്രീവാദ സൗന്ദര്യ ശാസ്ത്രം | - ജാനകി, കെ. ഗോപിനാഥ് |
| 7. ആണരശ്ശി നാട്ടിലെ കാഴ്ചകൾ | - ദേവിക ജെ (എഡി) |
| 8. മിഥ്യകൾക്കപ്പുറം | - രേഖ്മ ഭരദാജ് |
| 9. കൽപനയുടെ മാറ്റൊലി | - ജെ ദേവിക (കേരള ശാസ്ത്രസാഹിത്യ പരിഷത്ത്) |
| 10. വുമണിസം | - സുജാറാണി മാത്യു (കൈരളി ബുക്സ്, കണ്ണൂർ) |
| 11. സ്ത്രീപഠനങ്ങൾ | - സച്ചിദാനന്ദൻ കെ (എഡി) |
| 12. ദളിതമക്ഷരസംയുക്തം | - സജിത കെ.ആർ |
| 13. ഭഗവദ്ഗീതയുടെ അടുക്കളയിൽ എഴുത്തുകാർ വേവിക്കുന്നത് | - സാറാ ജോസഫ് |
| 14. ഗീതാഹിരണ്യന്റെ കഥകൾ | - ഗീതാഹിരണ്യൻ |
| 15. ലോകപ്രശസ്ത വനിതാ സംവിധായകർ | - എം.ഡി മനോജ്(എഡി) |
| 16. ചിത്രകലയിലെ സ്ത്രീ രേഖകൾ | - കെ.മോഹനചന്ദ്രൻവെള്ളായണി |
| 17. ഇക്കോഫെമിനിസം, ഇക്കോടുറിസം, മാർക്സിസം | - എൻ.എം പിതേഴ്സൺ |
| 18. നോവൽ വിമർശനത്തിന്റെ പെൺവഴികൾ | - എൽ സുഷമ (എഡി) |
| 19. ആദ്യകാല സ്ത്രീകഥകൾ | - ഡോ. എം.എം ബഷീർ (ലിപി പബ്ലിക്കേഷൻ) |
| 20. ഉടൽ ഒരു നെയ്ത്ത് | - ജി. ഉഷാകുമാരി, (എൻ.ബി.എസ്) |
| 21. വയലറ്റുനാവിലെ പാട്ടുകൾ | - ജി. ഉഷാകുമാരി സൈകതം ബുക്സ് |
| 22. സ്ത്രീ, സ്ത്രീവാദം, സ്ത്രീ വിമോചനം | - കെ. ശാരദാമണി (ഡി.സി ബുക്സ്) |
| 23. ഫെമിനിസം | - എൻ ജയകൃഷ്ണൻ (കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്, തിരുവനന്തപുരം) |
| 24. ആഗോളവത്കരണം സ്ത്രീ, പ്രകൃതി | - വന്ദന ശിവ |



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സ്ത്രീപഠനങ്ങൾ

MAL5D02

സെമസ്റ്റർ 6
കോഴ്സ് 15

ഓപ്പൺ കോഴ്സ് - 3
സ്ത്രീപഠനങ്ങൾ

പഠനസമയം: 48 മണിക്കൂർ
ക്രെഡിറ്റ്: 3

ഉദ്ദേശ്യലക്ഷ്യങ്ങൾ

1. ലിംഗഭേദം (ജെന്റർ) എന്ന സൈദ്ധാന്തിക പരികല്പനയ്ക്ക് വിവിധ ചരിത്രഘട്ടങ്ങളിലൂടെയുള്ള നിർവ്വചനങ്ങൾ സാമാന്യമായി മനസ്സിലാക്കുക.
2. ലിംഗപരമായ വിവേചനങ്ങളെ സൂക്ഷ്മമായി വിശകലനം ചെയ്യുക.
3. സ്ത്രീവാദനിരൂപണം- സ്ത്രീ ചരിത്രം- സ്ത്രീ പക്ഷനിരൂപണം- എന്ന രീതിയിൽ വളർന്നുവന്ന സൈദ്ധാന്തിക പരികല്പനകൾ സാമാന്യമായി പരിചയപ്പെടുക.
4. എഴുത്തുകാരികളെ സവിശേഷമായി പഠിക്കുന്ന രീതിശാസ്ത്രങ്ങൾ മനസ്സിലാക്കുക.
5. കേരളത്തിന്റെ സാമൂഹിക രൂപീകരണത്തിൽ ലിംഗഭേദചിന്തകൾ ചെലുത്തിയ സ്വാധീനം തിരിച്ചറിയുക.
6. കലാസാഹിത്യ മേഖലകളിലെ സ്ത്രീകളുടെ സാഭാവനകളെ ചരിത്രപരമായും ലിംഗപരമായും അവബോധത്തോടെയും വിശകലനം ചെയ്യുക.
7. സാമൂഹ്യശാസ്ത്ര പഠനമേഖലയിൽ വളർന്നുവരുന്ന ഒരു പഠനശാഖ എന്ന നിലയിൽ ലിംഗഭേദ പഠനങ്ങളുടെ (Gender Studies) സാധ്യത തിരിച്ചറിയുക.

മൊഡ്യൂൾ- 1

ലിംഗഭേദം(Gender) ലിംഗം(Sex) എന്നിവ തമ്മിലുള്ള സൈദ്ധാന്തികമായ വ്യത്യാസം ആണധികാര (Patriarchy)ത്തെക്കുറിച്ചുള്ള വിവിധ സൈദ്ധാന്തികമായ സമീപനങ്ങൾ- ഫെമിനിസ്റ്റ് എന്ന പ്രയോഗത്തിന്റെ അർത്ഥസാധ്യതകൾ- ലിബറൽ- സോഷ്യലിസ്റ്റ്- മാർക്സിക്സ്-പരിസ്ഥിതി- വിവിധ സൈദ്ധാന്തിക സമീപനങ്ങൾ

വിശദപഠനം

1. സ്ത്രീവിമോചനം ചരിത്രം സിദ്ധാന്തം സമീപനം - എ.കെ രാമകൃഷ്ണൻ, കെ.എം. വേണുഗോപാൽ
2. എഴുത്തുകാരിയുടെ മുറി - വെർജീനിയവുൾഫ്
3. വികസനം, പരിസ്ഥിതി, സ്ത്രീ - വന്ദനാശിവ

മൊഡ്യൂൾ 2

കേരളത്തിന്റെ സമൂഹരൂപീകരണവും ലിംഗഭേദചിന്തകളുടെ സ്വാധീനവും- സ്ത്രീകളുടെ മുൻകൈയിൽ നടന്ന സമരങ്ങൾ- ലിംഗവിവേചനങ്ങളെ പ്രശ്നവൽക്കരിച്ച സമരങ്ങൾ- ചരിത്രത്തിലും സാഹിത്യത്തിലുമുള്ള അഭ്യൂഹ്യത- സാഹിത്യത്തിലെ സ്ത്രീപക്ഷവാദം- മലയാളത്തിലെ ആദ്യകാല എഴുത്തുകാരികൾ- സ്ത്രീകളുടെ രചനകളിൽ അവതരിപ്പിച്ച ലിംഗഭേദ ചിന്തകൾ- ഫെമിനിസ്റ്റ് ക്രിട്ടിസിസവും ഗൈനോ ക്രിട്ടിസിസവും- സംസ്കാരത്തിന്റെ സ്ത്രീവായന.



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വിശദീകരണം

1. ലിംഗഭേദങ്ങൾ (പത്താം അധ്യായം)
(കേരളത്തിന്റെ ഇനലകൾ - ഡോ. കെ.എൻ ഗണേഷ്)
2. പുരുഷന്മാരില്ലാത്ത ലോകം - സരസ്വതിയമ്മ
3. അഗ്നിസാക്ഷി - ലളിതാംബിക അന്തർജ്ജനം
4. എഴുത്തമ്മമാർ - ഗീത
(എഴുത്ത് അമ്മയാണ്, പെണ്ണുങ്ങൾ മലയാളഗദ്യത്തെ പരിഷ്കരിച്ചത്, മലയാള സാഹിത്യവിമർശനത്തിലെ പെൺതുറവികൾ എന്നീ ലേഖനങ്ങൾ മാത്രം)

മൊഡ്യൂൾ 3

സ്ത്രീ ഇടപെടൽ- കല-സാഹിത്യം- ചരിത്രം- ശാസ്ത്രം- വിദ്യാഭ്യാസം- രാഷ്ട്രീയം- ഭരണം- തത്ത്വചിന്ത- അക്കാദമിക്- സാങ്കേതികം- മാധ്യമം- സാമൂഹ്യപ്രവർത്തനം

വിശദീകരണം

1. ഒറ്റസ്നാപിയിൽ ഒരുക്കാനാവില്ല, ഒരു ജന്മസത്യം - ഗീതാ ഹിരണ്യൻ
2. ചെങ്ങര സമരവും എന്റെ ജീവിതവും - സെലീന പ്രക്കാനം
3. ടി.കെ പത്മിനി - കലയും കാലവും - കെ.പി രമേഷ്

മൊഡ്യൂൾ 4

ലിംഗപദവിയിലൂടെ സാമൂഹികത- വിലക്കുകൾ- അസമത്വം- ശരീരത്തിന്റെ രാഷ്ട്രീയം- രാഷ്ട്രീയ പ്രതിരോധങ്ങൾ- ലസ്ബിയൻ- മൂന്നാം ലിംഗ പദവികൾ (Transgender)- വസ്ത്രത്തിന്റെ രാഷ്ട്രീയം- ലൈംഗിക വിപണിയും സ്ത്രീവിമോചനവും.

വിശദീകരണം

1. സ്ത്രീ ശരീരവും ലൈംഗികതയും - എൻ.കെ രവീന്ദ്രൻ
2. അഗ്നി - സിതാര. എസ്
3. ഉടൽ ഒരു നെയ്ത്ത് - ജി. ഉഷാകുമാരി

(ഭാഗം ഒന്ന്, സംസ്കാരം 1. ചുരിദാർ ഫാഷനും ലിംഗ പദവിയും, 2. പെൺ ടോയ്ലറ്റുകളുടെ ലിംഗ രാഷ്ട്രീയം, 3. ഉരുകുന്ന ലിംഗ പദവിയും സൈബർ സ്പെയ്സും, 4. വീട്ടകത്തെപ്പെണ്ണ് ആഗോളീകരണത്തിന് മുൻപും പിൻപും എന്നീ ലേഖനങ്ങൾ മാത്രം)



CRITERION	I	Curricular Aspects
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ലൈബ്രറി റെക്കോർഡിലേക്ക് (ഏതെങ്കിലും അഞ്ചെണ്ണം)

- | | |
|--|-------------------|
| പെണ്ണെഴുതുന്ന ജീവിതം | - എൻ.കെ രവീന്ദ്രൻ |
| സ്ത്രീ എഴുത്തും വിമോചനവും | - വി. സുകുമാരൻ |
| ജീവിതത്തിന്റെ സ്ത്രീ വായന | - സോണിയ ഇ.പ |
| കേരളത്തിലെ സ്ത്രീ മുന്നേറ്റങ്ങളുടെ ചരിത്രം | - സി.എസ് ചന്ദ്രിക |
| ആര്യാവർത്തനം | - ചന്ദ്രമതി |
| ജാഗരൂക | - പ്രിയ എ എസ് |
| ജാതിയെ ലിംഗവത്കരിക്കുമ്പോൾ | - ഉമാ ചക്രവർത്തി |
| വീട്ടമ്മ ഒരു സ്ത്രീ വിചാരം | - ആനന്ദി ടി.കെ |
| കഥകൾ | - സിതാര എസ് |
| ആരാച്ചാർ | - കെ.ആർ മീര |

സഹായകഗ്രന്ഥങ്ങൾ

- | | |
|---|---|
| പൗരിയുടെ നോട്ടങ്ങൾ | - ജെ. ദേവിക |
| കുടുംബം, സ്വകാര്യസ്വത്ത്, ഭരണകൂടം എന്നിവയുടെ ഉത്ഭവം | - ഏംഗൽസ് |
| സ്ത്രൈണ കാമസൂത്രം | - ഇന്ദിര കെ.ആർ |
| സ്ത്രീ വിമോചനമെന്നാൽ മനുഷ്യവിമോചനം | - ഗീത |
| സ്ത്രീ വാദത്തിന്റെ കേരളീയ പരിസരം | - ഗീത |
| സ്ത്രീവാദ സൗന്ദര്യ ശാസ്ത്രം | - ജാനകി, കെ. ഗോപിനാഥ് |
| ആണരശ്ശു നാട്ടിലെ കാഴ്ചകൾ | - ദേവിക ജെ (എഡി) |
| മിഥ്യകൾക്കപ്പുറം | - രേഷ്മ ഭരദാജ് |
| കൽപനയുടെ മാറ്റൊലി | - ജെ ദേവിക (കേരള ശാസ്ത്രസാഹിത്യ പരിഷത്ത്) |
| വുമണിസം | - സുജാറാണി മാത്യു (കൈരളി ബുക്സ്, കണ്ണൂർ) |
| സ്ത്രീപഠനങ്ങൾ | - സച്ചിദാനന്ദൻ കെ (എഡി) |
| ദളിതമക്ഷരസംയുക്തം | - സജിത കെ.ആർ |
| ഭഗവദ്ഗീതയുടെ അടുക്കളയിൽ എഴുത്തുകാർ വേവിക്കുന്നത് | - സാറാ ജോസഫ് |
| ഗീതാഹിരണ്യന്റെ കഥകൾ | - ഗീതാഹിരണ്യൻ |
| ലോകപ്രശസ്ത വനിതാ സംവിധായകർ | - എം.ഡി മനോജ്(എഡി) |
| ചിത്രകലയിലെ സ്ത്രീ രേഖകൾ | - കെ.മോഹനചന്ദ്രൻവെള്ളായണി |
| ഇക്കോഫെമിനിസം, ഇക്കോടുറിസം, മാർക്സിസം | - എൻ.എം പിതേഴ്സൺ |
| നോവൽ വിമർശനത്തിന്റെ പെൺവഴികൾ | - എൽ സുഷമ (എഡി) |
| ആദ്യകാല സ്ത്രീകഥകൾ | - ഡോ. എം.എം ബഷീർ (ലിപി പബ്ലിക്കേഷൻ) |



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ഉടൽ ഒരു നെയ്ത്ത്

വയലറ്റുനാവിലെ പാട്ടുകൾ

സ്ത്രീ, സ്ത്രീവാദം, സ്ത്രീ വിമോചനം

ഫെമിനിസം

ആഗോളവൽക്കരണം സ്ത്രീ, പ്രകൃതി

- ജി. ഉഷാകുമാരി,
(എൻ.ബി.എസ്)
- ജി. ഉഷാകുമാരി
സൈകതം ബുക്സ്
- കെ. ശാരദാമണി
(ഡി.സി ബുക്സ്)
- എൻ ജയകൃഷ്ണൻ
(കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്,
തിരുവനന്തപുരം)
- വന്ദന ശിവ



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Physiology and Endocrinology

ZOL6B10T PHYSIOLOGY AND ENDOCRINOLOGY

[54 hrs.] [3 hours per week] [3 credits]

COURSE OUTCOMES [COs]

COs	Course Outcomes Statements
CO1	Describe the regulation of digestion in man, nutrition in pregnancy and infancy, nutritional disorders, balanced diet, starvation, fasting and obesity. (5 hrs)
CO2	Understand the mechanism of transport and exchange of respiratory gases and its neurophysiological control and physiological problems in diving mammals, new-born and aged individuals. (6 hrs)
CO3	Describe functions, composition, coagulation, transfusion, agglutination and clinical analysis of blood, haemoglobinopathies, types of heart and common cardio-vascular problems. (6 hrs)
CO4	Understand the osmoregulatory mechanisms in animals; excretion and its hormonal control and common renal disorders in man. (6 hrs)
CO5	Explain the ultrastructure of skeletal muscles and biochemical events and energetics of muscle contraction. (5 hrs)
CO6	Understand the different types of nerve cells, glial cells and nerve fibres, and the mechanism of nerve impulse transmission (6 hrs)
CO7	Understand the types, physiology and significance of bioluminescence, and the structure and functions of electric organs. (2 hrs)
CO8	Describe invertebrate neuro-endocrine organs and hormones, vertebrate endocrine glands, their hormones and functions (12 hrs)
CO9	Understand the concept of neurosecretion and the mode of action of peptide and steroid hormones. (6 hrs)



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Question paper pattern for external examination

Module 1-7: Short answer 7x2 =14 marks; Paragraph 4x5 =20 marks; Essay 2x10 =20 marks

8-9: Short answer 5x2 =10 marks; Paragraph 3x5 =15 marks.

SECTION A: PHYSIOLOGY (36 hours)

Module I

Nutrition (5 hrs.)

Regulation of digestive activity: Nervous and hormonal control; Ruminant digestion; Nutrition in pregnancy, infant nutrition, breast feeding, composition of breast milk; Importance of dietary fibres; Balanced diet; Nutritional disorders: anorexia, acidity, ulcer, flatulence; starvation, fasting and its significance; Obesity: causes and consequences.

[Short answers/Paragraphs]

Module II

Respiration (6 hrs.)

Gaseous exchange and transport of respiratory gases (brief account), Oxygen- Haemoglobin dissociation curve; Respiratory pigments, structure and properties of Hb; Neurophysiological control of respiration; Physiological problems in diving mammals, new-born and aged individuals.

[Short answers/Paragraphs/Essays]

Module III



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Circulation (6 hrs.)

Blood: functions and composition; Coagulation of blood (Enzyme cascade theory); Clinical analysis of blood, ESR; Haemodynamics; Haemostasis, haemolysis and jaundice, haemoglobinopathies; Blood transfusion and agglutination, aphaeresis. Types of heart; ECG; Common cardio-vascular problems: Abnormal variations in BP, Tachycardia, Bradycardia, Myocardial infarction, heart failure, cerebral hemorrhage and cerebro-vascular accident.

[Short answers/Paragraphs/Essays]

Module IV

Osmoregulation and Excretion (6 hrs.)

Osmoconformers and osmoregulators; Water conservation in desert forms; Osmotic and ionic regulation in terrestrial, fresh water and marine animals; Types of excretion, urea cycle; Human kidney: Urine formation with counter-current mechanism and hormonal regulation; Common renal disorders: haematuria, uremia, proteinuria, renal hypertension, nephritis, renal calculi, oedema, acidosis and alkalosis; Dialysis.

[Short answers/Paragraphs/Essays]

Module V

Muscle Physiology (5 hrs.)

Structure of vertebrate skeletal muscle: EM structure of Myofibrils and Myofilaments, contractile proteins; Mechanism of muscle contraction: Ultra structural changes (sliding filament theory);



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physiology, biochemistry and energetics of muscle contraction; energy sources, role of creatine phosphate, cori cycle; Muscle twitch, fatigue, tetany and rigor mortis.

[Short answers/Paragraphs/Essays]

Module VI

Nerve Physiology (6 hrs.)

Different types of nerve cells; glial cells, giant nerve fibre of crustaceans and cephalopods; regeneration of medullary fibres, neurotrophins; Nerve impulse transmission, synapses and neuromuscular junctions, synaptic transmission (electrical and chemical), neurotransmitters.

[Short answers/Paragraphs/Essays]

Module VII

Bioluminescence and Bioelectricity (2 hrs.)

Classification of bioluminescence: symbiotic, extracellular and intracellular; Physiology and significance of light production; Structure and functions of electric organs.

[Short answers/Paragraphs/Essays]

SECTION B: ENDOCRINOLOGY (18 hrs)

Module VIII

Invertebrate and Vertebrate endocrinology (12 hrs.)

Neuro- endocrine organs and hormones in crustaceans and insects.

Classification of hormones: Amine, peptide and steroid hormones; Endocrine glands in man



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(hypothalamus, pituitary, thyroid, parathyroid, pancreas, adrenal, thymus, pineal and gastro-intestinal): their hormones and functions (brief account); Hormonal disorders. Hormones of reproduction: Testes, ovaries and placenta, their hormones and physiological effects; role of hormones in female sexual cycle; hormone related female and male sexual dysfunctions.

[Short answers/Paragraphs]

Module XI

Concept of neurosecretion and hormonal action (6 hrs.)

Hypothalamus-hypophysial interactions, hypothalamus releasing and inhibiting hormones and their roles, Neuro-hormonal integration, Neuro-endocrine pathways, Regulation of hormone secretion. Hormonal action: Hormone receptors; Mechanism of action of peptide and steroid hormones; mode of action of insulin and thyroxine; positive and negative feedback regulation.

[Short answers/Paragraphs]

Topics for assignments/seminars

(Topics allotted for assignments/ seminars should be considered for internal assessments only, and can be subdivided among students)

1. History, aim, scope and branches of Physiology.
2. Absorption of carbohydrates, proteins, and lipids.
3. Conducting system of the heart.
4. Composition and functions of lymph.



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5. Gross and micro structure of human kidney.

6. Endocrine disorders in man: Cushing's disease, Addison's disease, diabetes mellitus, diabetes insipidus, dwarfism, gigantism, cretinism, myxedema and goiter.

References

- Arthur Vander, James Sherman and Dorothy Luciano (1998) Human Physiology: The Mechanisms of Body Function, ISBN-10: 9780070670655, William C. Brown Pub., 818 pages
- Berry, A.K (2008): *A Text book of Animal Physiology*, 12th Edition, ISBN 10 8185712034, Emkay Publications, 686 pages
- Chatterjee, C.C (2016): *Human Physiology*, 11th Edition ISBN-10 8123928726 Medical Allied Agency.
- Gerard J. Tortora, Bryan H. and Derrickson (2016) *Principles of Anatomy and Physiology*, 15th Edition, ISBN- 9781179320647, Wiley, 1232 pages
- Hall, J.E (2015): *Guyton and Hall Text book of Medical Physiology*, 13th Edition, ISBN- 9382956344, Vishal Publ. Co.



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Reproductive Biology, Developmental Biology and Teratology

ZOL6B11T REPRODUCTIVE AND DEVELOPMENTAL BIOLOGY

[54 hrs.] [3 hours per week] [3 credits]

COURSE OUTCOMES [COs]

COs	Course Outcome statements
C01	Explain the reproductive strategies in invertebrates and vertebrates and structural and functional features of human reproductive system (6 hrs)
C02	Describe process of fertilization, pregnancy, gestation, placentation, parturition and lactation in humans. (3 hrs)
C03	Explain the scope of reproductive technologies in infertility management; prenatal diagnostic techniques and methods of fertility control (5 hrs)
C04	Understand the phases and theories of development, and classification of eggs (3 hrs)
C05	Enumerate the types of cleavage, arrangement of blastomeres, germ layers and their derivatives, cell lineage in Planocera and different types of blastula. (3 hrs)
C06	Illustrate the early developmental process of egg in <i>Amphioxus</i> , frog, chick and man (22 hrs)
C07	Explain the basics of cell differentiation and its genetic control, stem cells and applications of stem cell technology (3 hrs)
C08	Describe parthenogenesis, types, and significance (2 hrs)
C09	Explain fate map construction, Spemann's constriction experiments on amphibian embryos, organizers in development, embryonic induction, gradient experiments in sea urchin eggs, cloning experiments in sheep and teratogenesis (7 hrs)



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Question paper pattern for external examination

Module 1-3: Short answer 2x2 =4 marks; Paragraph 3x5=15 marks.

Module 4-9: Short answer 10x2 =20 marks; Paragraph 4x5=20 marks; Essay 2x10=20 marks

SECTION A: REPRODUCTIVE BIOLOGY (14 hrs.)

Module I

Introduction and Human Reproductive system (6 hrs.)

Introduction to Reproductive Biology (1 hr.)

Importance and scope. Reproductive strategies in invertebrates and vertebrates; semelparity and iteroparity. Sex patterns; Mention sex reversal with examples.

[Short answers/Paragraphs]

Human Reproductive system (5 hrs.)

Male reproductive system: structure of testis, semen production and composition. Female reproductive system: structure of ovary and graafian follicle, ovulation, mention corpus haemorrhagicum, corpus luteum and corpus albicans. Accessory reproductive organs. Secondary sexual characteristics. Menstrual cycle and its hormonal control (brief account of estrous cycle in mammals). Gametogenesis: spermatogenesis and oogenesis.

[Short answers/Paragraphs]

Module II

Fertilization, Pregnancy, Gestation, Placentation, parturition and lactation (3 hrs.)



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Fertilization: Fertilizin and anti-fertilizin, capacitation, agglutination, sperm penetration, activation of egg and amphimixis. Physiological and biochemical changes during and after fertilization. Pregnancy, Gestation, Placentation, parturition and lactation.

[Short answers/Paragraphs]

Module III

Reproductive technologies (5 hrs.)

Reproductive technologies (3 hrs.)

Infertility and its management: Brief account of semen collection, preservation, storage, artificial insemination, surrogacy. Cryopreservation and embryo transfer: Collection, care and preservation of embryos; *in vitro* fertilization and embryo transfer: major steps; Test tube babies. Assisted Reproductive Techniques (ART): GIFT, ZIFT, ICSI, oocyte donation and embryo donation.

Prenatal Diagnosis (1 hrs.)

Different Prenatal Diagnostic techniques (invasive and non-invasive); Prevention of Female foeticide - ethical issues and laws (Mention-PNDT Act).

Fertility control (1 hrs.)

Natural methods, artificial methods, chemical methods, hormonal methods, surgical contraception, removal of gonads and uterus; abortion.

[Short answers/Paragraphs]



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SECTION B: DEVELOPMENTAL BIOLOGY (40 hrs.)

Module IV

Introduction and Types of eggs (3 hrs.)

Introduction to Embryology (1 hrs.)

Historical Perspective (brief account): Mention phases in development. Theories: preformation, epigenesis, recapitulation and germplasm theory.

Types of eggs (2 hrs.)

Classification of eggs with examples based on: Amount of yolk (micro, meso & macrolecithal); Distribution of yolk (iso, centro and telolecithal); Presence or absence of shell (cleidoic & non cleidoic); Types of development (determinate and indeterminate). Egg membranes: primary, secondary and tertiary; functions of egg envelopes.

[Short answers/Paragraphs/Essays]

Module V

Cleavage and cell lineage (3 hrs.)

Types of cleavage with examples based on: Plane of cleavage (Meridional, Vertical, Equatorial and Latitudinal); Amount of yolk (Holoblastic and Meroblastic); Types of development (Determinate and Indeterminate); Pattern of arrangement of blastomeres (Radial and Spiral). Germ layers and derivatives. Cell lineage studies in Planocera (brief account only). Different types of blastula.



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[Short answers/Paragraphs]

Module VI

Development of Amphioxus, frog, chick and man (22 hrs.)

Early development of Amphioxus (3 hrs.)

Brief account of fertilization. Cleavage, Blastulation, Gastrulation and Neurulation. **Development of Frog (8 hrs.)**

Fertilization, Cleavage, Blastulation and fate map, Gastrulation (Morphogenetic movements) and formation of germ layers, neurulation and notochord formation, mesoderm and coelom formation; organogeny of brain and eye. Hormonal control of amphibian metamorphosis.

Development of Chick (7 hrs.)

Structure of egg; fertilization, cleavage, blastulation, gastrulation and formation of germ layers. Salient features of chick embryo at primitive streak stage, 24, 33- and 48-hours stages. Development and functions of extra embryonic membranes.

Development of Man (4 hrs.)

Cleavage and formation of morula, development of blastocyst, implantation, gastrulation up to the formation of germ layers. Human placenta; functions of placenta.

[Short answers/Paragraph/Essays]

Module VII

Cell Differentiation and Gene action during development (3 hrs.)



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Cell differentiation, totipotency, pluripotency, dedifferentiation and redifferentiation. Controlled gene expression during development; Homeotic genes, Mention Hox- genes. Stem cells – embryonic and adult stem cells; their significance and applications.

[Short answers/Paragraphs]

Module VIII

Parthenogenesis

(2 hrs.)

Definition and types. Natural parthenogenesis: Arrhenotoky, Thelytoky, Obligatory and Facultative. Artificial parthenogenesis. Significance of parthenogenesis.

[Short answers/Paragraphs]

Module XI

Experimental Embryology & Teratology (7 Hrs.)

Experimental Embryology

(5 hrs.)

Construction of fate map, vital staining, marking with carbon particles and radioactive tracing. Spemann's constriction experiments on amphibian embryos, potency of nuclei and importance of Grey crescent. Organizers in amphibian development (primary, secondary & tertiary organizers). Embryonic induction. Gradient experiments in sea urchin eggs. Cloning experiments in sheep.

Teratology

(2 hrs.)

Environmental disruption in animal development: Teratogenic agents and their effects (alcohol,



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drugs, nicotine and other chemicals), infections (Herpes virus, Cytomegalovirus and Rubella virus), metabolic imbalance (malnutrition and autoimmunization) (brief account).

[Short answer/Paragraphs]

Topics for assignments/seminars

(Topics allotted for assignments/ seminars should be considered for internal assessments only, and can be subdivided among students)

1. Development of foetal membranes in man.
2. Types of placenta (brief account).
3. Regeneration in animals.
4. Factors affecting regeneration.
5. Factors inducing parthenogenesis.
6. Structure of different types of eggs (Amphioxus, frog, insect)

References

- Balinsky, B.I. (1981) *An Introduction to Embryology*, 5th Edition, *Embryology*, ISBN-4833700298 (International ed.), Saunders College Pub., 768 pages
- Berril N. J. (1971) *Developmental Biology*, ISBN 10: 0070050201, McGraw Hill
- Berry, A.K. (2008) *An introduction to Embryology*, Emkay publications.
- Bruce Carlson (2013) *Human embryology and Developmental Biology*, 5th Edition, eBook ISBN: 9780323279352, Saunders, 520 pages



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- Bobby Jose et. al. *Developmental Biology & Experimental biology*. Manjusha publications, Calicut.
- Michael J.F. Barresi (Author), Scott F. Gilbert (Author) (2019) *Developmental Biology*, 12th Edition, ISBN-10: 1605358223, Sinauer Associates, 888 pages
- Patten, B.M. (1973): *Early Embryology of the Chick*, TMH.
- Roberts Rugh (1951): *The Frog: Its Reproduction and Development*, The Blakiston Company, Toronto
- Sastry K. V. & Vineetha Shukla (2018): *Developmental Biology*, 2nd Revised Edition, ISBN: 9789350781289372, Rastogi, 372 pages
- Verma, P.S. & Agarwal V.K. (2010): *Chordate Embryology*, ISBN-10: 9788121902618, S. Chand Pub., 667 pages
- Werner A. Muller (2011) *Developmental Biology*, ISBN 10: 1461274729, Springer
- Wolpert, L. (1994): *Principles of Development*, 3rd Edition, ASIN: B008WDHBB8, Oxford University Press.
- Scott F. Gilbert (2016) *Developmental Biology* 11th Edition, Sinauer Associates is an imprint of Oxford University Press, ISBN-10: 9781605356044, 500 pages



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Reproductive Health and Sex Education

ZOL5D01T REPRODUCTIVE HEALTH AND SEX EDUCATION

[54 hours] [3 hours per week] [3 credits]

COURSE OUTCOMES [COs]

COs	Course Outcome statements
CO1	Understand the reproductive health, and importance of sex education for teen and youth. (2 hrs.)
CO2	Explain the chromosomal mechanism of sex determination and sex chromosomal anomalies. (3 hrs.)
CO3	Describe the structural and functional features of human reproductive system, fertilization, implantation, pregnancy, gestation, placenta, parturition and lactation. (17 hrs)
CO4	Explain the scope of reproductive technologies in infertility management and the assisted reproductive techniques. (10 hrs)
CO5	Understand the different methods of prenatal diagnosis and associated ethical issues (4 hrs)
CO6	Describe the different methods of fertility control. (4 hrs)
CO7	Understand the symptoms, mode of transmission, diagnosis and treatment of different sexually transmitted diseases and their socio-economic dimensions. (7 hrs)
CO8	Describe sexual orientation, sexual abuse and myths (5 hrs)
CO9	Understand the ethical aspects of sex (2 hrs)



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Question paper pattern for external examination

[Module 1-3: Short answer 4x2 = 8marks; Paragraph 3x5=15 marks; Essay 1x10 = 10 marks Module 4-6: Short answer 3x2 = 6 marks; Paragraph 2x5=10 marks; Essay 1x10 = 10 marks Module 7-9: Short answer 5x2 =10 marks; Paragraph 2x5=10 marks.]

Module I

Introduction (2 hrs.)

Definition; Reproductive health - problems and strategies; reproductive rights; importance of sex education for teen and youth.

[Short answers/Paragraphs]

Module II

Sex determination and Chromosomal anomalies (3 hrs) Chromosomal mechanism of sex determination; Barr body; twin studies; sex reversal; Sex chromosomal anomalies: Turner's syndrome and Klinefelter's syndrome.

[Short answers/Paragraphs]

Module III

Human Reproduction (17 hrs.)

Male reproductive system: Structure of testis, male accessory organs; Semen production and composition; ejaculation. Spermatogenesis. Female reproductive system: Structure of human ovary; development of primary follicle; structure of graafian follicle; fallopian tubes; uterus;



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external genitalia; mammary glands. Oogenesis. Menstrual cycle and hormonal control; brief account of fertilization, implantation, pregnancy, gestation, placenta, parturition and lactation (Brief account on hormonal control of lactation).

[Short answers/Paragraphs/Essays]

Module IV

Infertility and Assisted reproductive technologies (10 hrs.)

Infertility: Causes and problems in male and female. Infertility management: semen collection, preservation and storage, artificial insemination, surrogacy. Cryopreservation and embryo transfer: Collection, care and preservation of embryos. In vitro fertilization (IVF) and embryo transfer: Major steps; Test tube babies. Assisted Reproductive Techniques (ART): GIFT, ZIFT, ICSI, oocyte donation and embryo donation.

[Short answers/Paragraphs/Essays]

Module V

Prenatal Diagnosis (4 hrs.)

Different methods: Ultrasonography, amniocentesis, chorionic villus sampling and alpha-fetoprotein estimation; female foeticide: ethical issues and laws (Mention– PNDT Act). [Short answers/Paragraphs]

Module VI

Fertility Control (4 hrs.)



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Natural methods; artificial methods; chemical methods; hormonal methods; contraceptive devices; surgical contraception; abortion, legal termination of pregnancy.

[Short answers/Paragraphs/Essays]

Module VII

Sexually transmitted infectious diseases (7 hrs.)

Symptoms, mode of transmission, diagnosis, treatment and prophylaxis of AIDS, syphilis, gonorrhea, herpes (genital), human papilloma virus and genital warts, hepatitis, gonococcal vulvo vaginitis, Trichomonal vaginitis. Mention the term venereal disease. Socio economic dimensions of STD.

[Short answers/Paragraphs]

Module VIII

Sexual orientation, sexual abuse and myths (5 hrs.)

Homosexuality and bisexuality (mention LGBT), oral sex, animal sex, cybersex, sexual abuse, premarital and extramarital sex, sexual perversions, paraphilia, child abuse, prostitution, sexual hygiene, protection of children from sexual offences (POCSO) Act, 2012 (brief account only), sexual myths.

[Short answers/Paragraphs]

Module XI

Ethical aspects of sex (2 hrs.)



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Healthy relationship with opposite sex, role of counseling, gender discrimination in family and society.

[Short answers/Paragraphs]

Topics for Assignments/Seminars (Topics allotted for assignments/ seminars should be considered for internal assessments only, and can be subdivided among students)

1. Sexual counseling
2. Marriage counseling
3. Population explosion and birth control
4. Functions of male and female hormones
5. Hormones of pregnancy

References

- Brian Walker Nicki R College Stuart Ralston and Ian Penman (2014): Davidson's Principles and Practice of Medicine, 22nd edition; eBook ISBN: 9780702052248, Elsevier
- John Hall (2015): Textbook of Medical Physiology; 13th Edition, ISBN: 9781455770052, Elsevier Health, 1168 pages
- Lynn L. Long, Judith A. Burnett, R. Valorie Thomas (2005): Sexuality counseling an integrated approach, 1st Edition, ISBN-10: 0131710524, Pearson
- Prakash Kothari (1995): Common sexual problems and solutions, 2nd Edition, ISBN10: 8185674086, UBS Publ. and Distributors Ltd., 173 pages



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□ Reisman, Judith A, Eichel, Edward W, Muir, J Gordon and Court, J H (John Hugh) (2001):

Kinsey, sex, and fraud: the indoctrination of a people: an investigation into the human sexuality research, ISBN 10: 091031120X, Lochinvar-Huntington House

□ Robert T. Francoeur (1982): Becoming a sexual person, ISBN-10: 0471078484, John Wiley and Sons, 836 pages

□ Vander, Sherman and Luciano (2003): Human Physiology, 9th Edition, ISBN10: 9780072437935, McGraw Hill, 864 pages

<http://www.biologydiscussion.com/essay/reproductive-health-in-human-problemsand-strategies/5167> <http://stayteen.org/sex-ed/article/why-sex-education-important>

<http://www.onlymyhealth.com/importance-sex-education-among-youth-1301382451>

<http://www.livestrong.com/article/246343-how-to-make-friends-with-the-oppositesex/>

<http://stories.plancanada.ca/gender-discrimination-starts-at-home/>



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Environmental Biology, Wild Life Conservation and Toxicology

ENVIRONMENTAL BIOLOGY, WILDLIFE CONSERVATION AND TOXICOLOGY

[54 hours] [3 hours per week] [3 credits]

SECTION A: ENVIRONMENTAL BIOLOGY (32 hrs.)

1.Ecological tools and Techniques (4 hrs)

1. Sampling of animal populations

(i) Trapping and collecting various groups of flying insects (aquatic organisms, soil organisms, birds and mammals).

(ii) Marking of animals

(iii) Determination of home range and territory

(iv) Estimation of number of animals in population

(v) Indirect method of estimating wild animals by their signs and symptoms.

2. Remote sensing.

2.Ecosystem and Energetics (6hrs)

(a) Definition,scope and branches of ecology,Habitat,Niche,Community,Autecology and Synecology.

(b) Energy flow and energetics of ecosystem

(c) Solar energy and photosynthetic and chemosynthetic production

(d) Energy transformations and energy transfer



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(e) Laws of thermodynamics

3. Biogeochemical cycles (3 hrs.)

Basic types of biogeochemical cycles - Gaseous cycle - carbon and nitrogen cycles; sedimentary cycle

4. Limiting factors (2 hrs.)

Basic concepts - Leibig's law of minimum - Shelford's law of tolerance, combined concept of limiting factors

5. Population Ecology (5 hrs.)

Properties of population - density, natality, mortality, age distribution, biotic potential, environmental resistance and carrying capacity, population growth forms, J and S shaped curves, migration, emigration and immigration

6. Community Ecology (5 hrs.)

Biotic community - definition, characteristics and classification, species diversity, fluctuations, stratification, succession, ecotone and edge effect

7. Population interactions (3 hrs.)

Intraspecific and interspecific associations - Positive and negative interactions: Mutualism, Commensalism, Parasitism, Predation, Competition

8. Man and Environment (4 hrs.)

(a) Sustainable development (in brief)



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(b) Destruction of habitat and its consequences - wetland, paddy fields, mangrove, river encroachment, sand and clay mining, ecological impacts of tourism

SECTION B: WILDLIFE CONSERVATION (18 hrs.)

1. Biodiversity (12 hrs.)

(a) Introduction: alpha, beta and gamma diversities. Mention Shannon diversity index and Simpson's dominance index.

(b) Hot spots of biodiversity. Mention hotspots in Indian region (Western ghats and Sreelanka, Eastern Himalayas and Indo Burma)

(c) Threats to biodiversity (Habitat modification, pollution, poaching, etc.)

(d) Role of systematics in biodiversity, Extinction of species.

(e) Natural resources and conservation-Strategieis of conservation, Natural Reserves, Classification of natural resources.

(f) Wild life conservation, Wild life (protection Act)1972, Conservation projects. Project Tiger, Elephant, Lion, Crocodile, Dolphins, Swamp deer, Blackbuck and Turtle.

(g) Endangered fauna and flora.

(h) Sanctuaries-Thattekkad bird sanctuary & Parambikulam wild life sanctuary, National parks – Eravikulam NP & Silent valley NP and Biosphere Reserves-Nilgiri BR & Agasthyamalai BR.

(i) Mention IUCN categories and Red data book.



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(j) Conservation of biodiversity - in situ and ex situ conservations. Mention conservation of germplasm.

2. Global Strategy for Conservation (6 hrs.)

(a) Stockholm Conference / Declaration (1972)

(b) Nairobi Conference / Declaration

(c) Rio Declaration (Earth Summit, 1992)

(d) CITES

(e) Biodiversity Convention of UNCED

(f) Kyoto Agreement (1997)

(g) Johannesburg Conference (2002)

(h) World Summit on Sustainable Development

(i) UNEP and its major strategies

(j) Protection of plant varieties and farmer's right Act (2001)

(k) Biodiversity Act 2002

(l) Seed Bill 2005

(m) Wildlife Act 1972 and its Amendments



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SECTION C: TOXICOLOGY (4 hrs)

1. Toxicants and public health hazards

(a) Toxic chemicals (pesticides, automobile emissions, heavy metals, fertilizers, food additives, xenobiotics, radioactive wastes).

(b) Indian law of drug and poisons

(c) Levels of toxicity- Acute, sub-acute, chronic, LD 50, LC 50

(d) Common bacterial poisoning (botulism)

(e) Behavioural Toxicology Topics for Assignment/Seminar (Topics allotted for assignments/seminars should be considered for internal assessments only, and can be subdivided among students)

1. Environmental ethics and legislation

2. Individual responsibilities – Role of Governmental and Non-Governmental Organizations in biodiversity conservation

3. Survey of animal poisons

4. Environmental pollution-land, water, sound and radiation

References:

Environmental Biology, Conservation Biology & Toxicology Alan Beebi and Anne Maria: First Ecology – Ecological Principles and Environmental Issues, IInd edition, Oxford University Press. Aggarwal, S.K-Foundation course in Biology 2nd edition-Ane's student edition May R. M. and



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Mc Lean: Theoretical Ecology – Principles and Applications, Oxford Uty Press. Misra: Essentials of Environmental Studies, Ane Books Pvt. Ltd. Agarwal, K.C.: Environmental Biology. 2001, Nidi Pubns, Bikaner. Agrawal, K.C.: Biodiversity. 1990, Agro. Anonymous: Conservation of Biological Diversity in India: An Approach. 1994, Ministry of Env't. & Forests, Govt. of India. Balachandran Thampi, K. et al.: The Natural Resources of Kerala. 1997, WWF for Nature - India, [Kerala State Office], Trivandrum. Chatterjee, B.: Environmental Laws - Implementation Problems. Deep & Deep Pubs. Cunningham & Cunningham: Principles of Environmental Science. 2002, TMH. Cutter: Environmental Risks and Hazards. PHI [EEE]. Dev, S. C.: Environmental Management, 2003, Jaico Pub., New Delhi. Hawkins, R. E.: Encyclopedia of Indian Natural History, 2001, BNHS/OUP. Jadhav, H. & Bhosale, V. M.: Environmental Protection and Laws. 1995, Himalaya. Kumar, A.: Textbook of Environmental Science, 2004, APH Publishing Co., ND. Kumar, A.: Environmental Pollution and Health Hazards in India. Agro. Kumar, U.: Biodiversity Principles and Conservation. 1999, Agro. Kurian, J. & Nagendran, R.: Essentials of Environmental Studies, 1e, 2003, Pearson Edn. Perry, A. S. et al.: Insecticides in Agriculture and Environment. 1998, Narosa. Purohit, S.S.: Ecology, Environment and Pollution, 2003, Agro. Sharma, P.D.: Ecology and Environment. 7 e, 2002-03, Rastogi. Richard Primack: Essentials of Conservation Biology, Sinaur Associates. Sharma, P.D.: Toxicology. Tikadar, B.K. Threatened Animals of India, ZSI Publication, Calcutta. Chapman and Reiss: Ecology, Cambridge Low Price Editions. Donald T. Haynie: Biological Thermodynamics, Cambridge University Press. Soper et al.,



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Biological Science, Cambridge Low Price editions. Ananthakrishnan T. N., Animal Biodiversity Patterns and Process – Scientific Publishers. Ahluwalia, V.K. and Sunitha Malhotra: Environmental Science, Ane Books Pvt. Ltd. Begon: Ecology – From individuals to ecosystems, 4th edition, John Wiley. Ramakrishnan, P.S- Ecology and Sustainable Development 2nd edition – National Book Trust India India 2009.



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Ethology, Evolution and Zoogeography

ZOL6B13T ETHOLOGY, EVOLUTION AND ZOOGEOGRAPHY

[54 hrs] [3 hours per week] [3 credits]

COURSE OUTCOMES [COs]

COs	Course Outcome Statements
C01	Describe the patterns and mechanisms of animal behaviour (5 hrs.)
C02	Illustrate biological rhythms and the chemical basis of communication (7 hrs.)
C03	Identify major evolutionary transitions over time, and explain the tools and evidences that support current hypotheses of the history of life on earth (8 hrs.)
C04	Describe the evidences for evolution and its required corollaries (5 hrs.)
C05	Explain the various theories of evolution (6 hrs.)
C06	Describe the mechanisms by which evolution occurs (5 hrs.)
C07	Recognize the significance of reproductive isolation in reducing gene flow between populations, biological and morphological species concepts and distinguish between prezygotic and postzygotic barriers to reproduction (7 hrs.)
C08	Review the events in human evolution (3 hrs.)
C09	Explain ecological and historical foundations for understanding the distribution and abundance of species, and their changes over time and comprehend the basic principles of biogeography as a discipline (8 hrs.)



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Question paper pattern for external examination

[Module 1-2: Short answer 4x2=8 marks, Paragraph 2x5=10 marks;

Module 3-8: Short answer 5x2=10 marks, Paragraph 4x5=20 marks, Essay 2x10=20 marks;

Module 9: Short answer 3x2=6 marks, Paragraph 1x5=5 marks]

SECTION A: ETHOLOGY (12 hrs.)

Module I

Patterns and Mechanisms in Animal Behaviour (5 hrs.)

Introduction and Patterns of behavior

History (brief), scope of ethology.

(a) Innate behaviour: Orientation-taxes/kinesis, simple reflexes, instincts, motivation.

(b) Learned behaviour: Habituation, conditioned reflex, trial and error learning; latent learning, imprinting, insight learning, memory and learning.

Neural mechanism in behavior

(1 hrs.)

Role of hypothalamus in thirst and feeding; role of cerebral cortex in emotional behavior; mammalian limbic system and control of behavior (brief account).

[Short answers/Paragraphs]

Module II

Biological rhythm and Sociobiology (7 hrs.)

Biological clocks/rhythms

(4 hrs.)

Photoperiodism, circadian rhythm; migration, orientation, navigation and homing; diapause,



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hibernation and aestivation (brief account)

Sociobiology (3 hrs.)

Social groups in termites and elephants; Chemical communication: classification and significance of pheromones (mention human pheromones also).

[Short answers/paragraphs]

SECTION B: EVOLUTION (34 hrs.)

Module III

Course of Evolution (8 hrs.)

History of Evolutionary thought (1 hr.)

History of evolutionary thought: Ideas of evolution during Pre-Darwinian, Darwinian and Post-Darwinian periods (brief account).

Origin of life (6 hrs.)

Biochemical origin of life (Modern hypothesis—Oparin-Haldane Theory). Major steps in the biochemical evolution of life (brief account): Origin of Earth and the primordial atmosphere, formation of simple organic molecules, formation of macromolecules or polymers, and formation of coacervates, microspheres, protocells and full-fledged living cells; origin of mitochondria and chloroplast. Experimental evidence for biochemical origin of life: Urey-Miller experiment; Other experiments; Modern ideas on the origin of life. Mention origin of prokaryotes and eukaryotes.

History of Life on Earth (1 hrs.)



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Geological time scale (simple chart), mention Cambrian explosion. Fossils, Fossilization and Dating of fossils (brief account). Living fossils: *Peripatus*, *Limulus* and *Sphenodon* as examples.

[Short answers/Paragraphs/Essays]

Module IV

Evidences of Organic Evolution (5 hrs.)

- i) Morphological and anatomical
- ii) physiological and biochemical
- iii) embryological
- iv) palaeontological
- v) molecular
- vi) taxonomical evidences
- vii) biogeographical evidences

[Short answers/Paragraphs/Essays]

Module V

Theories of Evolution (6 hrs.)

Lamarck's theory: Explanation of the major postulates of the Lamarck's theory with examples, Criticism against Lamarckism, Neo-Lamarckism, Present status of Lamarckism.

Darwin's theory: Explanation of important postulates of Darwin's theory, Examples for natural selection, Criticism against Darwinism, Neo-Darwinism (Synthetic theory of evolution).



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Weismann's germplasm theory; Mutation theory of De Vries. Mention the contributions of Wallace.

[Short answers/Paragraphs/Essays]

Module VI

Concepts of Evolutionary Process (5 hrs.)

Genetic basis of evolution:

- i) Mutations (brief account of gene and chromosomal mutations)
- ii) Variations: somatic (environmental) variations and genetic (hereditary) variations
- iii) Hardy-Weinberg Principle: Hardy-Weinberg Equilibrium, Factors that upset Hardy-Weinberg Equilibrium
- iv) Genetic drift: effects on population, Evolutionary bottleneck and Founder effect, genetic drift and natural selection, importance of genetic drift in evolution; theory of punctuated equilibrium and its relevance.

[Short answers/Paragraphs/Essays]

Module VII

Nature of Evolution (7 hrs.)

Species and Speciation: Species concept: phylogenetic and biological species concepts; General characteristics and subdivisions of species: subspecies, semi species, sibling species, cline and deme.



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Speciation: Types of speciation

i) Phyletic speciation

ii) Quantum speciation

iii) Gradual speciation; Major methods of natural speciation: Allopatric, parapatric and sympatric speciation.

Isolation and Isolating mechanisms: Types of isolating mechanisms

i) Geographic isolation: mention examples

ii) Reproductive isolation

(a) Prezygotic isolation (habitat, seasonal, ethological, morphological, physiological and cytological isolation with examples)

(b) Postzygotic isolation (hybrid in viability, hybrid sterility and F2 breakdown isolation with examples).

Adaptive Radiation (Divergent Evolution): cause and significance, adaptive radiation in Darwin's finches; Convergent Evolution; Pre-adaptation; Co-evolution (mention examples also).

[Short answers/paragraphs/Essays]

Module VIII

Evolution of Modern Man (3 hrs.)

Evolutionary trends in humans; Fore-runners of anthropoids-*Parapithecus*; Fore-runners of apes-*Dryopithecus*; Fore-runners of modern man-*Ramapithecus* (*Kenyapithecus*),



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Australopithecus (The ape-man), *Homo habilis* (The handy man), *H. erectus* (Pithecanthropines), *H. sapiens neanderthalensis* (Neanderthal man), *Homo sapiens fossilis* (The Cro-magnon), *Homo sapiens sapiens* (Modern man), mention Denisoans and Malapan man.

[Short answers/paragraphs/Essays]

SECTION C: ZOOGEOGRAPHY (8 hrs.)

Module IX

Zoogeographical realms and Biogeography of India (8 hrs.)

Geographical Distribution (4 hrs.)

(a) Geographical distribution of animals: Cosmopolitan, discontinuous, bipolar and isolated distribution.

(b) Barriers in animal distribution: Physical, climatic and biological barriers.

Zoogeographical realms (2 hrs.)

Zoogeographical regions with specific fauna (faunal regions): Palaearctic region, Nearctic region, Neotropical region, Ethiopian region, Oriental region and Australian region; brief description on Wallace line, Weber line and Wallacea.

Insular fauna (1 hr.)

Faunal characteristics of continental (Madagaskar and Sri Lanka) and oceanic islands (Galapagos and New Zealand).

Biogeography of India (1 hr.)



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Biogeographical zones of India: Himalayan, Desert zone, Semi-arid zone, Western Ghats, Deccan plateau, Gangetic plain, North east Indian zone, Island zone and Coastal zone (brief account).

[Short answer/Paragraphs]

Topics for Assignments / Seminars

(Topics allotted for assignments/ seminars should be considered for internal assessments only, and can be subdivided among students)

1. Old theories on origin of life:
 - i) Theory of abiogenesis
 - ii) Theory of biogenesis
 - iii) Theory of special creation
 - iv) Theory of Panspermia.
2. Evolution of Vertebrate Groups: Evolution of agnathans, fishes, amphibians, reptiles, birds and mammals (brief account).
3. Evolution of horse
4. Polyploidy and Evolution
5. Ancestry of human population of India

References

Module 1-2 (Ethology)

- Jerry A. Hogan. 2017. *The Study of Behavior: Organization, Methods, and Principles*.



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ISBN: 9781107191976. Cambridge University Press. 380 pages.

- John Alcock & Dustin R Rubenstein. 2019. *Animal Behaviour*, 11th edition. Published by Sunderland, Massachusetts Sinauer Associates, Oxford University Press. 672 pages.
- Lee Alan Dugatkin. 2013. *Principles of Animal Behavior*, 4th Edition. ISBN-13: 978-0393920451. ISBN-10: 0393920453. W. W. Norton & Company. 576 pages.
- Michael Breed & Janice Moore. 2015. *Animal Behaviour*. Second Edition. ISBN: 9780128015322. Academic Press. 552 pages.
- V. K. Agarwal. 2010. *Animal Behaviour (Ethology)*. ISBN: 9788121932103, 8121932106. S.Chand Publishers. 400p.

Module 3-8 (Evolution)

- Brian K. Hall & Benedikt Hallgrimsson. 2014. *Strickberger's Evolution*. 5th Edition. ISBN: 9789380853789, 9380853785. Publisher: Viva. 672 pages.
- Darlington P J 1966. *Zoogeography: The Geographical Distribution of Animals*. Fourth Edition. John Wiley & Sons, Inc. 675 pages.
- Jain P C & M.S. Anantharaman. *Palaeontology (Palaeobiology): Evolution and Animal distribution*. 9th Edition. ISBN-10: 9382956441; Vishal Publishing Co.
- James H. Brown. 1996. *Biogeography*. ISBN-10: 0697243591; ISBN-13: 978-0697243591. William C Brown Pub., 643 pages.
- James T. Costa. 2009. *The Annotated Origin – A Facsimile of the First Edition of On the*



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Origin of Species. ISBN-10: 0674032810; University Press; Annotated edition. 546 pages.

- Niles Eldredge. 1985. *Time Frames: The Rethinking of Darwinian Evolution and the Theory of Punctuated Equilibria*. ISBN-10: 0671495550; Simon & Schuster. 240 pages.
- Niles Eldredge. 1998. *Pattern of Evolution*. ISBN-10: 0716730464; ISBN-13: 978-0716730460. W H Freeman & Co. 219 pages.
- Richard Dawkins. 2006. *The Blind Watchmaker – Why the Evidence of Evolution Reveals a Universe without Design*. ISBN-10: 0393315703; W. W. Norton & Company. 496 pages.
- Robert Andrew Foley & Roger Lewin. 2003. *Principles of Human Evolution 2nd Edition*. ISBN-10: 0632047046; ISBN-13: 978-0632047048. Wiley-Blackwell. 568 pages.
- Solomon Stevens. 2017. *Evolutionary Biology*. ISBN-10: 1635491169. ISBN-13: 978-1635491166. Larsen and Keller Education. 190 pages.

Module 9 (Zoogeography)

- Andrews, M.I. & Joy, K.P. *Ecology, Evolution & Zoogeography*. S.M. Book Depot, Changanassery
- Rastogi V. B. & Jayaraj. 1998. *Animal Ecology and Distribution of Animals*. Kedar Nath and Ram Nath. ISBN: 5551234001809.
- Tiwari, S. K. 1985. *Zoogeography of India and South East Asia*. CBS Pubs, New Delhi



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Cell Biology and Genetics

ZOL5B06T CELL BIOLOGY AND GENETICS

[54 hours] [3 hours per week] [4 Credits]

COURSE OUTCOMES (COs)

COs	Course Outcome Statements
C01	Understand the principles and applications of various types of light microscopes, electron, Scanning-tunneling and Atomic force microscope and illustrate the histological and histochemical processing of tissues (7 hrs.)
C02	Explain the basic structure of a eukaryotic cell and the structure and functions of plasma membrane, mitochondria, lysosome, cytoskeletal elements and interphase nucleus (12 hrs.)
C03	Illustrate the nucleosome organization of chromatin and higher order structures; structure of chromosomes and giant chromosomes (2 hrs.)
C04	Enumerate eukaryotic cell cycle and cell division by amitosis, mitosis and meiosis (4 hrs.)
C05	Explain the causes of transformation, characteristics of transformed cells and the role of protooncogenes and tumor suppressor genes in malignant transformation; mechanism and significance of apoptosis (2 hrs.)
C06	Enumerate allelic and non-allelic gene interactions; supplementary, complementary, polymeric, duplicate and modifying genes and polygenic inheritance (5 hrs.)
C07	Illustrate multiple allelism and solve problems related to blood group inheritance (4 hrs.)



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C08	Explain characteristics of linkage groups and linkage map; crossing over and calculation of recombination frequency; sex-linked, sex-influenced and sex-limited characters; sex differentiation and disorders of sexual development (8 hrs.)
C09	Describe the mechanisms of sex determination including chromosomal, genic, haploid-diploid mechanisms; the hormonal and environmental influence on sex determination and gynandromorphism (3 hrs.)
C010	Explain mutagenesis, mutagens and chromosomal and gene mutations (3 hrs.).
C011	Enumerate the classification and grouping of human chromosomes; numerical and mutational human autosomal and sex chromosomal anomalies; polygenic human traits and genetic counseling (4 hrs.)

Question paper pattern for external examination

[Module 1-5 Short answer 7x2=14 marks; Paragraph 4x5=20 marks; Essay2x10=20 marks; Module 6-11

Short answer 8x2=16 marks; Paragraph 4x5=20 marks; Essay2x10=20 marks]

SECTION A: CELL BIOLOGY (27 hrs.)

Module I

Techniques in Cell Biology (7 hrs.)

Microscopy (4 hrs.)

Light microscope: principles and uses; use of oil immersion objective. Types of light Microscopes:

Bright-field, Phase contrast and Fluorescence microscope. Camera lucida: Principle and uses.

Micrometry. Electron microscope: Principle, applications; advantages and disadvantages.



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Principles and applications of - Scanning Electron Microscope (SEM); Scanning-tunnelling microscope and Atomic force microscope Histological Techniques (2 hrs)

Preparation of materials for light microscopy (for temporary and permanent mounts): Fixation: common fixatives: buffered formalin, ethanol, Bouin's solution and Carnoy's fluid (mention composition). Processing of the fixed tissue: mention dehydration, infiltration, and embedding. Sectioning: Rotatory microtome (brief description), uses. Staining: Mention deparaffinization, hydration, staining, dehydration and mounting. Histological stains: Haematoxylin and Eosin. Vital stains: Neutral red and Janus green.

Histochemical Techniques (1 hr.)

Mention the techniques for the demonstration of proteins (mercuric bromophenol blue method), carbohydrates (PAS) and lipids (Sudan)

[Short answers/Paragraphs]

Module II

Structure of eukaryotic cell (12 hrs.)

Plasma membrane (6 hrs.)

Chemical composition and structure (unit membrane concept and fluid mosaic model), membrane lipids and membrane fluidity; significance of membrane fluidity; membrane proteins-integral proteins, peripheral proteins and lipid-anchored proteins; membrane carbohydrates. Interactions between cells and their environment – extracellular space, glycocalyx, extracellular matrix -



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Mention basal lamina, collagen, fibronectin, proteoglycans and laminins. Interaction of cells with other cells – cell adhesion molecules, selectins, immunoglobulins, integrins and cadherins. Modifications of the plasma membrane – microvilli, desmosomes, nexuses, tight junction and gap junction. Functions: trans-membrane transport mechanisms – diffusion, osmosis, active transport, ion transport (channels), co-transport, bulk trans-membrane transport – exocytosis, endocytosis. Membrane receptors: Mention insulin receptor.

Mitochondria (2 hrs.)

Ultra-structure; mitochondrial membranes; functions of mitochondria; Biogenesis of mitochondria.

Lysosomes (1 hr.)

Structure and function; polymorphism in lysosomes, lysosomal enzymes. Concept of GERL (Golgi body – Endoplasmic Reticulum – Lysosome complex).

Cytoskeleton (1 hr.)

Location, ultrastructure, biochemical composition and functions of microfilaments, intermediate filaments and microtubules.

Interphase nucleus (2 hrs.)

General structure and functions; nucleo-cytoplasmic index; ultrastructure of nuclear membrane and nuclear pore complex (NPC), functions of NPC; Nucleoplasm - Composition and function;



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Nucleolus - Structure, composition, nucleolar organizer, nucleolar cycle and functions of nucleolus. Chromatin: Euchromatin and heterochromatin.

[Short answers/Paragraphs/Essays]

Module III

Structure of chromatin (2 hrs.)

Nucleosome organization and higher order structures; Chromosome structure; Giant chromosomes - Polytene chromosomes: structure, puffs and bands; Endomitosis; significance. Lamp brush chromosomes: structure, loops and significance.

[Short answers/Paragraphs]

Module IV

Cell Cycle & Cell division (4 hrs.)

Cell Cycle: G₁, S, G₂ and M phases – Check points; G₀ phase. Cell division: Amitosis (brief account); Mitosis: description of all stages, cytokinesis and significance; Meiosis: description of all stages and significance. Role of centriole in animal cell division.

[Short answers/Paragraphs/Essays]

Module V

Cancer and Apoptosis (2 hrs.) Characteristics of cancer cells; causes of transformation; protooncogenes and tumor suppressor genes and their role in transformation. Apoptosis, mechanism of apoptosis and its significance.



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[Short answers/Paragraphs]

SECTION B: GENETICS (27 hrs.)

Module VI

Interaction of genes (5 hrs.)

Allelic interactions: incomplete dominance and co-dominance with examples. Nonallelic interactions: epistasis (inheritance of plumage colour in poultry), mention dominant and recessive epistasis. Supplementary genes (example: inheritance of comb pattern in poultry). Complementary genes, mention any one example. Polymeric genes, mention one example. Duplicate genes, mention one example. Modifying genes. Atavism, Penetrance and Expressivity. Polygenic (quantitative) inheritance (example: skin colour in man).

[Short answers/Paragraphs]

Module VII

Multiple alleles (4 hrs.)

Definition and characteristics; example: coat colour in rabbits. Blood group genetics: ABO blood group system; MN blood group and Bombay phenotype. Inheritance of Rh factor; mention erythroblastosis foetalis. Problems related to blood group inheritance (5 problems). Isoalleles, mention any one example.



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[Short answers/Paragraphs/Essays]

Module VIII

Linkage and Recombination (8 hrs.)

Definition and characteristics of linkage groups, Morgan's work on Drosophila. Types of linkage: complete and incomplete - examples; Linkage groups. Crossing over and recombination, Calculation of Recombination Frequency and Percentage; Linkage map, Map Distance; Mitotic Recombination (brief). Sex-Linked Characteristics: Types of sex-linkage - X linked characters - Colour blindness and haemophilia in humans, holandric genes – hypertrichosis. Dosage compensation – Barr body – Lyon hypothesis. Sex-Influenced and Sex-Limited Characteristics. Sex Differentiation: Testis-determining factor (TDF), Müllerian inhibition factor. Disorders of Sexual Development (short notes) - XX males and XY females, Point mutations in the SRY gene and testicular feminization.

[Short answers/Paragraphs/Essays]

Module IX

Sex determination (3 hrs.)

Chromosomal mechanism of Sex-Determination: Male heterogametic and female heterogametic mechanism of sex determination. Genic Sex Determining Systems - Genic balance (ratio) theory of Bridges. Haploid-diploid mechanism of sex determination, honey bee as example. Environmental Sex Determination: Example – Bonellia, Crocodile. Hormonal influence on sex



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determination: Example - sex reversal in fowl and free martin in cattle; Gynandromorphism – types and causes. Intersex (brief).

[Short answers/Paragraphs/Essays]

Module X

Mutations (3 hrs.)

Chromosome mutations: numerical (euploidy and aneuploidy) and structural changes (deletion, duplication, insertion, inversion, translocation). Gene mutations: types- spontaneous, induced, somatic, gametic, forward and reverse. Types of point mutations- deletion, insertion, substitution, transversion and transition. Mutagenesis- Natural and artificial mutagenesis, Mutagenic agents: a) UV radiation and ionising radiation b) Base analogues, alkylating and intercalating agents.

[Short answers/Paragraphs/Essays]

Module XI

Human Genetics and Genetic counselling (4 hrs.)

Classification and grouping of human chromosomes (Patau's scheme). Chromosomal anomalies and disorders: Autosomal - (Down's, Patau's, Edward's and Cri du Chat syndromes). Sex chromosomal - (Turner's and Klinefelter's syndromes). Gene mutations: Autosomal mutation - albinism, PKU, alkaptonuria, galactosemia, Tay-Sach's syndrome, Gaucher's disease, Sickle cell anaemia, thalassemia and brachydactyly. Sex chromosomal mutations: haemophilia, Lesch–



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Nyhan syndrome, dermal hypoplasia. Polygenic traits: cleft palate / lip, club foot and hydrocephaly. Eugenics, Euthenics and Euphenics.

[Short answers/Paragraphs]

Topics for assignments/seminars

(Topics allotted for assignments/ seminars should be considered for internal assessments only, and can be subdivided among students)

1. Ribosomes: structure and functions
2. Golgi bodies: structure and functions
3. Cytoplasmic or extra nuclear inheritance:
 - a) Shell coiling in Limnaea
 - b) Endo-symbionts like kappa particle and sigma.
4. Mendel's experiments on pea plants
5. Mendel's laws of inheritance

References

Module 1-5 (Cell Biology)

- ☐ De Roberti's EMF (2011): Cell and molecular biology; 8th Edition, ISBN- 9780781734936 0781734932, Lippincott Williams & Wilkins, 734 pages
- ☐ Gerald Karp (2013): Cell Biology; 7th Edition, ISBN-10: 1118318749, Wiley, 872 pages



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- Gupta, P. K. (2018): Cell and Molecular Biology, Revised 5th edition, ISBN, 978-93-5078-154-8, Rastogi Pubs., 1192 pages
- Kleinsmith, L. J. & Kish, V. M. (1995): Principles of Cell and Molecular Biology, 2nd Edition, ISBN-10: 0065004043 Harper Collins College Pubs, 809 pages
- Niel O. Thorpe (1984): Cell Biology. ISBN-10: 0471805246, John Wiley & Sons, 752 pages
- Philip Sheeler and Donald E. Bianchi (1983): Cell Biology – Structure, Biochemistry and Functions; 2nd Edition, ISBN-10: 0471889075, John Wiley & Sons, 688 pages
- Sharma, A. K. & Sharma, A. (1980): Chromosome Techniques; 3rd Edition, ebook ISBN: 9781483100845, Butterworth, 724 pages
- Verma, P.S. & Agarwal, V.K. (1999): Cytology. S., Chand & Co., 504 pages Module 6-11 (Genetics)
- Brooks, R. J. (2008): Genetics: Analysis and Principles. 3rd Edition, ISBN-10: 0071287647, Irwin/McGraw-Hill, 844 pages
- Gardner, E. J., Michael J. Simmons and Peter Snustad (2006): Principles of Genetics. 8th Edition, ISBN-10: 8126510439, Wiley, 740 pages
- Good Enough, U. (1979): Genetics. 2nd Revised edition, ISBN-10: 003050886X, Holt R&W
- John Ringo (2004): Fundamental Genetics- Online ISBN 9780511807022 Cambridge University Press, 462 pages



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- ☐ Peter Snustad & Michael J. Simons (2011): Principles of Genetics;6th Edition, ISBN 1118129210, JW & S, 784 pages
- ☐ Read Andrew and Dian Donnai (2015): New Clinical Genetics, 3rd Edition, ISBN10: 0073525308, McGraw Hill, 480 pages
- ☐ Ricki, L. (2011): Human Genetics: Concepts and Applications. 10th Edition, WCB MGH
- ☐ Robert H. Tamarin (1998): Principles of Genetics, 6th Edition, ISBN-10: 0697354628 William C Brown Pub, 680 pages
- ☐ Tom Strachan and Andrew Read (2018): Human Molecular Genetics,5th Edition, ISBN 9780815345893 JW & S, 770 pages



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Developmental Biology and Endocrinology

DEVELOPMENTAL BIOLOGY AND ENDOCRINOLOGY

1. Induced ovulation in fish.
2. Identification of different developmental stages of frog - Egg, blastula, gastrula; - neurula, tadpole external gill and internal gill stage.
3. Vital staining of chick embryo.
4. Preparation of temporary/permanent whole mounts of chick embryo of the following stages to study the extent of development of the circulatory and nervous system in detail in 20, 24, 33, 49 & 72 hours of incubation.
5. Tracing the development of stained parts. candling, identification of blastoderm, window preparation - staining using stained agar strips and following the development.
6. Preparation of stained temporary/permanent mounts of larvae.
7. Experimental analysis of insect development - Drosophila.
8. Regeneration studies in frog tadpole tail. 9. Demonstration of sperm of rat/calotes/frog.
10. Morphological and histological studies of different types of placenta in mammals.
11. Hormones in Amphibian metamorphosis - Thyroxine/Iodine solution.
12. In vitro of early chick embryo.



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13. Sdy of invertebrate/vertebrate larval forms (minimum 7). 1 {- okraion of the mid-sagittal sections and cross sections of the chick embryo through head/ heart region of 24,48 & 56 hours of incubation.

References:

1. Adamstone, E. B. and Waldo Shumway (1954). 3 Ed. A Laboratory Manual of Vertebrate Embryology. John Wiley & Sons, Inc.
2. Roberts Rugh (1961). Laboratory Manual of Vertebrate Embryology. Indian Ed., Allied Pacific hit. Ltd.
3. Browden, L. W., Erikson, C. A., and Jeffery, R. W. (1991). Developmental Biology' 3 Ed., Saunders College Publi., Philadelphia.
4. Zanow, M. X., Yochim, J. M., Mc Carthy, T. L. and Sanborn, R. C. (1964). Experimental Endocrinology: A source book of basic Techniques. Academic Press, New York.
5. Thomas, J. A. (1996). Endocrine methods. Academic press, New York.
6. Humason, G.L. (1962). Animal Tissue techniques. W. H. Freeman & Co.

BIOTECHNOLOGY

1. Isolation of genomic DNA
2. Separation of DNA by electrophoresis.
3. Bacterial transformation.
4. PCR



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5. Cell immobilization.

MICROBIOLOGY

1. Selective isolation and enumeration of bacteria.

2. Bacterial staining technique

- Simple staining of bacteria.
- Negative staining
- Hanging drop technique.
- Gram staining.
- Endospore staining.

3. Turbidity test for contamination of milk.

4. Preparation of media and sterilization.eg: Nutrient agar, MacConkey agar,

5. Cultivation of yeast and molds

6. Bacteriological analysis of water e.g., fecal pollutants.

7. Antibiotic sensitivity test.

8. Maintenance of E coli culture (shake and surface cultures) and quantitative evaluation (number of cells/ml) of a given sample of culture by dilution and plating.

MICROTECHNIQUE AND HISTOCHEMISTRY

1. Preparation of stained and unstained whole mounts.



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2. Identification of the various tissues of animals in serial sections prepared using nuclear and cytoplasmic stains.

3. Processing a few types of tissues for the histochemical staining-Staining of serial sections to show the presence of

a) Carbohydrates by PAS method

b) Proteins by Mercuric bromophenol blue method

c) Fats by Sudan Black B method

d) DNA by Feulgen Technique. Submission: Stained/unstained

Whole mounts - 4 numbers

Double stained serial histology slides - 4 numbers

Histochemical slides - 2 numbers



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Ecology and Ethology

ECOLOGY AND ETHOLOGY

1. Identification of marine plankton.
2. Quantitative estimation of marine plankton.
3. Estimation of BOD in polluted water sample.
4. Estimation of salinity in water samples.
5. Estimation of nitrate-nitrogen in water samples.
6. Separation and identification of soil arthropods using Berlese funnel'
7. Determination of moisture content of soil sample'
8. Determination of water holding capacity of soil sample.
9. Testing the transparency of water using Secchi disc
10. Determination of primary productivity in pond water using light and dark bottle.
11. Study of termite colony / ant colony
12. Principle and application of the following instruments-GPS, Thermo hygrometer, Altimeter, Air samplers, Water samplers, Soil samplers, Berlese funnel, Lux meter' anemometer, Rain gauge, Plankton net, Plankton counting chamber, Weather balloon, Secchi disc etc. (at least six items)
- ii. Studying and reporting the behaviour and ecology of animals in selected fields (Social bird/air/fungus babbler/white headed babbler or Bonnet Macaques)
13. Foraging behaviour of ants.



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14. Study of circadian rhythm

15. Behavioural reaction to moisture and light

FIELD STUDY

A study tour of at least five days duration (need not be at a stretch) to observe the ecology and behaviour of animals should be undertaken. The places of visit shall include inter tidal region, freshwater bodies, lakes, rivers, hills, streams, wetlands, mangroves, forests, grasslands, drinking water treatment, plants, and sewage treatment plants. A report of the field study is to be included in the practical record to be submitted at the time of examination.

References:

- 1- NC Aery' N.c. (2010)- A manual of environmental analysis. Ane books private limited.
- 2- Gmdenough, J; McGuire B. and Robert, W. (1993) perspectives on Animal Behaviour. John Wiley and Sons, Lond.
- 3 -} {aming, A. (1967) An Introduction to Animal Behaviour. Edward Arnold pub.,London. {-
- 4- {anning, A. and Dawkins,M.s.(1995).An introduction to Animal Behaviour, iambridge Press.
- 5- Bonnie,J,Plager and Ken Yamkawa (2003). Exploring Animal Behaviour in and Field. Academic press.
- 6- Michael, P. (1984). Ecological methods for field and laboratory investigations. Tata McGraw Hill publishing co.



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7-Webbet' wJ (1972). Physicochemical Processes for water quality control. Wiley. interscience. t-
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ed. Inc. Tata McGraw Hill publishing co. Laboratory



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Reading Poetry

ENG1B1 READING POETRY

1. AIM OF THE COURSE

- The aim of the course is to enhance the level of critical thinking of the students to such a degree that the students could critically interact with poems from different contexts: social, political, economic, historical and national as subjects conscious of their own socio-historic specificity.

2. OBJECTIVES OF THE COURSE

- To introduce the students to the basic elements of poetry, including the stylistic and rhetorical devices employed in poetry, and to various genres of poetry.
- To train students in various perspective readings in poetry like gender, race, caste, ethnicity, religion, region, environment and nation etc.

3. COURSE OUTLINE

Module I

BASIC ELEMENTS OF POETRY

Prosody: Rhythm, Meter – Rhyme-hard rhyme, soft rhyme, internal rhyme - Alliteration - Assonance - Diction – (Demonstration and Drilling)

Forms: Lyric, Ode, Haiku, Tanka, Jintishi, Ghazal, Rubai etc



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Genres: Narrative Poetry - Epic Poetry - Dramatic Poetry - Satirical Poetry - Lyric Poetry – Prose

Poetry

Module II

READING ENGLISH POETS

1) Four Poems

- a) Shakespeare: Sonnet 116
- b) Elizabeth Barret Browning: How Do I Love Thee
- c) Matthew Arnold: Longing
- d) Lord Byron: When We Two Parted

2) John Donne: A Valediction Forbidding Mourning

3) Wordsworth: The Affliction of Margaret

4) John Keats: Grecian Urn

5) Robert Browning: The Laboratory

6) Thomas Gray: **Elegy Written in a Country Churchyard**

7) **D.H. Lawrence: Mosquito**

(Note: The first set of 'Four Poems,' taken as a single unit, is meant to serve as a formal initiation into the world of poetry. Students should be able to read, understand and appreciate them on their own, without much help from the teacher. A post reading discussion should be centered on aspects such as genre, poet, theme, similarity, contrasts, style, language, meter, rhyme etc. Teaching



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techniques such as ‘elicitation’ could be mainly resorted to (by way of asking short questions, giving hints etc.). Written assignments are to be given. Loud reading sessions of the poems would be helpful in many ways.)

Module III

POETRY AND PERSPECTIVES

- 1) Alexander Pushkin: No Tears
- 2) Edwin Markham: **The Man with a Hoe**
- 3) **Robert Frost: Birches**
- 4) Wole Soyinka: Telephone Conversation
- 5) Pablo Neruda: Tonight, I can Write
- 6) **Maya Angelou: I know Why the Caged Bird Sings**
- 7) **Hira Bans ode: Bosom Friend**
- 8) Chinua Achebe: **Refugee Mother and Child**
- 9) Bertolt Brecht: General, Your Tank

4. READING LIST

A) CORE TEXT (A text containing the above lessons will be made available)

B) FURTHER READING

- (1) William Blake: London
- (2) Suheir Hammad: 4.02 p.m.



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- (3) Mahmoud Darwish: Psalm Three
- (4) Joseph Brodsky: Bosnia Tune
- (5) Jeanette Armstrong: Death Mummer
- (6) Daya Pawar: The City
- (7) Sylvia Plath: Daddy
- (8) R. S. Thomas: Song for Gwydion
- (9) Paul Celan: Speak, You Also
- (10) Elizabeth Bishop: One Art
- (11) Meena Kandasamy: Ekalaivan
- (12) Federico García Lorca: The Little Mute Boy
- (13) Arthur Rimbaud: Vowels



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Reading Prose

ENG2B1 READING PROSE

Semester in which the course 2 is to be taught

No. Of credits 4

No. Of contact hours 108 (6 hrs/wk)

1. AIM OF THE COURSE

- The aim of the course is to enhance the level of critical thinking of the students to such a degree that the students could critically interact with prose writings from different contexts - social, political, economic, historical and national as subjects conscious of their own socio-historic specificity.

2. OBJECTIVES OF THE COURSE

- To enable the students to identify the specificities of various modes of prose writing and to equip them to write prose in as many different modes as possible.
- To develop the critical thinking ability of the student to respond to various modes of prose writings in relation to their socio-historic and cultural contexts.

3. COURSE OUTLINE

Module I

PROSE FORMS

Fiction/Short Story/Tales - Autobiography/Biography - Newspaper/Journal Articles - Philosophical/Scientific Essays – Travelogues – Speech - Introduce various modes of narrative so



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as to enable the students to distinguish between them and identify the characteristics specific to each mode. The students must be encouraged to write prose in as many different modes as possible.

Module II

PROSE READINGS (CORE)

1. Francis Bacon: Of Studies
2. Intizar Husain: **A Chronicle of the Peacocks** (Short story) (From Individual Society, Pearson Education)
3. Paul Krugman: **Grains Gone Wild**
(<http://www.nytimes.com/2008/04/07/opinion/07krugman.html>)
4. Martin Luther King, Jr.: **Nobel Prize Acceptance Speech** ([nobelprize.org/ nobel_prizes/ peace/ acceptance.html](http://nobelprize.org/nobel_prizes/peace/acceptance.html))
laureates/ 1964/ king-
5. Sylvia Nasar: A Quiet Life (Princeton, 1970-90) (From Nasar, Sylvia. A Beautiful Mind. London: Faber and Faber, 1998)
6. Omprakash Valmiki: **Joothan**: A Dalit's Life (From Individual Society, Pearson Education)
7. E.F.Schumacher : **Technology With A Human Face** (From Insights. K Elango (ed) Hyderabad, Orient Blackswan, 2009)
8. **Daniel Goleman: Emotional Intelligence** (From Insights. K Elango (ed). Hyderabad, Orient Blackswan, 2009)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

9. Mrinal Sen: Filming India (An Interview) (From India Revisited by Ramin Jahanbegloo. Delhi. OUP, 2008)

10. Robert Lynd: **On Good Resolutions** (From English Essayists, OUP)

11. **Mishirul Hassan: Religion and Civilization** (From Writing A Nation, Rupa)

12. James Baldwin: My Dungeon Shook (From the Fire Next Time-Michael Joseph)

4. READING LIST

A) CORE TEXT (A text containing the above lessons will be made available)

B) FURTHER READING

Walter Benjamin: Experience (Essay)

(From Marcus Bullock and Michael W. Jennings. ed, Walter Benjamin: Selected Writings, Volume 1, 1913-1926, Cambridge: The Belknap Press of HUP, 1996)

Stephen Hawking: Public Attitude towards Science (Scientific Essay) (From Stephen Hawking: Back Holes and Baby Universes and Other Essays. Toronto: Bantam Books, 1993)

<http://beemp3.com/download.php?file=2740600&song=Public+Attitudes+Toward+Science>

Martin Luther King: I Have a Dream (Speech)

(<http://www.americanrhetoric.com/speeches/mlkihadream.htm>) Ngũgĩ Wa Thiong'o: Weep

Not, Child, (Fiction). Chennai: Guy De Muapassant: The Diamond Necklace (Short Story) (From

Robert Scholes, Nancy R. Comley et al (ed). Elements of Literature: Fiction, Poetry, Drama, Essay,

Film, ed IV. OUP, 2007. - Pages 297-303) James Baldwin: Autobiographical Notes (From Robert



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Scholes, Nancy R. Comley et al (ed). Elements of Literature: Fiction, Poetry, Drama, Essay, Film, ed IV.OUP, 2007. - Pages 98 – 102)

A.P.J.Abdul Kalam: Wings of Fire. Hyderabad: Universities Press (India) Private Ltd. 2004.

Anne Frank: The Diary of a Young Girl. New York: Bantam Books, 1993.

Martin Luther King III: Martin Luther King III reflects on his pilgrimage to India. (Newspaper article) (From „The Hindu“, Op-Ed Page 11, dated Saturday, March 14, 2009.)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Reading Fiction

ENG3B02 READING FICTION

Semester in Which the Course 3 Is to Be Taught

No. Of Credits 4

No. Of Contact Hours 90 (5 Hrs./Wk.)

AIM OF THE COURSE

- To inspire a love of fiction in students, to open up their minds, to stimulate the sympathetic/empathic imagination by allowing them to see the world through other's eyes as well to foster intercultural dialogue.

OBJECTIVES OF THE COURSE

- To develop a critical understanding of fiction
- To familiarize students with the cultural diversity of the world and to extend various perspective readings
- To provide students with a meaningful context for acquiring and memorizing new language and developing oral skills
- To cultivate a sense of involvement which motivates and encourages students to learn through active participation



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

COURSE OUTLINE

Module I

FICTION & NARRATIVE STRATEGIES

- a) Plot – Character – Atmosphere – Technique – Style - Points of view
- b) Fiction as the base for other literary and media writing
- c) Difference between long and short fiction - definitions
- d) Types of Fiction

CORE READING

A Background to the Study of English Literature,

B. Prasad. rev. ed. 3. Delhi: Macmillan, 2008. (Pages 193 – 229) Robert Scholes et al (ed).

Elements of Literature: Fiction, Poetry, Drama, Essay, Film, ed IV. OUP, 2007. (Pages 121 – 140)

Module II

READING LONG FICTION

Ernest Hemingway **Old Man and the Sea** (1951)

Module III

READING SHORT FICTION

- 1 „**The Phoenix**“: Sylvia Townsend Warner
- 2. „**Of white Hairs and Cricket**“: Rohinton Mistry
- 3. „Schools and Schools“: O. Henry



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

4. „**The Diamond Necklace**“: Guy de Maupassant

5. „**Miss Brill**“: Katherine Mansfield

6. „**Misery**“: Anton Chekhov

CYBER RESOURCES

www.Questionia.com [www. Bookrags.com](http://www.Bookrags.com) [www. Novelguide.com](http://www.Novelguide.com)

www.gradesaver.com/the-old-man-and-the-sea

<http://www.sparknotes.com/lit/oldman/>

<http://www.studygs.net/fiction.htm>



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Reading Drama

ENG3B01 READING DRAMA

Semester in Which the Course 3 Is to Be Taught

No. Of Credits 4

No. Of Contact Hours 72 (4 Hrs./Wk.)

1. AIM OF THE COURSE

To develop in students a taste for reading drama with a theoretical basis, and to enter imaginatively into other worlds, to consider issues and to explore relationships from the points of view of different people

2.OBJECTIVES OF THE COURSE

- To develop a critical understanding of drama and various kinds of theatre and a range of dramatic skills and techniques.
- To familiarize students with the cultural diversity of the world
- To provide students with a meaningful context for acquiring new language and developing better communication skills
- To foster a strong sense of involvement which motivates and encourages students to learn through active participation



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

- To facilitate exploration of attitudes, values and behaviour and creation of roles and relationships so that the student gains an understanding of themselves and others through dramatic, imaginative experience
- To develop confidence and self-esteem in their relationships with others and sensitivity towards others

3.COURSE OUTLINE

Module I

DRAMA & THEATRE

- Drama as a performing art - Drama as a tool for social criticism – Theatre – Introduction to theatres such as Absurd, Epic, Street, Cruelty, Anger, Feminist, Ritualistic, and Poor.
- Genres: Tragedy, Comedy, Tragi-Comedy, Farce and Melodrama, Masque, One-Act Play, Dramatic Monologue
- Setting – Plot – Character - Structure – Style - Theme – Audience – Dialogue

CORE READING TEXTS

B. Prasad. A Background to the Study of English Literature, Rev. Ed. Delhi: Macmillan, 2008. (Pages 106 – 182) Robert Scholes et al (ed). Elements of Literature: Fiction, Poetry, Drama, Essay, Film, ed IV. OUP, 2007. (Pages 773 – 800)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module II

READING DRAMA

Macbeth (1623) William Shakespeare

Ibsen: Doll's House (1881) Act III (A general awareness of the entire play is expected)

J.M. Synge: **Riders to the Sea** (1904)

4. READING LIST: -

FURTHER READING

Sl. No	Title	Author	Publisher/Year
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1.	Elements of Drama	J. L. Styan	Cambridge University Press, 1967
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2.	A Hand Book of Wilfred L. Guerin et al	New Delhi: OUP,	2007 Critical approaches to Literature
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3.	The Semiotics of Keir Elam	London: Routledge,	2009 Theatre and Drama
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4.	Literature, Criticism, Steven Craft and Helen Oxford:	OUP,	2000 and Style: A Practical D.
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	Cross Guide to Advanced Level English Literature		
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5.	Literature and Language Teaching: Gillian Lazar	Cambridge University Press,	A Guide for Teachers 2008 & Trainers
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CYBER RESOURCES

<http://virtual.clemson.edu/groups/dial/AP2000/drama.htm>

<http://www.hmie.gov.uk/documents/publication/eltd-03.htm>

www.criticalreading.com/drama.htm-www.angelfire.com/ego/edp303/



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

www.associatedcontent.com/article/110042/anton_chekhovs_play_the_bear_a_tragedy.html

<http://www.theatrehistory.com/irish/synge002.html>

http://www.theatredatabase.com/20th_century/john_millington_synge_002.html

<http://www.answers.com/topic/all-god-s-chillun-got-wings>

http://www.eoneill.com/library/newsletter/iv_1-2/iv-1-2b.htm



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Modern English Literature

ENG4B01 MODERN ENGLISH LITERATURE

Semester in Which the Course 4 is to Be Taught

No. Of Credits 4

No. Of Contact Hours 90 (5 Hrs./Wk.)

1. AIM OF THE COURSE

- To introduce the student to the general characteristics of the literature and culture of the period and to promote in him/her an interest in and knowledge of the literary productions of the age.

2. OBJECTIVES OF THE COURSE

- To understand the political, religious, social and cultural trends of the Modernist and the Postmodernist periods.
- To understand how the literature of the period relates to the important trends of the period.
- To develop an ability to read, understand and respond to a wide variety of texts of the period.
- To appreciate the ways in which authors achieve their effects and to develop skills necessary for literary study.
- To develop the ability to construct and convey meaning in speech and writing matching style to audience and purpose.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

3. COURSE OUTLINE LITERARY MOVEMENTS

Modernism, Imagism, Impressionism, Expressionism, Surrealism, The Avant-garde, Stream of Consciousness, Movement poetry, Epic Theatre, Theatre of the Absurd, Existentialism, Angry Theatre, Postmodernism.

Module I

POETRY Yeats: Easter 1916 Eliot: Journey of the Magi Auden: The Unknown Citizen Larkin: Next Please Ted Hughes: The Thought Fox Seamus Heaney: Constable Calls

Module II

PROSE & FICTION James Joyce: Araby (Short Story) D. H. Lawrence: Rocking Horse Winner (Short Story) Virginia Woolf: How Should One Read a Book (Essay) Fowler: The French Lieutenant's Woman (Novel)

Module III

DRAMA: Look Back in Anger (Play) Osborne
Pinter: The Dumb Waiter (OAP)

Module IV

DRAMA FOR SCREENING

Shaw: Pygmalion (After a brief introduction, the play is to be screened and discussed. The play and/or „My Fair Lady“ are recommended.)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

4. READING LIST

General Reading:

Sl No	Title	Author	Publisher/Year
1	A Glossary of Literary Terms	Abrahms, M. H.	Bangalore: Prism
2	Modernism	Peter Childs	London: Routledge, 2008
3	A Brief History of English	John Peck and Martin Coyle.	Basingstoke: Literature. Palgrave, 2002.
4	Beginning Postmodernism	Tim Woods	Manchester: MUP,

Further Reading:

Sl No	Title	Author	Publisher/Year
1.	Modernism: A Guide to.	Bardbury, Hassocks:	Harvester, 1978. European Literature 1890- Malcom and James 1930. McFarlane
2.	The Modern British Novel	Malcom Bardbury	Penguin
3.	Eight Contemporary Poets	Colin Bedient	
4.	All That is Solid Melts into Air	Marshall Berman	London: Verso
5.	A Preface to James Joyce.	Sydney Bolt	Delhi: Pearson
6.	Theory of the Avant-Garde.	Peter Bürger	Minneapolis: U of Minnesota Trans. Michael Shaw. Theory P, 1984 and History of Literature, vol. 4



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

7. Five Faces of Modernity: Matei Calinescu Durham: Duke UP, 1987 Modernism, Avant-Garde,

Decadence, Kitsch, Postmodernism

8. The Theatre of the Absurd Martin Esslin Harmondsworth: Penguin

9. British Drama Since 1955 Hayman, R

10. The Auden Generation: Hynes, S Literature and Politics in England in the 1930s

11. Nine Contemporary Poets King, P. R

12. The Novel at the Cross Roads David Lodge

13. Postmodernity David Lyon Buckingham: Open UP

14. A Preface to Yeats Edward Malins and Delhi: Pearson John Purkis

15. Culture in Britain Since 1945 Marwick, A

16. The Movement: English Poetry Blake Morrison and Fiction of the 1950s

17. A Preface to Auden Allan Rodway Harlow: Longman

18. A Preface to Lawrence Gamini Salgado Delhi: Pearson

19. Modernist Fiction: An Stevenson, R Introduction

20. A Preface to Eliot Ronald Tamplin Delhi: Pearson

5. MODEL QUESTIONS

(To be incorporated)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Methodology of Humanities

ENG4B02 METHODOLOGY OF HUMANITIES

Semester in Which the Course 4 Is to Be Taught

No. Of Credits 4

No. Of Contact Hours 72 (4 Hrs/Wk)

1. AIM OF THE COURSE

- The course is intended to introduce the student to the methodological issues that are specific to the disciplines referred to as the humanities and to inspire in the student a critical perspective with which to approach the disciplines under the humanities.

2. OBJECTIVES OF THE COURSE

On completion of the course, the student should be (able):

- To know the distinction between the methodologies of natural, social and human sciences
- To understand the questions concerning the relation between language and subjectivity as well as those pertaining to structure and agency in language
- Aware the theories of textuality and reading both western and Indian

3. COURSE OUTLINE

Module I

Introduction - difference between the natural, social and the human sciences – facts and interpretation - history and fiction - study of the natural world compared to the study of the subjective world - study of tastes, values and belief system - the question of ideology.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

CORE READING

Terry Eagleton. Literary Theory: An Introduction. Oxford: Blackwell, 1983. Chapter: „What is Literature? “ EH Carr. What is History? Ed 2. London, Macmillan. 1986. 1- 24, 5080 (Chapter 1: The Historian and His Facts & Chapter 3: History, Science and Morality)

GENERAL READING

Peter Widdowson. Literature. London, Routledge. 1999

Module II

Language, Culture and Identity – the relation between language, culture and subjectivity – the question of agency in language – the social construction of reality – language in history - language in relation to class, caste, race and gender – language and colonialism

CORE READING

Peter L Berger and Thomas Luckmann, The Social Construction of Reality: A Treatise in the Sociology of Knowledge. Harmondsworth: Penguin, 1966. 13-30.

Introduction

J.G. Merquior, From Prague to Paris. London: Verso, 1986. 10-17, Chapter 1, Sections „The Linguistic Paradigm“ and „From Language to Culture. “

GENERAL READING

Rosalind Coward and John Ellis, Language and Materialism. London: Routledge, 1977.

Module III



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Narration and representation - reality and/as representation – narrative modes of thinking – narration in literature, philosophy and history - textuality and reading

CORE READING

Shlomith Rimmon Kenan, Narrative Fiction: Contemporary Poetics. London: Methuen, 1981.
Chapter 1 Javed Akhtar, “The Syntax of Secularism in Hindi Cinema,” in Composite Culture in a Multi-cultural Society, ed. Bipan Chandra and Sucheta Mahajan. New Delhi: NBT and Pierson, 2007. 265-72.

GENERAL READING

Linda M Shires and Steven Cohen, Telling Stories. London: Methuen, 85

Module IV

Indian theories of knowledge – Methodologies of Indian knowledge systems – what is knowledge – concepts of knowledge in the Indian tradition - origin and development of Indian philosophical systems

CORE READING

M. Hiriyanna. Outlines of Indian Philosophy. London. 1956. Chapters 1 & 2.

Debiprasad Chattopadhyaya. Indian Philosophy: A popular Introduction. New Delhi, Peoples Publishing House, 1982. Chapters 4, 8 & 24.

GENERAL READING

S.Radhakrishnan. Indian Philosophy. 2 vols. London, 1943.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Note on Course work the teaching of the course will involve making the student enter into a sort of dialogue with some of the issues raised in the reading material given below. While the student should be encouraged to read the recommended section of the text or the whole text outside the class hours, representative excerpts from individual texts may be used for intensive reading in the class.

4. COURSE TEXT

Sl.No	Title	Authors	Publisher & Year
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	Methodology 1 y and Perspectives	Abhijit Kundu & Pearson Longman, of Humanities Pramod Nayar	2009
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5. MODEL QUESTION PAPER

(To be incorporated)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Indian Writing in English

ENG5B01 INDIAN WRITING IN ENGLISH

Semester in which the course 5 is to be taught

No. Of credits 4

No. Of contact hours 90 (5 hrs./wk.)

1. AIM OF THE COURSE

*To inspire students to approach and appreciate Indian literature in English, to explore its uniqueness and its place among the literatures in English.

*To motivate students for a critical and comparative study of other literatures in English and to examine the similarities and differences in attitudes, vision and idiom of expression.

2. OBJECTIVES OF THE COURSE

*To provide an overview of the various phases of the evolution of Indian writing in English.

*To introduce students to the thematic concerns, genres and trends of Indian writing in English.

*To generate discussions on the constraints and challenges encountered in articulating Indian sensibility in English.

*To expose students to the pluralistic aspects of Indian culture and identity.

3. COURSE OUTLINE

Module I

INTRODUCTION



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Introduction to the Course: an overview of the history of Indian Writing in English, Introducing the different phases in its evolution – British Raj and the emergence of Indian writing in English, the National movement and its impacts, independence and post-independence periods and the new voices and trends. (This part of the course aims at giving a broad overview of the area. Questions for End- Semester Assessment are to be limited within the purview of the prescribed authors and the texts)

Module II

POETRY

1. Sarojini Naidu The Quest
2. Tagore Breezy April
3. Kamala Das In Love
4. Nissim Ezekiel Good bye Party to Miss Pushpa T.S.
5. A. K. Ramanujan Looking for a Cousin on a Swing
6. Agha Shahid Ali Postcard from Kashmir

CORE READING

Gokak, Vinayak Krishna (ed). The Golden Treasury of Indo-Anglian Poetry. Sahitya Akademy, 1970. 105. 155.271. Parthasarathy R. (ed). Ten Twentieth Century Indian Poets. Delhi. OUP, 1976. 37, 97 Mehrotra, Arvind Kriahna (ed). Twelve Modern Indian Poets. Delhi. OUP, 1992. 141



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module III

FICTION

1. Shashi Desh Pande Roots and Shadows (Chennai: Orient Longman, 1983)

Module IV

PROSE AND SHORT FICTION

1. Jawaharlal Nehru Tryst with Destiny
2. R.K Narayan Mars in the Seventh House (Chapter 1X of My Days)
3. Amrita Pritam The Weed CORE READING

Rushdie. Salman (ed) Vintage Book of Indian Writing 1947-1997. Vintage. 1997 (Tryst with Destiny) Narayan R. K. My Days. Madras: Indian Thought Publication. 2006. 115-132. Mythili S, V. Kadambari (ed). Lights and Shadows. Chennai: Blackie Books.2000. 64-70.

Module V

DRAMA

1. Girish Karnad Naga-Mandala (OUP.1990)

4. READING LIST

CORE READING

GENERAL READING:

Sl No	Title	Author	Publisher/Year
1.	Indian Writing in English	K.R.Sreenivasa	Delhi, Sterling, 1984 Iyengar



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

2. A History of Indian English M.K.Naik Delhi, Sahitya Literature Academi, 1982

3. A Concise History of Indian A.K.Mehrotra Delhi, Permanent Literature in English Black, 2008

FURTHER READING

Sl No	Title	Author	Publisher/Year
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1.	Perspectives on Indian Poetry	M.K.Naik Delhi, Abhinav	In English Publication, 1984
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2.	Indian English Fiction 1980-1990	Bharya N.V. & Delhi, Permanent	An Assessment V.Sarang (ed) Black, 1994
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3.	Perspectives on Indian Drama	M.K.Naik & Delhi, Permanent	English S.M.Punekar (ed) Black, 1977
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4.	Reworlding: The Literature of E.S.Nelson	New York, Indian Diaspora	Permanent Black, 1992
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5.	Indo-Anglian Literature 1800-1970:	H.M.Williams Bombay, Orient	A Survey Longman, 1976
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6.	Indo-English Poetry	H.L.Amga Jaipur, Surabhi	Publication, 2000
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7.	Patterns of Feminist Consciousness	Anuadha Roy Delhi, Prestige	in Indian Women Writers: Some Books, 1999 Feminist Issues
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8.	Endless Female Hungers: A Study of V.Nabar	Delhi, Permanent	Kamala Das Black, 1993
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9.	Modern Indian Poetry in English	R.D.King Delhi, Permanent	Black
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CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Language and Linguistics

ENG5B02 LANGUAGE AND LINGUISTICS

Semester in which the course 5 is to be taught

No. Of credits 4

No. Of contact hours 90 (5 hrs./wk.)

1. AIM OF THE COURSE

The course studies what is language and what knowledge a language consist of. This is provided by basic examination of internal organization of sentences, words, and sound systems. The course assumes no prior training in linguistics. Students of Linguistics begin their studies by learning how to analyze languages, their sounds (phonetics and phonology), their ways of forming words (morphology), their sentence structures (syntax), and their systems of expressing meaning (semantics).

2. OBJECTIVES OF THE COURSE

- To lead to a greater understanding of the human mind, of human communicative action and relations through an objective study of language
- To familiarize students with key concepts of Linguistics and develop awareness of latest trends in Language Study.
- To help students towards a better pronunciation and to improve the general standard of pronunciation in every day conversation and in reading.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

- To help the students develop a sense of English grammar, idioms, syntax and usage.
- To improve writing and speech skills.

1. COURSE OUTLINE

Module I -LANGUAGE

- a) What is Language? – Speech and Writing – Language and Society
- b) Variations in language – Language Behaviour – Dialect – Idiolect – Register – Bilingualism

Module II – LINGUISTICS

- a) What is Linguistics? – Is Linguistics a Science?
- b) Branches of Linguistics: Phonology – Morphology – Syntax – Semantics – Semiology
- c) Approaches to the Study of Linguistics Synchronic- Diachronic Prescriptive – Descriptive
Traditional – Modern
- d) Key Concepts in Linguistics Langue – Parole – competence – Performance etc

Module III – PHONETICS

- a) **Speech Mechanism – Organs of Speech -**
- b) **Overview of English Sound System**
- c) **Classification of Vowels – Diphthongs – Triphthongs and Consonants Cardinal Vowels -
Phonemes – Allophones and Allophonic Variations Homonyms and Homophones -
Suprasegmentals: Stress and Rhythm – Intonation – Juncture**
- d) **Elision and Assimilation - Syllable**



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

e) Transcription and Practice

f) Application (to be done preferably in the Language Lab) The need for Uniformity and Intelligibility – Distinctions between Regional and RP Sounds – articulation and Auditory Exercises

Module IV – STRUCTURE OF ENGLISH

a) Introduction to Grammar

b) Grammar of words Morphemes and allomorphs – Lexical/Content Words – Form Words – functional/Structural Words – Formal, Informal and Academic words – Idioms

c) Word Class/Parts of Speech – Word formation – Derivation – Inflexion

d) Grammar of Sentence Word Order – Phrase – Clause – Sentence Patterns

e) Kinds of sentences Declarative – Interrogative – Imperative – Exclamatory – Simple – complex – Compound - Transformation of Sentences (Practical Exercises to be given in the prescribed areas)

4. READING LIST



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Methodology of Literature

ENG5B03 METHODOLOGY OF LITERATURE

Semester in which the course 5 is to be taught

No. Of credits 4

No. Of contact hours 90 (5 hrs./wk.)

1. AIM OF THE COURSE

- To familiarize the student with the critical tools used in the reading of literature
- To instill a broader and holistic sensibility in the student with the aim of eventually equipping him to approach, analyze and assess literary discourses through a host of complementary as well as conflictively different theoretical frameworks.
- To form an idea of the complex nature of literary studies and how they are entangled with other aspects of the social body.
- To unveil the constitutive elements and cultural specificity of literature along with the intricate process of cannon formation.
- To help the student gain perceptive insights into the socio-political dynamics, the structuring points of view, the dominant ideology, hegemony, the prevailing common sense and communal underpinnings that mediate the writing, production, reception and survival of a work.
- To familiarize the student with other media, popular literature and emerging trends

2. OBJECTIVES OF THE COURSE

- To introduce and discuss the evolution of literature



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

- To sensitize the student to his own readings, to develop a critical sensibility, to inculcate a love of literature, and to instill a serious approach to literature.
- To enable the student to read literature using critical and theoretical schools viz. textual approaches - New Critical, psychoanalytic, gender based, ethnic, subaltern, post-colonial, cultural, archetypal, postmodern, ecological perspectives.

3. COURSE OUTLINE

Module I

Traits of Literature: What forms literature? How is literature different from other discourses? -
Canon Formation: Who determines taste? How are certain works and authors marginalized? –
English literatures: British, American, African, Indian, Canadian, Australian etc.

Module II

Textual approaches: New criticism, Formalism, Close Reading, Deconstruction, Reader response
– Psychoanalytic: Freud, Lacan and Zizek (not the heavy jargon but reading possibilities) –
Archetypal: Unconscious and universal patterns of repetition

Module III

Gender: Marginalized genders – Ethnic: Marginalization of aboriginals, how their culture is demolished and specimens? – Subaltern: A unique Indian phenomenon, Dalit literature, marginalization



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module IV

Post-colonial: How texts are reread? Quest for expression, assertion of nationalism with special reference to India and Arica – Cultural studies: Cultural Materialism, New Historicism, Marxism, Postmodernism – Eco-critical: Awareness of nature and environment, eco-feminism Approach. The approach has to be open and flexible in sensibility, avoiding judicious judgments. Instead of offering rigid definitions and descriptions, the teacher is to stimulate thinking process and help students form positions through familiar examples. A few poems (or stories) are to be selected and read from different theoretical frames so that the student can grasp how one contrasts with the other.

Classes may be devoted to simple explication of the methodologies followed by practical illustrations of the application of the methodologies on short works and finally, student assignments on these lines.

4. READING LIST

A) CORE TEXT (A text containing the above lessons will be made available)

B) FURTHER READING: SI No Title Author Publisher/Year

1. Principles of Literary S.Ravindranathan Chennai, Emerald, Criticism 1993

2. A Handbook of Critical Wilfred L. Guerin, Earle Delhi, OUP, 2006 Approaches to Literature Labor, et al

3. Contemporary Criticism: An V.S.Sethuraman (ed) Chennai, Macmillan, Anthology 1989



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Informatics

ENG5B04 INFORMATICS

Semester in which the course 5 is to be taught

No. Of credits 4

No. Of contact hours 90(5 hrs./wk.)

1. AIMS OF THE COURSE

- This course introduces students to all the different aspects of Information Technology and Computers that an educated citizen of the modern world may be expected to know of and use in daily life. The topics in the syllabus are to be presented as much as possible with a practical orientation so that the student is given a perspective that will help him to use and master technology.

2. OBJECTIVES OF THE COURSE

Upon completion of the course:

- The student will have a thorough general awareness of Computer hardware and software from a practical perspective.
- The student will have good practical skill in performing common basic tasks with the computer.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

3. COURSE OUTLINE

Module I

GENERAL INTRODUCTION: Outline history of the development of computers - Types of computers- PC/ Workstations – Laptops – Palmtops - Mobile Devices – Notebooks - Mainframes – Supercomputers - Significance of IT and the Internet

Module II

INTRODUCTION TO BASIC HARDWARE: Monitor - CRT and LCD – issues - CPU-mouse-keyboard-processor types - Ports - USB 2.0 - Input-output devices - Printers-scanners-graphic tabletthumb drive- modems-digital cameras-microphones-speakers. Bluetooth devices.

Module III

INTRODUCTION TO SOFTWARE Topics: Operating Systems - Windows- Windows versions- Linux – Linux distributions- Free software- software licenses - Software Tools (applications) - Windows software tools- Word, PowerPoint, Excel - Linux tools - Open Office, etc. Security issues- viruses - antivirus tools.

Module IV

INTRODUCTION TO NETWORKING AND THE INTERNET: What is Networking - LAN- WAN- Wireless networks - Benefits of Networking- file sharing- sharing of printers- examples - networking in an office- in an internet café. The Internet- HTML- websites – blogs - search engines- e-mail- chat- wikis- social networking- Security issues- Hacking Phishing etc.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module V

KNOWLEDGE RESOURCES ON THE INTERNET: Encyclopedias – libraries - book sites – journals - content repositories - online education - other information sites - internet directories - other information sources - websites of universities and research institutions - Online courses and Virtual Universities

Module VI

COMPUTER LOCALIZATION: What is localization - using computers in the local languages in India - language packs for operating systems and programs - fonts –Unicode - ASCII - keyboard layout issues - software tools for typing local languages - TDIL project.

4. CORE TEXT

(A text containing the above lessons will be made available)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Literary Criticism and Theory

ENG6B01 LITERARY CRITICISM AND THEORY

Semester in which the course 6 is to be taught

No. Of credits 4

No. Of contact hours 90 (5 hrs./wk.)

1. AIM OF THE COURSE

To familiarise the students with the literary terms and introduce to them the various streams in literary criticism, to make them aware of the inter-disciplinary nature of contemporary criticism and to develop in students, skills for literary criticism.

2. OBJECTIVES OF THE COURSE

- To make the students aware that all readers are critics
- To familiarise them with the factors involved in criticism like interpretation, elucidation, judgement and appreciation.
- To introduce the students to basic texts in criticism, relating to various movements and schools of thought
- To develop critical thinking by introducing various tools of criticism-analysis, comparison, theoretical approaches etc.

3. COURSE OUTLINE

Module I

CLASSICAL AGE



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Aristotle: Concepts of tragedy, plot

Plato: Concept of Art, criticism of poetry and drama

(Contemporary relevance of the ideas in the above to be discussed)

CORE READING

Aristotle. "Poetics" classical appendix in English Critical Texts , OUP, Madras, 1962. Prasad, B.

An Introduction to English Criticism. Macmillan, India, 1965. pp 1-28.

Module II

INDIAN AESTHETICS

Theory of Rasa, Vyanjana and Alankara. (The relationship between Module I & II to be discussed.

For eg. The concept of Rasa and purgation, Alankara and figures of speech etc.

CORE READING

* Das Guptha,S.N. "The Theory of Rasa", (pp 191 -196) in Indian Aesthetics: An Introduction ed.

V.S.Sethuraman, Macmillan, India, 1992.

* Kuppaswami Sastri. "The Highways of Literary Criticism in Sanskrit" (pp 173 - 190), in Indian Aesthetics: An Introduction ed. V.S. Sethuraman, Macmillan, India, 1992.

* Raghavan, V. "Use and Abuse of Alankara" (pp 235 - 244) in Indian Aesthetics an Introduction. India, Macmillan, 1992.

Module III

MODERN CRITICISM



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

This section is meant to make the students familiar with modern critical writing.

CORE TEXTS

- * William Wordsworth: Preface to Lyrical Ballads- Paragraphs 5-12
 - * Ferdinand de Saussure: Nature of the Linguistic Sign.
 - * T.S. Eliot – Tradition and the Individual Talent
 - * Elaine Showalter- Towards a Feminist Poetics
- CORE BOOKS**
- * Wordsworth, William “Preface to Lyrical Ballads” in Enright, D J et al. English Critical Texts OUP, Madras, 1962 paragraphs 5 to 12. P. 164-172.
 - * Eliot, T S. “Tradition and Individual Talent” in English Critical Texts Madras, 1962 pp 293 - 301.
 - * Saussure, Ferdinand De. “Nature of the Linguistic Sign” in Modern Literary Theory and Criticism.
 - * Showalter, Elaine. “Towards a Feminist Poetics” in Contemporary Criticism ed. Sethuraman V. S. India Macmillan, 1989, pp 403- 407

Module IV

CRITICAL TERMS AND CONCEPTS

This is a section meant to familiarize students with the various tools, movements and concepts in criticism. This may include the following: - Figures of Speech: Simile, metaphor, synecdoche, metonymy, symbol, irony, paradox.

Movements: Classicism, neo-classicism, romanticism, humanism, realism, magic realism, naturalism, symbolism, Russian formalism, Marxist criticism, absurd literature, modernism,



CRITERION	I	Curricular Aspects
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structuralism, post-structuralism, deconstruction, post-modernism, post-colonialism, feminism, psycho- analytic criticism

Concepts: Objective correlative, Ambiguity, intentional fallacy, affective fallacy, negative capability, myth, archetype.

Literary Forms: Lyric, Ode, Elegy, epic, sonnet, ballad, dramatic monologue, melodrama, tragic-comedy, farce, and satire

CORE READING

Abrams, M.H. A Glossary of Literary Terms. VII edn. Thomson Heinle , India, 1999. Peck, John and Martin Coyle. Literary Terms and Criticism. Macmillan, London,1993.

Module V

In this Module, critical analysis of short poems and short stories are to be done by students. The students may be asked to analyse pieces in terms of theme, diction, tone, figures of speech, imagery etc. Theoretical approaches may be avoided.

CORE READING:

Sethuraman, V.S. et al. Practical Criticism. Macmillan, India,1990.

GENERAL READING

Sl No	Title	Author	Publisher/Year
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1.	Indian Aesthetics.	An Sethuraman, India: Macmillan ,1992.	Introduction. V.S
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2.	Oxford Dictionary of Literary Terms		
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CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

3. A Glossary of Literary Abrams, M.H India: Macmillan, Rev. Edition. Terms
4. Literary Terms and Peck, John et Macmillan: India, 1993. Criticism al.
5. An Introduction to Prasad, B India: Macmillan, 1965. English Criticism
6. Beginning Theory, Barry, Peter. Manchester and New York: Manchester University Press. 1995

Further Reading

Sl No	Title	Author	Publisher/Year
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|----|--------------------------|----------------------------|---|
| 1. | Structuralism and Hawks, | Terrence New Accents, | 2003 Semiotics |
| 2. | The Poetry Hand Book | Lennard, John Oxford | University Press, 2008 |
| 3. | A History of Literary | Blamires, Harry Delhi: | Macmillan,1991 Criticism |
| 4. | Contemporary Literary | Krishna Swamy, N Delhi: | Macmillan, 2001 Theory: A Student's et al Companion |
| 5. | Literary Criticism: A | Das, B.B. et al New Delhi, | Oxford Reading University press, 1985 |
| 6. | The English Critical | Ramaswamy, S, Delhi: | Macmillan, 1977 Tradition Sethuraman, V.S. |
| 7. | An Introduction to the | Hudson, W.H. | Study of literature |
| 8. | Literature Criticism and | Croft, Steven et al. | Oxford University press, |



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Literatures in English: American and Post-Colonial

ENG6B02 LITERATURES IN ENGLISH: AMERICAN & POST COLONIAL

Semester in which the course 6 is to be taught

No. Of credits 4

No. Of contact hours 90 (5 hrs./wk.)

1. AIM OF THE COURSE

- To inculcate a literary, aesthetic and critical awareness of diverse cultures and literary creations and thus to arrive at a broader vision of the world.

2. OBJECTIVES OF THE COURSE

- To initiate the students to varied literatures in English
- To expose them to diverse modes of experiences and cultures
- To familiarize them with the concepts of Post Colonialism
- To enable students to compare and contrast their indigenous literature and culture with other literatures and cultures.

Module I

General reading: Introduction to American Literature, Poetry Walt Whitman: I Hear America Singing Wallace Stevens: *Anecdote of a Jar* Sylvia Path: *Edge* Langston Hughes: Mother to Son

Module II

Drama Arthur Miller: *Death of a Salesman*



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Short Story Edgar Allen Poe: The Fall of the House of Usher

CORE READING

Faulkner: Barn Burning Ramanan, Mohan (Ed) Four Centuries of American

Poetry: An Anthology. Chennai: Macmillan, 1996. 61-63, 123, 125-127, 170-171. Salumke, Vilas et al. (Ed). An Anthology of Poems in English. Chennai: Longman, 2005 (Rpt). 89-91, 114-115.

FURTHER READING

Bhongle, Rangrao. (Ed) Contemporary American Literature: Poetry, Fiction, Drama and Criticism. New Delhi: Atlantic Publishers, 2002. Collins - An Introduction to American Literature Crawford, Bartholow V et al. American Literature. New York: Barnes and Noble Books, 1945 Mathiessew, F.O. American Literature up to Nineteenth Century Spiller - Cycle of American Literature - A New Harvest of American Literature Warren, Robert Penn.- American Literature Wright, George T (Ed) Seven American Stylists: From Poe to Mailer: An Introduction. Minneapolis: University of Minnesota Press, 1961

B) POST COLONIALISM

Module III

General Reading: Prose: Aspects of Post-Colonial Literature

Poetry Margaret Atwood: This is a Photograph of Me Kamau Braithwaite: The Emigrants Meena

Alexander: House of a Thousand Doors Gabriel Okara: The Mystic Drum David Diop: Africa (blogginginparis.com/2004/08/22/afrique-africa-by-david-diop-1927-1960/ -)



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CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module IV

Drama Manjula Padmanabhan: Harvest

Fiction Nasibu Mwanukuzi: Killing Time

(www.kongoi.com/Ras_Nas/shortstories/daysofsummer.php - Carol Shields: A Scarf



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Women's Writing

ENG6B03 WOMEN'S WRITING

Semester in which the course 6 is to be taught

No. Of credits 4

No. Of contact hours 90 (5hrs./wk.)

1. AIM OF THE COURSE

- To introduce students to women's voices articulated in literature from various countries
- To introduce them to the evolution of the Feminist movement and to familiarize them with the various issues addressed by Feminism
- To sensitize them to issues like marginalization and subjugation of women
- To motivate them to rethink and redefine literary canons

2.OBJECTIVES OF THE COURSE

- o To enable students to identify concepts of class, race and gender as social constructs and interrelated throughout women's lives
- o To lead them to explore the plurality of female experience in relation of these



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

o To equip them with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms

3.COURSE OUTLINE

Module I

ESSAYS

a. Introduction to the Course, its scope, the need to re-examine the canons

1. Virginia Woolf: Shakespeare's Sister (From A Room of One's Own. London, Hogarth, 1929)
2. Showalter: A Literature of Their Own: British Women Writers from Bronte's to Lessing (Princeton, Princeton University Press, 1977)

Module II

POETRY

1. Kamala Das: An Introduction (From: Narasimhaiah, CD. (ed). An Anthology of Commonwealth Poetry. Macmillan India Ltd, 1990, 47)
2. Noonuccal Oodgeroo: We Are Going (From: Noonuccal Oodgeroo. The Down is at Hand. 1966)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

3. Emily Dickinson: She Rose to His Requirements (From: The Poems of Emily Dickinson. Massachusetts: Cambridge. 1955.

4. Adrienne Rich: Aunt Jennifer "s Tiger (From: Ferguson, Margaret et.al (eds). The Norton Anthology of English Poetry IV edn. New York: Norton, 1966. p. 1967)

Module III – FICTION

1. Jean Rhys: Wide Sargasso Sea (Novel) (Penguin, 1968)

2. Mrinal Pande: Girls (Short Story) (From: Das, Monica. (ed) Her Story So Far: Tales of the Girl Child in India. Delhi, Penguin 2003.)

3. Katherine Mansfield: The Garden Party (Short Story) (From: Norton Anthology of English Literature, Vol. 2. 7 th Edition. New York, Norton & Co. 2000. 2423-2432)

Module IV

DRAMA & FILM

1. Mahasweta Devi: Bayen (Drama) (From: Mahasweta Devi"s Five Plays. Trans. Samik Bandhopadhyay. Calcutta, Seagull Books, 1997)

2. Revathy: Mitr: My Friend (Film)

3. Marzich Mishkini : The Day I Become a Woman (Film)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

4. READING LIST

I. General Reading

Sl. No	Title	Author	Publisher/Year
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1.	Fiona Tolan"s,,Feminisms", in, Patricia Waugh (ed) Oxford, OUP, 2000 Literary Theory and Criticism: An Oxford Guide		
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2.	Rivkin Julie & Michael Ryan"s „Feminist Rivkin Julie & Michael Oxford: Blackwell, 1998 Paradigms" in Literary Ryan (ed) Theory: An Anthology		
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3.	Jane Eyre Charlotte Bronte OUP, 1973		
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II. Further Reading

Sl. No	Title	Author	Publisher/Year
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1.	A Room of One's Own Virginia Woolf London, Hogarth, 1929		
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2.	The Female Imagination Patricia Mayor Spacks New York: Avon Books, 1976		
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3.	Women in Patriarchy: Jasbir Jain (ed) Delhi: Rawat Cross Cultural Readings Publications, 2005		
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4.	Women Writing in India Susie Tharu & K. Lalitha Delhi, OUP, 1991 Vol I & II.		
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CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

5. Making A Difference: Gayle Green & Coppelia New York: Routledge Feminist Literary Criticism Kahn

6. The Mad Woman in the Sand Sandra Gilbert & Susan Yale University Press Attic: The Woman Writer Gubar 1978

7. The Second Sex Simon de Beauvoir UK, Harmond Worth, 1972

8. Women, Race and Class Angela Davis New York, Random House, 1981

9. In Search of Our Mother"s Alice Walker New York, Harcourt Gardens Brace Jovanovich, 1983

10. Desire in Language Leon S. Roudiex (ed) New York, Columbia University Press, 1975

11. Literature and Gender Lisbeth Goodman (ed) New York, Routledge,



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Writing for the Media

ENG6B04 WRITING FOR THE MEDIA

Semester in which the course 6 is to be taught

No. Of credits 4

No. Of contact hours 90 5 hrs./wk.)

1. AIM OF THE COURSE

This Course introduces students to writing in a professional environment and to the forms of writing for the Mass Media.

The Course involves lectures, discussions and practice in data gathering, organizing and writing for various media, including newspapers, magazines, radio, television, film and the Web.

2. OBJECTIVE OF THE COURSE

Upon completion students should be able to:

- Understand the nature of news, the role of journalism, advertising in a democratic society, the ethical and legal restrictions on media writing, and the criteria for writing excellence.
- Master the basic writing and reporting skills for various media, including news writing for print and broadcast media, and advertising copywriting.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

- Think critically about writing for the media (specifically broadcast journalism, digital media and advertising); develop and apply media writing skills.

- Exhibit competence in the mechanics of concise and clear writing through the use of acceptable grammar, correct spelling, proper punctuation, and appropriate AP style.

3. COURSE OUTLINE

Module I – PRINT MEDIA

1. Introduction – The Media and the Message
2. Introduction to Print Media – Audience for the News
3. Feature Writing and Article Writing: Angle – Structure – Organisation
4. Newspaper Writing: Editorials – Letters to the Editor – Book and Film reviews – Interviews -
Lead: datelines – Credit-line – Bylines – Nut-graph – Headlines – Op-ed Pieces
- 5 Editing: Grammar – Punctuation – Subbing – Proof-reading – Freelancing
- 6 Writing for Magazines: Action – Angle – Anecdote

Module II

ELECTRONIC MEDIA



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

a. Radio: Radio as a Mass Medium – Radio Skills – Broadcast Writing – Broadcast Terms – Scripting for Radio – Story Structure – Lead, Body, Ending – Writing Radio News and Features Programmes for Radio (Features, News, Interviews, Skits, Music Programmes, etc.) - Practical – Planning a Newscast – Radio Jockeying

b. Television: Television as a Mass Medium – Television Skills – Scripting for TV - Programmes for TV (Features, News, Interviews, Music Programmes, etc.) Practical - Anchoring, Interviewing.

c. Film: Fundamentals of Film Scripting, Screenplay and Production, Documentary Film, News Reel.

Practical – Writing Short Screenplays, Film Reviews.

Module III – DIGITAL MEDIA

a. Kinds of Digital Media: E-book – E-magazine – E-journal – E-newspaper – Internet – World Wide Web

b. Writing for Digital Media; Web Writing - Technical Writing – Blogging. Introduction to Profile Writing – Broadcast News Analysis – Caption Writing – Copy Writing/Content Writing – Story Structure and Planning - Inverted Pyramid - Headline, Blurb, Lead -

Digital Correspondence – Digital Editing - Assignments in Technical Writing, Web Writing, Blogging.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module IV – ADVERTISEMENT

- a. Advertisement in Different Media – An Overview
- b. Promotional Literature: Copywriting for Leaflets, Pamphlets, Brochures, Classifieds – Text, Captions, Logo – Story-board etc.

Module V – STYLISTICS AND THE MEDIA

- a. Difference in writing styles between Print, Electronic and Digital Media b) Basic principles of AP Style (Associated Press Style Book) for Writing – Use of the Style Book – Style as a Manner of Writing – Clarity in Writing – Readability – Five „W“s and „H“ of Writing.
- b. Different kinds of writing:
 - 1. News Writing – Appropriate angle for a news story – Structuring news – Qualities of effective leads –Using significant details – Effective revision
 - 2. Article writing – Structuring for greatest effect – Preparation and organization of article – Specific angle – specific audience.
 - 3. Feature writing – structure – organization – feature angles – simplicity in Style.
 - 4. Writing for the screen – Writing effective film reviews –Basic principles of writing for advertising – Writing for Interactive Media



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

5. editing – Copy editing process – Guiding principles of editing.

A. CORE READING

- | Sl No | Title | Author | Publisher/Year |
|-------|---|--|--|
| 1. | Writing for the Mass Media | James Glen Pearson | Education, 2006 (Sixth edition). Stovall |
| 2. | Basic News Writing | Melvin Menchar William. | C.Brown Co., 1983 |
| 3. | Writing and Reporting News: A Coaching Method | Carole Rich Wadsworth/ Thomson Learning, | 2003 |
| 4. | News Writing & Reporting | James A Neal & Surjeeth Publications, | 2003 Suzane S Brown |
| 5. | Broadcast News Writing, | Ted White Macmillan Reporting & Production | |
| 6. | An Introduction to Digital Media | Tony Feldman (Blueprint Series) | 1996 Media |
| 7. | Advertising | Ahuja & Chhabra Sujeeth Publications, | 1989 |
| 8. | The Screenwriter's Workbook | Syd Field Dell Publishing, | 1984 |
| 9. | E-Writing | Dianna Boother Macmillan, | 2008 |
| 10. | Mass Communication Theory | Denis Mcquail Vistaar Publications, | 2007 |



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

B. FURTHER READING

Sl No	Title	Author	Publisher/Year
1.	Writing and Producing News	Eric Gormly	Surjeet Publications, 2005
2.	A Crash Course in David Griffith	Scottish Screen, 2004	Screenwriting
3.	Digital Media: An	Richard L Lewis	Prentice Hall Introduction
4.	The Art of Editing the News	Robert.C Chilton	Book Co., 1978 McGiffort
5.	Digital Media Tools	Dr. Chapman	(Paperback - 26 Oct 2007) Nigel
6.	News reporting and Editing	K.M Srivastava	Sterling Publications
7.	The News Writer's	M.L Stein, Surjeeth	Publications, 2003 Handbook: An Introduction to
	Paterno, Susan.F	Journalism	
8.	The Associated Press Style Norm	The A.P, 1994	Book and Libel Manuel
9.	The TV Writer's Workbook: A	Ellen Sandler	Delta, 2007 Creative Approach to Television
10.	Understanding Journalism	Lynette Sheridan	Vistaar Publications, 2004 Burns
11.	Media and Society in the	Kevin Kawamoto	Pearson Education, 2002 Digital Age
12.	Media in the Digital Age	J.V Pavlik	(Paperback - 1 May 2008)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

World Classics in Translation

ENG6B05E01 WORLD CLASSICS IN TRANSLATION

Semester in which the course 6 is to be taught

No. Of credits 2

No. Of contact hours 54 (3 hrs./wk.)

1. AIM OF THE COURSE

- To develop sensible response to great classics in translation and fine tune analytical skills with a view to achieving a broad, wholesome vision of life

2. OBJECTIVES OF THE COURSE

- To introduce students to the world's best classics in translation.
- To generate a broad vision of life by making the students to come to grips with universal problems and varied life situations.
- To make the students to have a feel of excellent classics in translation in various genres-Poetry, Fiction, Short Story and Drama-by a judicious selection. It should instill in the students a spirit of enquiry and further exploration.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

3. COURSE OUTLINE

Module I - POETRY

- a) A general introduction to world classics in translation
- b) Poetry. A brief introduction

FOR DETAILED STUDY

Dante-The Divine Comedy - 3 Paradiso Canto XXI (Penguin) Goethe: **"The Reunion"** (Source: Goethe: <http://www.poetry-archive.com/g/goethe>) (The Poem Itself, ed. Stanley Burnshaw, Penguin) A.S. **Pushkin: "I Loved You"** (Alexander Pushkin: Selected Works Vol I. Russian Classic Series, Progress Publishers)

NON-DETAILED: An introduction to Homer and Virgil touching on The Iliad, The Odyssey and The Aeneid

Module II - DRAMA

- 1. A brief introduction to world drama in general
- 2. FOR DETAILED STUDY Sophocles: Oedipus Rex. Cambridge University Press, 2006
- 3. NON-DETAILED Bhasa: Karnabharam: Sudarshan Kumar Sharma, (trans). Parimal Publications.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module III - FICTION AND SHORT STORIES

1. A brief introduction

2. FICTION: NON-DETAILED STUDY.

Dostoevsky: Notes from Underground. Vintage, 1994. Herman Hesse: Siddhartha. Bantam Classics, 1981.

3. SHORT FICTION – DETAILED STUDY

Leo Tolstoy: The Repentant Sinner (Collected Series, Vol I, Progress Publishers)

4. READING LIST: -

A) FURTHER READING

Sl. No	Title	Author	Publisher/Year
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1.	Three Centuries of Vladimir Nabokov	Houghton Mifflin Harcourt,	Russian Poetry 2008
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2.	The Poem Itself	Stanley Burnshaw	UK: Penguin Pelican, 1964
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3.	World Drama from Allardyce Nicoll	NY: Harcourt Brace, 1950	Aeschylus to Anouilh
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4.	Greek Drama	Moses Hadas	Bantam Classics, 1983
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5.	Greek Tragedy in	Taplin, Oliver	Routledge, 2002	Action
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CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

* For fiction and for each author Twentieth Century Views/Casebook Series/Teach Yourself Series could be used.

5. CYBER RESOURCES

www.online-literature.com/tolstoy/2900/

www.flipkart.com/karnabharam-madhyama-vyayogamahakavi-bhasa

6. MODEL QUESTIONS (To be incorporated)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Introducing Literature

ENG1B01 INTRODUCING LITERATURE

Semester in which the course is to be taught 1

No. Of credits 5

No. Of contact hours 108 (6 hrs. Per week)

AIM OF THE COURSE:

To introduce students to literary texts and their unique conventions and contours – the linguistic, the social, the cultural and the political. The course is more of a search for the ‘why’ and ‘how’ rather than the ‘what’ of literature. Creative texts are analyzed organically in participatory classrooms with teachers and students dialoguing with the texts.

OBJECTIVES OF THE COURSE:

- To introduce students to the language of literature, i.e., the meaning-making devices, verb phrases, collocations, linkers, sense groups and their functions in the literary text
- To train the students to identify the linguistic structures of poetic texts: symbols, metaphors, and other tropes and equip them in poetic conventions
- To recognize diverse points of view within a single text and to understand the rationale of polyphony



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

d. To prepare students in reading literary/cultural texts closely, beyond the literal.

e. To enable students to recognize the dominant voice/s within the text and its agendas

f. To encourage questioning the text in order to perceive marginalized voices - the voices of the child, Dalit, transgender and female

g. To comprehend how the subaltern perspectives question and counter the privileged voices in the mainstream texts

COURSE DESCRIPTION:

A. COURSE SUMMARY

Module 1: 18 hrs. Module 2: 18 hrs. Module 3: 30 hrs. Module 4: 30 hrs. Evaluation: 12 hrs. Total: 108 hrs.

B. COURSE DETAILS:

Module I

Language and its Literary Nuances Signifying Devices the Syntax: Verb Phrases, Adjuncts, Collocations, Linkers, Sense Groups the Poetic: Comparisons, Exaggerations, Images, Symbols, Iamb, Trochee, Caesura, Enjambment

Texts:

1. **Ruskin Bond** "Eyes of the Cat"



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

2. Anton Chekhov “The Death of a Clerk”

3. Alfred Lord Tennyson “The Oak”

4. Langston Hughes “Dreams”

5. Emily Dickinson “Because I could not Stop for Death”

Module II

Polyphonic Texts Point of view (diegesis), polyphony and its rationale, single perspective and its dangers

Texts:

1. Freya Stark Winter in Arabia (excerpts)

2. Laura Bohannon “Shakespeare in the Bush”

3. Akira Kurosawa dir. Rashomon

Module III



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Literature and Ideology The workings of power structures in literature; explication of the terms - ideology, hegemony, interpellation, discourse, grand narratives, little narratives – using literary texts; literary devices like irony and paradox and their role in reinforcing ideology.

Texts:

1. Arundhati Roy “The God of Small Things”
2. Charlotte Bronte “Jane Eyre”
3. George Orwell “A Hanging”
4. Hansda Sowvendra Shekhars “The Adivasi will not Dance”

Module IV

Perspective of the Subaltern Dominant voices, marginalized voices, subaltern identities, resisting the norm/authority

Texts:

1. **RK Narayan Swami and Friends** (Excerpt from Chapter XI “In Father’s Presence”)
2. Arun Kamble “**Which language should I Speak?**” and FM Shinde “Habit”
3. The Letter Q: Ely Shipley<<https://www.poets.org/poetsorg/text/letter-q-ely-shipley>>
4. Maxine Hong Kingston “No Name Woman”



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

READING LIST:

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING: Achebe, Chinua. Things Fall Apart. Penguin, 1994. Angelou, Maya. I know Why the Caged Bird Sings. Bantam, 1971. Austen, Jane. Pride and Prejudice. Penguin, 2003. Bond, Ruskin. “The Night the Roof Blew Off” Tigers Forever: Poems and Stories. RatnaSagar, Delhi, 1996. Chekhov, Anton. Selected Stories of Anton Chekhov. Trans. Richard Pevear and Larissa Volokhonsky. RHUS, 2000. Childs, Peter and Roger Fowler. The Routledge Dictionary of Literary Terms. Routledge, 2006. Dasan, M, et al ed. Oxford India Anthology of Malayalam Dalit Writing. OUP India, 2012. Eagleton, Terry. How to Read a Poem. Blackwell, 2007. Fry, Stephen. The Ode Less Travelled: Unlocking the Poet Within. Arrow, 2007. Garner, James Finn. Politically Correct Bedtime Stories. Wheeler, 1995. Golding, William. Lord of the Flies. Penguin, 1954. Hemingway, Ernest. “Hills like White Elephants” Men without Women. Amereon, 1940. McCarthy, Michael and Felicity O'Dell. English Collocations in Use Advanced Book with Answers: How Words Work Together for Fluent and Natural English (Vocabulary in Use). Cambridge UP, 2017. McCarthy, Michael and Felicity O'Dell. English Phrasal Verbs in Use Advanced. Cambridge UP, 2007. Noys, Benjamin. Introducing Theory: A Practical Guide. Continuum, 2007. Orwell, George. 1984. General Press, 2017. Popkin, Cathy, ed. Anton Chekhov's Selected Stories (Norton Critical Edition). WW Norton & Co Inc, 2014. Roy, Arundhati. The God



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

of Small Things. Penguin, 2017. Seidman, Steven, Nancy Fischer and Chet Meeks. Introducing the New Sexuality Studies. Routledge, 2011. Shakespeare, William. Hamlet. Barron's Educational Series, 1986. Shamsie, Kamila. Home Fire. Bloomsbury, 2017. Shekhar, HansdaSowvendra. The Adivasi will not Dance: Stories. Speaking Tiger Publishing Private Limited, 2017. Swan, Michael. Practical English Usage. Oxford, 2017. Wilde, Oscar. "The Happy Prince" The Young King and Other Stories. Penguin, 2000. Wilkie-Stibbs, Christine. The Outside Child: In and out of the Book. Routledge, 2008. Woolf, Virginia. "Jane Eyre and Wuthering Heights". The Norton Anthology of Literature by Women: The Tradition in English, edited by Sandra M. Gilbert and Susan Gubar, W.W.Norton&Company, 1985, pp. 134549.

Web Resources:

Adichie, Chimamanda Ngozi. "The Danger of a Single Story." TED: Ideas Worth Spreading, 7 Oct. 2009. www.youtube.com/watch?v=D9Ihs241zeg. Ananthamurthy, UR. "Dalit Contribution to Indian Literature." YouTube, 9 Dec. 2010, www.youtube.com/watch?v=SajALSSbNKw. "Collocations in English: Vocabulary Lesson." YouTube, 10 Nov. 2014. www.youtube.com/watch?v=ssTWkruGar8. "100 Common Phrasal Verbs." YouTube, 19 July 2016, www.youtube.com/watch?v=TIUwXYEtL_o "English Grammar: Connectors and Linkers." YouTube, 14



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Appreciating Poetry

ENG2B02 APPRECIATING POETRY

Semester in which the course is to be taught 2

No. Of credits 5

No. Of contact hours 108 (6 hrs per week)

AIM OF THE COURSE

The course is a wide spectrum of poems across the globe. The course aims at the transaction of the suggested texts so that the learners understand the trends in poetry of the past and the present. It also aims to foster the ability in students for appreciating poetry as an art form. OBJECTIVES OF

THE COURSE

- To introduce the students to the basic elements of poetry, including the stylistic and rhetorical devices employed in poetry, and to various genres of poetry.
- To facilitate students to attain various perspective in reading poetry like gender, race, caste, ethnicity, religion, region, environment and nation.
- To familiarize the learners with different forms of poetry written in British and American literature.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

d.To create an awareness among the learners about different forms and themes of poetry produced across the globe in the history of literature.

COURSE DESCRIPTION:

A. COURSE SUMMARY

Module 1: 16 hrs. Module 2: 40 hrs. Module 3: 30 hrs. Module 4: 10 hrs. Evaluation:12 hours Total 108 hours

B. COURSE DETAILS:

Module I

Poetry- Some Key Concepts Basic Elements of Poetry: Prosody: Rhythm, Meter – Rhyme - hard rhyme, soft rhyme, internal rhyme Alliteration, Assonance – Diction. Figures of Speech: Metaphor, Simile, Personification, Oxymoron, Metonymy, Synecdoche, Transferred Epithet. Poetic Forms: Lyric, Ode, Sonnet, Haiku, Ballad, Couplet, Villanelle, Dramatic Monologue, Elegy, Satire, Mock Epic, Free Verse, Tanka, Jintishi, Ghazal, Rubai, Prose poetry, Narrative poetry, Performance Poetry.

Module II

Poetic- Forms

1. Sonnet: William Shakespeare: Shall I Compare thee to a Summer's Day (Sonnet XVIII), John Milton: On His Blindness



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

2. Ballad: John Keats: La Belle Dame Sans Merci

3. Ode: P B Shelley: Ode to a Skylark

4. Elegy: W H Auden: In Memory of W. B. Yeats

5. Villanelle: Dylan Thomas: Do not go Gentle into that Good Night

6. (Dramatic) Monologue: Robert Browning: My Last Duchess

7. Metaphysical: John Donne: A Valediction Forbidding Mourning

8. Heroic Couplet: Alexander Pope: Extract from Essay on Man (Epistle I, Section II),

“Presumptuous man! The reason wouldst thou find...”

9. Free Verse: Stanley Kunitz: The Layers

10. Song: Leonard Cohen: I’m your Man

Module III

World Poetry

1. Childhood: Rainer Maria Rilke: Childhood

2. Love and Loss: Pablo Neruda: Tonight, I Can Write the Saddest Lines

3. Protest: Nazim Hikmet: Some Advice to those who will Serve Time in Prison



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

4. Family: Langston Hughes: Mother to Son

5. Survival: Namdeo Dhasal: Stoneman, My Father & Me

6. Alienation: Diane Glancy: Without Title

7. War: Yehuda Amichai: Anniversaries of War

8. Environment: Joao Cabral de Melo Neto: Landscape of the Capibaribe River

9. Commitment and Passion: Charles Baudelaire: Be Drunk

10. Cultural Difference: Bassey Ikpi: Homeward

Module IV

Appreciation of Poetry Students can be briefed about how to analyze a poem. A few poems other than those given for the detailed study can be given to the students for practical analysis.

*NB: The learners are asked only short essay/s (paragraph/s) questions for appreciation (based on unseen poems) in the end semester examinations.

READING LIST

CORE TEXT

A text containing the above lessons will be made available



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

FURTHER READING

A Concise Companion to Literary Forms. Emerald, 2013. Bernard Blackstone. Practical English Prosody: A Handbook for Students. Longman, 2009. C. T. Thomas Ed. Chaucer to Housman Vol I. New Delhi: B.I. Publications 1990. Katherine Washburn and John S. Major Ed. World Poetry: An anthology of Verse from Antiquity to Our Time. New York: W. W. Norton, 1998. Margaret Ferguson, Mary Jo Salter and Jon Stallworthy. The Noeton Anthology of Poetry. 5th Ed. New York: W. W. Norton, 2005. Neil Corcoran. English Poetry since 1940. London: Longman, 1993. Neil Roberts. A Companion to Twentieth Century Poetry. Malden, Blackwell, 2003. Philip Hobsbaum. Metre, Rhythm and Verse Form. London: Routledge, 2006. Rajiv Patke, Postcolonial Poetry in English. Oxford: OUP, 2006. R. P. Draper. An Introduction to Twentieth Century Poetry in English. Basingstoke, Palgrave, 1999. Tom Furniss and Michael Bath. Reading Poetry- An Introduction. London: Prentice Hall, 1996.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Appreciating Prose

ENG3B03 APPRECIATING PROSE

Semester in which the course is to be taught 3

No. Of credits 4

No. Of contact hours 72 (4 hrs per week)

AIM OF THE COURSE

The course aims to enable the learners to appreciate and to critically analyze prose writings of different types and from diverse contexts – social, political, historical and national

OBJECTIVES OF THE COURSE

- To familiarize the students with different types of prose writing.
- To introduce to them the basic concepts of style and literary devices in prose.
- To acquaint them with cultural diversity and divergence in perspectives.
- To develop their critical thinking abilities and write creatively and critically.

COURSE DESCRIPTION

A. COURSE SUMMARY

Module 1: 30 hrs. Module 2: 30 hrs. Evaluation: 12 hrs. Total: 72 hrs.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

B. COURSE DETAILS

Module I

Introduction to Prose

Etymology – Prose varieties –Fiction/Short Story/Tales -Autobiography/Biography - Newspaper/Journal Articles -Philosophical/Scientific Essays –Travelogues –Speech. Functions of prose. Evolution of Prose - Early translations- King Alfred- the Anglo-Saxon Chronicle- homilies- bible translations-secular prose-Morte D’arthur- Elizabethan prose-tracts, pamphlets and treatises- eighteenth century prose – Victorian and modern prose.

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

Module II

Reflections and speeches

1. Francis Bacon: **Of Studies**
2. Charles Lamb: **Dream Children: A Reverie.**
3. G. K Chesterton: **On Running After One’s Hat**



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

4. Albert Camus: Nobel Acceptance Speech

5. Arundhati Roy: Come September

6. Pico Iyer: In Praise of the Humble Comma (Biography/Autobiography/Memoir)

7. Chinua Achebe: The Education of a British Protected Child (extract from the text.)

8. Marcel Junod: The First Atom Bomb. (extract from Warrior Without Weapons, translated by Edward Fitzgerald.)

9. Usha Jesudasan: Justice vs Mercy

READING LIST

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING:

A Concise Companion to Literary Forms. Emerald, 2013. (Chapter IV) Dr. Takashi Nagai: Letter from Nagasaki & Dr. Tamiki Hara: Letter from Hiroshima Doris Lessing: On not winning the Nobel Prize (Nobel Lecture, December 7, 2007) Bertrand Russell: Ideas that have helped mankind. Marilynne Robinson: When I Was a Child Thomas de Quincey: The Literature of Knowledge and The Literature of Power J.B Priestley: On Doing Nothing Robert Lynd: On Forgetting AG. Gardiner: On Living Again.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

English Grammar and Usage

ENG3B04 ENGLISH GRAMMAR AND USAGE

Semester in which the course is to be taught 3

No. Of credits 4

No. Of contact hours 90 hrs (5 hrs per week)

AIM OF THE COURSE

This course aims at preparing undergraduate students to learn how to use language with a proper knowledge of the nuances of structure and usage of English. It aims at a recapitulation of English grammar and usage that learners would have acquired at the lower levels

OBJECTIVES OF THE COURSE

- To familiarize the students with the key concepts of English grammar and to use them more sensitively in their day-to-day communication needs.
- To help students towards a better language use through the understanding of the sentence patterns in English.
- To help the students develop a sense of English grammar, idioms, syntax, semantics and their usage.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

d. To develop the logical and analytical skills in the use of language for communication.

e. To familiarize students with contemporary English usage

COURSE DESCRIPTION

A. COURSE SUMMARY

Module 1:18 hrs. Module 2:10 hrs.Module 3:15hrs.Module 4:15hrs.Module 5:20hrs.Evaluation: 12 hrs.Total: 90 hrs.

B. COURSE DETAILS

Module I

Basic Grammatical Units:

1. Form class and Function words
2. Identifying the Grammatical labels and Functional labels of words
3. Verb in Function—Gerund, Infinitives, Participles—their uses
4. Synonyms, Antonyms, Precise Use
5. Mood and Modality
6. English Morphology – Compounding, Affixation, Inflexion, Derivation
7. Phrasal verbs and idioms



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module II

The Sentence

1. Word order and Sentence Pattern
2. Coordination and Subordination Module
- 3: Sentence Transformations: A Relook at Traditional Categories
 1. Tag questions
 2. Active passive
 3. Direct and indirect
 4. Simple, complex, Compound
 5. Movement – Collocation

Module IV

Important Grammatical Concepts:

1. Time, Tenses and Aspects
2. Lexical Verbs and Auxiliary verbs: Their uses
3. Anomalous Finites



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

4. Subject—Verb agreement in sentences

5. Degrees of Comparison Module

5: Practical Exercises:

1. Reorder jumbled sentences

2. Correct the given sentences according to accepted Modern usage and justify the changes made

3. Paragraph Editing (with more focus on grammatical corrections)

4. Translate a passage from Mother Tongue to English

READING LIST

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING: Gleason, H. A. Linguistics and English Grammar. Holt, Rinehart & Winston, Inc. 1965. Leach, Geoffrey & Ian Savaitvik. A Communicative Grammar of English. ELBS. Murphy, Raymond. English Grammar. Cambridge University Press, 2005 Quirk R. & Sidney Greenbaum. A University Grammar of English. ELBS. Swan, Michael. Practical English Usage. Oxford University Press, 2005. Thomson, A. J. and Martinet. A Practical English Grammar Combined Exercises Vol. 1 & 2. Oxford University Press. Quirk, Randolph. The Use of English. Longman, 1968. Sailaja, Pingali. Indian English. Edinburgh University Press, 2009.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Appreciating Fiction

ENG4B05 APPRECIATING FICTION

Semester in which the course is to be taught 4

No. Of credits 4

No. Of contact hours 90 hrs. (5 hrs. per week)

AIM OF THE COURSE

The course aims to instill in the learners a love of fiction, to stimulate their imagination and to foster intercultural dialogue

OBJECTIVES OF THE COURSE

- To help students discover the pleasures in reading fiction.
- To aid students gain an insight into the human condition and the complexities of life.
- To acquaint the students with different types of fiction and analyze them.

COURSE DESCRIPTION

A. COURSE SUMMARY

Module 1: 20 hrs Module 2: 35 hrs Module 3: 15 hrs Module 4: 8 hrs Evaluation: 12 hrs TOTAL 90 hrs



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

B. COURSE DETAILS

Module I

Understanding Fiction What is fiction - Plot- Character- Atmosphere- Narrative Techniques- Points of view-Difference between long and short fiction- Different types of fiction

Module II

Short Fiction

1. O Henry- The Cactus
2. Maxim Gorky- Her Lover
3. James Joyce- Eveline
4. Ray Bradbury- Sound of Thunder
5. Sally Morgan- The Letter
6. Arun Joshi- The Homecoming
7. Ken Liu- The Paper Menagerie

Module III

Long Fiction George Orwell- **Animal Farm**



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module IV

Film Moby Dick: dir John Huston

READING LIST

CORE TEXT:

A text containing the above lessons will be made available

FURTHER READING:

Craft, Stephen and Helen D Cross. Literature, Criticism and Style: A Practical Guide to Advanced Level English Language. Oxford: OUP,2000. Watt, Ian. The Rise of the Novel. University of California Press, 2001. Booth, Wayne C. Rhetoric and Fiction. University of Chicago Press, 1983 Lubbock, Percy. Craft of Fiction. Penguin 2017. Lazar, Gillian. Literature and Language Teaching: A Guide for Teachers and Learners. Cambridge University Press, 2008. Guerin, Wilfred L et al. A Handbook of Critical Approaches to Literature. New Delhi: OUP, 2007. Borges, Jorge Luis and Andrew Hurley.Collected Fictions. The Penguin Press,1954. Camus, Albert. The Stranger. New York: Vintage Books,1954 Evans, Arthur B eds. The Wesleyan Anthology of Science Fiction..Middletown, Conn: Wesleyan University Press, 2010 Gorky, Maxim. The Collected Short Stories of Maxim Gorky. Citadel Press, 1988 Joyce, James - Dubliners at Planet eBook Liu, Ken. The Paper Menagerie and Other Stories. London, Sydney, New York: Saga Press, 2016



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Maupassant, Guy De. Complete Maupassant Original Short Stories at Project Gutenberg www.gutenberg.org Morgan, Sally. My Place. New York: Seaver Books, 1987. O' Henry. Works by O Henry- at Project Gutenberg www.gutenberg.org Orwell, George –1984. London: Secker and Warburg, 1949 Poe, Edgar Allan –The Complete Tales and Poems of Edgar Allan Poe. New York: Vintage Books, 1975 Salinger, J D. The Catcher in the Rye. Boston: Little, Brown, 1951 Tagore, Rabindranath. The Hungry Stones and Other Stories. at Project Gutenberg. www.gutenberg.org Tolstoy, Leo. The Death of Ivan Ilyich and Other Stories. New York: New American Library, 1960



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Literary Criticism

ENG4B06 LITERARY CRITICISM

Semester in which the course is to be taught 4

No. Of credits 4

No. Of contact hours 72 hrs (4 hrs per week)

AIM OF THE COURSE

The course is a comprehensive spectrum of literary criticism of the west and the east, a survey of key movements, writers and concepts. It seeks to introduce the students to the history and principles of literary criticism since Plato and to cultivate in them the philosophical and critical skills with which literature can be appreciated.

OBJECTIVES OF THE COURSE

- To have an understanding of important texts and movements in the history of literary criticism.
- To examine how literary criticism shapes literature and culture across centuries.
- To recognize and critique the major arguments underlying critical writings.
- To relate critical perspectives to the history of eastern and western ideas.

COURSE DESCRIPTION



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

A. COURSE SUMMARY:

Module 1: 12 hrs Module 2: 24 hrs Module 3: 18 hrs Module 4: 6 hrs Evaluation :12 hrs Total 72 hrs

B. COURSE DETAILS

Module I

Classical Literary Criticism

1. Plato: Concept of Art - Mimesis, His attack on poetry, Moral Concerns of literature, Views on Drama.
2. Aristotle: Poetics - Mimesis, Catharsis, Hamartia - Defence of Poetry - Definition of Tragedy- Parts of Tragedy, Plot, Tragic Hero, Three Unities, Comedy, Epic, Poetic style.
3. Horace: Ars Poetica - Definition of art, Views on Poetry and Drama.
4. Longinus: Romanticism, Sublimity in literature – Its sources.

Module II

A. English Literary Criticism – The Sixteenth to the Nineteenth Century

1. Philip Sidney: Apology for Poetry – Reply to Stephen Gosson, The Argumentative Method
2. John Dryden: Neoclassicism – The function of Poetry, Dramatic Poesy, Observations on tragedy, comedy, satire, epic.



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3. Dr. Samuel Johnson: Neoclassicism, Biographical Criticism, Historical approach, Observations on Poetry, Drama, Shakespeare, Tragicomedy, Three unities.

B. English Literary Criticism – The Nineteenth Century

1. William Wordsworth: “Preface to Lyrical Ballads” – The Romantic Creed - Difference between Neoclassicism and Romanticism - definition of poetry – poetic diction and language.

2. S. T. Coleridge: Theory of Imagination, Fancy and Imagination, Primary Imagination and Secondary imagination, Poetic Genius.

3. P. B. Shelley: The Defence of Poetry – Concept of Poetry.

4. Mathew Arnold: Classicism - Concept of Culture – the use and function of poetry - Touchstone method – Moralistic criticism – Function of criticism – High seriousness and Grand Style.

Module III: Literary Criticism – The Twentieth Century

1. T.S. Eliot: “Tradition and Individual Talent” – Historical Sense – Impersonality – Poetic Emotion – Objective Correlative – Dissociation of Sensibility.

2. I. A. Richards: Poetry and Communication, Practical Criticism - The Four Kinds of Meaning – Scientific and Emotive uses of Language.

3. F.R. Leavis: Concept of Literature and Criticism



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4. Formalism: Key Features of Formalism - Its Origin, Focus on language, Form, Literariness, Defamiliarization, Fabula/Syuzet, Motivation.

5. New Criticism: The origin - Close reading and explication - Ambiguity, Paradox, Irony, Tension, Intentional Fallacy and Affective fallacy.

6. Archetypal Criticism: Myth, Archetype, Collective Unconscious, Northrop Frye.

Module IV: Glossary

1. Indian Aesthetics: Rasa, Dhvani, Vyanjana, Alamkara, Thinai.
2. Literary Movements: Classicism, Neoclassicism, Romanticism, Humanism, Realism, Naturalism, symbolism.
3. Literary Concepts: Catharsis, Mimesis, Objective Correlative, Ambiguity, Negative Capability.

READING LIST

CORE TEXT: A text containing the above lessons will be made available

FURTHER READING: B Prasad, An Introduction to English Criticism. Lois Tyson, Critical Theory Today. David Daiches, Critical Approaches to Literature. Harry Blamires. A History of Literary Criticism Ramaswamy S & Sethuraman V.S. The English Critical Tradition. Das B. B., Literary Criticism: A Reading



CRITERION	I	Curricular Aspects
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British Literature from The Age of Chaucer To The 18th Century

PAPER I EN1CO1 BRITISH LITERATURE FROM CHAUCER TO THE 18th CENTURY

SECTION A

(Poetry) Geoffrey Chaucer : “The General Prologue to Canterbury Tales” John Donne : “The Canonization” “The Valediction” Andrew Marvell : “To His Coy Mistress” John Milton : “Paradise Lost” Book 1X John Dryden : “Mac Flecknoe” Alexander Pope “Epistle to Dr.Arbutnot”(The Atticus Passage) Thomas Gray : “Elegy written in a Country Churchyard” (Donne and Milton (Paradise Lost lines from 495 to 744) are marked for annotation purpose also)

SECTION B

Drama Shakespeare: Hamlet Webster: The Duchess of Malfi Sheridan: The School for Scandal

SECTION C

Prose and Fiction Francis Bacon: “Of Marriage”, “Of Death” Swift: Gulliver’s Travels Henry Fielding: Tom Jones



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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British Literature: The 19th Century

PAPER II EN1CO2 BRITISH LITERATURE: THE 19th CENTURY

SECTION A

(Poetry) William Blake : The tiger ,The Lamb William Wordsworth :Immortality Ode
S.T.Coleridge :KublaKhan P.B.Shelley : Ode to a Skylark John Keats : Ode to a Nightingale Ode
to a Grecian Urn Tennyson : Ulysses Browning : Andrea Del Sarto,FraLippo Lippi Mathew Arnold
: Scholar Gypsy (John Keats and Browning are marked for annotation purpose also)

SECTION B

Drama Oscar Wilde: The Importance of Being Earnest P.B. Shelley: Prometheus Unbound

SECTION C

Fiction Emily Bronte: Wuthering Heights Charles Dickens: Hard Times Thomas Hardy: The
Mayor of Casterbridge Charles Lamb: “Dream Children”, “South Sea House”.



CRITERION	I	Curricular Aspects
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British and Continental Drama

PAPER III EN1E02 BRITISH AND CONTINENTAL DRAMA

SECTION A

Sophocles: Oedipus Rex Aristophanes: Lysistrata Shakespeare: King Lear

SECTION B

Ibsen: A Doll's House Strindberg: A Dream Play Chekhov: The Cherry Orchard

SECTION C

Bertolt Brecht Mother courage Genet the Balcony Ionesco Rhinoceros (Since no text is prescribed for detailed study any standard translation can be used.) (Shakespeare and Ibsen are to be read for answering short questions also)



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Writing for the Media

PAPER 1V EN1E05 WRITING FOR MEDIA

SECTION A

News for the Print and the AV Media News Collection News Writing News Reporting News

Editing News Broadcasting

SECTION B

Writing Editorials Feature Writing Documentaries Holding Interviews

SECTION C

The Art of Advertisement

Public Relations

(Section A and Section B are to be read for answering short questions also)

Texts Recommended James A Neal & Suzane S Brosn News Writing Reporting (New Delhi: Surjeet Publications) 1976 KM Shrivastava News Reporting and Editing New Delhi Sterling Publications 1978 Milvin Mencher Basic News Writing Dubaque: Wm C Brown Co. 1983 Robert C McGruffert The Art of Editing the News Philadelphia: Chilton Book Co 1978. Scot M Ctlip & Allen H Center, Effective Public Relations N Jersey Prentice Hall 1978. Howard Stephenson,



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Hand Book of Public Relations (McGraw Hill 1971. Chunawalla and Sethia) Advertisement Principles and Practice New Delhi Himalaya Publications 1978. Ahuja & Chhabra Advertising New Delhi, Surjeet Publications 1989. Ted White Broadcast News writing, Reporting and Publication Mikr Wolverten How to Make Documentaries. Students are expected to acquire a certain level of proficiency in writing news reports, features and editorials at the end of this course Nearly one third of the total marks will be set apart for practical exercises



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20th Century Literature Up to World War II

EN2C03: TWENTIETH CENTURY LITERATURE UP TO WORLD WAR II

SECTION A

G.M. Hopkins - “The Windhover” W.B. Yeats - The Second Coming, Byzantium, Among School

Children TS Eliot - The Waste Land W.H.Auden -The Shield of Achilles

SECTION B

Drama GBSHaw Caesar and Cleopatra TSEliot Murder in the Cathedral GM Synge The Playboy
of the Western World

SECTION C

Prose and Fiction Virginia Woolf - “Modern Fiction “ F.R. Leavis - “Hard times: An Analytic
note”(from The Great Tradition) Joseph Conrad - The Heart of Darkness D.H. Lawrence - Sons
and Lovers James Joyce - A Portrait of the Artist as a Young Man (Yeats and Eliot are for
annotation purpose also) (Short questions will cover the entire paper)



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Criticism and Theory

EN2C04 – CRITICISM AND THEORY

SECTION A

Aristotle - Poetics Johnson - Preface to Shakespeare Longinus - On the sublime Sydney - An Apology for Poetry Coleridge - Biographia Literaria (Chapters 14 & 17)

SECTION B

T.S. Eliot - Metaphysical Poets Cleanth Brooks - Irony as a Principle of Structure Northrop Frye - The Archetypes of Literature Victor Shklovsky - Art as Technique

Section C S.N. Das Gupta - The Theory of Rasa Kunjunni Raja - Theory of Dhvani S.K. De - Kuntaka's Theory of Poetry: Vakrokti

SECTION D

Edmond Wilson - Marxism and Literature Roland Barthes - The Structuralist Activity Derrida - Structure sign and Play Elaine Showalter - Feminist Criticism in the Wilderness (short questions will cover the entire paper)

Books recommended David Lodge(ed.). Twentieth Century Literary Criticism reader, London, Longman, 1972. David Lodge(ed.). Modern Criticism and Theory, London, Longman, 1988.

Robert Con Davis (ed) Contemporary Literary Criticism: Modernism Through Post Structuralism,



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Email : office@christcollegeijk.edu.in

<http://christcollegeijk.edu.in>

CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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London: Longman, 1986 Wilbur Scott (ed) Five Approaches of Literary Criticism, New York:

Macmillan (1978) V S.Sethuraman(ed) Contemporary Criticism; An Anthology, Madras:

Macmillan(1989)



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American Literature

EN2E07: AMERICAN LITERATURE

Texts Prescribed

SECTION A

Allan Poe - The Raven Walt Whitman - A passage to India Emily Dickinson - I Felt a Funeral.....

There is a certain slant of light Robert Frost -Home Burial Wallace Stevens -The Emperor of Ice

Cream EE Cummings - Buffalo Bill Hart Crane - Poem: To Brooklyn Bridge Langston Hughes -

I Too Robert Lowell - For the Union Dead Ginsberg - America Sylvia Plath - Lady Lazarus

SECTION B

Prose and Fiction Emerson - “Self-reliance” Thoreau -“Civil Disobedience” Hawthorne - The

Scarlet letter Melville - Moby Dick Mark Twain - Huckleberry Finn Faulkner - The sound and the

Fury Tony Morrison - Tar Baby

SECTION C

Drama O Neill - The Emperor Jones Arthur Miller - Death of a Salesman Tennessee Williams - A

street Car Named Desire Amiri Baraka (Le Roi Jones) – Dutchman

(short questions will cover the entire paper)



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European Fiction in Translation

EN2E10: EUROPEAN FICTION IN TRANSLATION

SECTION A

Cervantes: Don Quixote Flaubert: Madame Bovary Tolstoy: Anna Karenina

SECTION B

Franz Kafka: The Trial Herman Hesse: Sidhartha Kazantzakis: Zorba, the Greek

SECTION C

Pasternak: Doctor Zhivago Gunter Grass: The Tin Drum Milan Kundera: The Joke

(short questions will cover the entire paper)



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20th Century British Literature Post 1940

EN3C05 TWENTIETH CENTURY BRITISH LITERATURE: POST 1940

SECTION A: Poetry

Dylan Thomas : “Fern Hill” Philip Larkin : “Whitson Wedding”, “Church Going” Tom Gunn : “On the Move” “Buildings” Ted Hughes : “Pike”, “View of a Pig”, “Second Glance at a Jaguar” Seamus Heaney : “Punishment”, “The Tollund Man” Charles Tomlinson : “Swimming Chenange Lake” Geoffrey Hill : “Requiem for the Plantagenet King”. “In Memory of Jane Frazer”

(Annotations will cover the entire section)

SECTION B: Drama

Beckett: Waiting for Godot Arnold Wesker: Kitchen Harold Pinter: The Birthday Party Edward Bond: Lear

SECTION C: Fiction

John Fowles: The French Lieutenant’s woman Graham Greene: Heart of the Matter Alan Sillitoe: Loneliness of the Long-Distance Runner Doris Lessing: The Golden Note Book

(short questions will cover the entire paper)



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Post-Colonial Fiction and Drama

EN3C15 POST-COLONIAL FICTION AND DRAMA 4 CREDITS

Chinua Achebe: Arrow of God

V.S. Naipaul: The Mimic Men Margaret Laurence: Stone Angel

KhaledHosseini: The Kite Runner

VikramSeth: The Golden Gate Drama

WoleSoyinka: The Road Ray

Lawler: Summer of the Seventeenth Doll

James Reaney: The Canadian Brothers

GirishKarnad: Hayavadana (short questions will cover the entire paper)



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Malayalam Literature in Translation

EN3E18: MALAYALAM LITERATURE IN TRANSLATION

The following Poems available in A Survey of Malayalam Literature by Dr. K.M. George (Asia Pub. House) Section A: Poetry KumaranAsan : “The Fallen Flower” Vallathol : “Akroon to Ambadi” Ulloor : “Music of Love” Changampuzha : “Manaswini” G. SankaraKurup : “The Master Carpenter” BalamaniAmmu : “Mother’s Heart” Vythilingam : “The Mother Tigress in the Zoo” N.V. Krishna Variyar : “The Rats” SugathaKumari : “Colossus” O.N.V. Kurup : “Blue Fish” Section B: Fiction O. ChanduMenon :Indulekha C.V. Raman Pillai :MarthandaVarma Thakazhi :Chemmeen Basheer :My Granddad had an Elephant KesavaDev :From The Gutter M.T. VasudevanNair :Mist O.V. Vijayan :The Legend of Kazhakottam Section C: Drama N. Krishna Pillai :Investment (Kerala SahityaAkademi, Thrissur) C.J. Thomas :Behold, He Comes Again ThoppilBhasi :Capital G. SankaraPillai :BharataVakyam K.J. Baby :Nadugadhika (short questions will cover the entire paper)



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Indian English Literature

EN4CO7 INDIAN ENGLISH LITERATURE

Section A

Rabindranath Tagore - “Geethanjali” Section 1 to 10 Sir Aurobindo - “The Trance of Waiting...”

Sarojini Naidu - “Summer Woods”, “Village Song” Toru Dutt - “Our Casuarina Tree”

JayantaMahapatra - “The Whorehouse in a Calcutta Street” Kamala DAs - “My Grandmother’s House”, “The Dance of Eunuchs” Nizzim Ezekiel - “Philosopher”, “Poet, Lover, Bird Watcher”

R. Parthasarathy - “Homecoming” 1 KekiDaruwala - “Routine”, “Death of a Bird” A.K.

Ramanujan - “A River”, “The Striders” Dom Moraes - “Jason” DRAMA ManjulaPadmanabhan -

Harvest Mahesh Dattani - Final Solutions FICTION Mulk Raj Anand - Two Leaves and a Bud

Raja Rao - The Serpent and the Rope R.K. Narayan - Financial Expert Anita Desai - Journey to

Ithaca Arundhati Roy - The God of Small Things PROSE Jawaharlal Nehru - “Life’s Philosophy”

AshishNandy -“The uncolonized Mind” (from TheIntimate Enemy) Susie Tharu -

“EnglishingIndulekha” (from Haritham1995) (Short questions will cover the entire paper)



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Indian English Fiction

EN4E21 INDIAN ENGLISH FICTION

Mulk Raj Anand - Coolie R.K. Narayan -Swamy and friends Raja Rao Cat and Shakespeare
Kamala Markandeya -Nectar in a sleeve BabaniBattacharya -A dream in Hawaii ArunJoghi The
strange case of Billy Biswas Anita Desai -Cry the Peacock ShashiDeshpande -That long silence
RoshintonMistry -Such a long journey Rushdie - Midnight's children Amitav Gosh -Shadow lines
(Short questions will cover the entire paper)



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Linguistics

LINGUISTICS

SECTION A

Linguistics as a science – Human language and other systems of communication – Diachronic and Synchronic approaches to the study of language – Supra - /Segmental features – Speech – Phonetics and Phonology – Intonation Patterns Transcription system IBA alphabet

SECTION B

Socio-linguistics-Psycholinguistics behaviourist and cognitive analysis-Stylistics-Semantics, Convergence and Divergence-Language Change-Dialect-Style, Register, Pidgin, Creole, Bilingualism

SECTION C

Traditional grammar-Structural grammar-IC analysis-Phrase structural grammar-TG grammar-some transformations-A general introduction to Case grammar, Systemic grammar, Stratification Grammar and Tagmemics.

SECTION D

The Schools of Linguistics-The Geneva School, Saussure, The Copenhagen School, Hjelmslev,



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The Prague School, Roman Jakobson, The London School, Halliday, The American School, Bloomfield, Generative Linguistics, Noam Chomsky' Indian contribution to Linguistics, Paninian Phonology and the Karaka Theory.

(short questions will cover all the four sections)

Course Books:

1. Wallwork, JF, Language and Linguistics
2. Boolinger D, Aspects of Language
3. Crystal, David, Linguistics
4. West, Pred: The way of language

Books recommended

1. S.K. Verma and N. Krishnaswamy: Modern Linguistics (1994) Oxford
2. R.H. Robins: General linguistics: An Introductory Survey (1980) Longman
3. Leonard Bloomfield: Language (1993) Allen & Unwin
4. A. Radford Transformational syntax (1981) CUP
5. Lyons: An Introduction to Theoretical Linguistics (1958) Macmillan
6. C.F. Hockett: A Course in Modern Linguistics (1958) Macmillan
7. R.W. Langacker: Language and its structure



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English Language: History and Structure

ENGLISH LANGUAGE: HISTORY AND STRUCTURE

SECTION A

Language families - The Indo-European family of languages; Germanic Family of languages and the origin of English - The early history of English language; Old English Period - Scandinavian invasions - Middle English Period: The Impact of the Norman Conquest on the English Language; - Middle English Literature. Modern English Period – Latin and Greek influence – Loan words - The impact of the Renaissance – Bible Translations. Sound changes in English – The Great Vowel Shift Changes in Grammar, vocabulary, phonology and morphology – Semantics – word formations

SECTION B

Foreign influences on English in the Seventeenth, Eighteenth and the Nineteenth Centuries – Colonialism and the English language – Expansion of Vocabulary – Semantic change- Pidgins and Creoles. Contributions of major writers to the growth of English vocabulary.

SECTION C

The discrepancy between spelling and pronunciation - Attempts to reform English spelling – Evolution of Standard English - Dialects of English: British and American – English in India –



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English in the postcolonial world – English as a global language — The rise of ‘englishes’ – impact of Science and Technology – English in the digital age.

Recommended Reading:

F. T. Wood : An Outline History of the English language C. L. Wrenn : The English Language A. C. Baugh : A History of the English Language David Crystal : English as a Global Language David Crystal: The English Language: A guided Tour of the Language Bill Ashcroft, et al : The Empire Writes Back Christian Mair :The Politics of English as a World Language Andreas Sedlatschek : Contemporary Indian English: Variation and Change Pingali Sailaja : Indian English Michael Hanrahan& Deborah L Madsen (Ed.) : Teaching, Technology, Textuality: Approaches to New Media.



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British Literature from Chaucer to 18th Century

ENG1CO1 BRITISH LITERATURE FROM CHAUCER TO 18TH CENTURY (5 CREDITS)

SECTION A

(POETRY)

Geoffrey Chaucer: “The General Prologue to Canterbury Tales” (first 100 lines) William

Shakespeare: Sonnet 18. “Shall I Compare thee to a Summer's Day” John Donne : “The

Canonization” John Milton : “Paradise Lost” Book 1 (lines up to 270) John Dryden : “Mac

Flecknoe” Andrew Marvell : “To His Coy Mistress” Thomas Gray : “Elegy written in a Country

Churchyard” (All poems in section A are marked for annotation)

SECTION B

Drama Shakespeare: Hamlet Webster: The Duchess of Malfi Sheridan: The Rivals

SECTION C

Prose and Fiction Francis Bacon: “Of Marriage”, Joseph Addison: Sir Roger at Church Swift:

Gulliver’s Travels Henry Fielding: Joseph Andrews Daniel Defoe: Robinson Crusoe



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British Literature - 19th Century

ENG1 CO2 BRITISH LITERATURE 19th CENTURY (5 CREDITS)

SECTION A

(POETRY)

William Blake : The Tiger, The Lamb William Wordsworth : Lines Composed a Few Miles above Tintern Abbey S.T.Coleridge : Kubla Khan P.B.Shelley : Ozymandias John Keats : Ode to a Nightingale Byron : She Walks in Beauty Tennyson : Tithonus Browning : Fra Lippo Lippi Elizabeth Barret Browning : A Musical Instrument Mathew Arnold : Dover Beach D.G Rossetti : The Blessed Damozel (All poems in section A are marked for annotation)

SECTION B:

Drama Oscar Wilde: The Importance of Being Earnest

SECTION C

Fiction and Prose Charles Lamb: "Dream Children – A Reverie" William Hazlitt: On Reading Old Books Charles Dickens: A Tale of Two Cities Emily Bronte: Wuthering Heights Thomas Hardy: Tess of the D'Urbervilles



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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History of English Language

ENG1CO3 HISTORY OF ENGLISH LANGUAGE (5 CREDITS)

Course Description:

The course offers an overview of the History of English Language from its origin to the present.

SECTION A

Language families - The Indo-European family of languages; Germanic Family of languages and the origin of English - The early history of English language; Old English Period - Scandinavian invasions - Middle English Period: The Impact of the Norman Conquest on the English Language; - Middle English Literature. Modern English Period – Latin and Greek influence – Loan words - The impact of the Renaissance – Bible Translations. Sound changes in English – The Great Vowel Shift Changes in Grammar, vocabulary, phonology and morphology – Semantics – word formations

SECTION B

Foreign influences on English in the Seventeenth, Eighteenth and the Nineteenth Centuries – Colonialism and the English language – Expansion of Vocabulary – Semantic change- Pidgins and Creoles. Contributions of major writers to the growth of English vocabulary.

SECTION C



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

The discrepancy between spelling and pronunciation - Attempts to reform English spelling – Evolution of Standard English - Dialects of English: British and American – English in India – English in the postcolonial world – English as a global language — The rise of ‘englishes’ – impact of Science and Technology – English in the digital age.

Recommended Reading:

F. T. Wood : An Outline History of the English language C. L. Wrenn : The English Language A. C. Baugh : A History of the English Language David Crystal : English as a Global Language David Crystal: The English Language: A guided Tour of the Language Bill Ashcroft, et al : The Empire Writes Back Christian Mair :The Politics of English as a World Language Andreas Sedlatschek : Contemporary Indian English: Variation and Change Pingali Sailaja : Indian English Michael Hanrahan& Deborah L Madsen (Ed.) : Teaching, Technology, Textuality: Approaches to New Media



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Indian Literature in English

ENG1 C04: INDIAN LITERATURE IN ENGLISH (CREDITS 5)

Course Description

The course is intended to familiarize the students with the various trends and movements in Indian English literature from its inception to the present. Course Content Growth and rise of Indian writing in English - A Historical perspective –The beginning - Renaissance in India - Toru Dutt, Tagore, Aurobindo, Sarojini Naidu - Indian English poetry and fiction - **Mulk Raj Anand, Raja Rao, R.K. Narayanan: The Trio of Indian English fiction - Indian English prose – Indian English Drama –Partition novels- Contemporary writers**

Texts for study

SECTION A: Poetry

Toru Dutt : “Our Casuarina Tree” Rabindranath Tagore : “The Child” Nizzim Ezekiel : “In the Country Cottage” Jayantha Mahapatra : “Hunger” A.K. Ramanujan : “Obituary” R. Parthasarathy : “River, Once” Kamala Das : “The Old Playhouse” Gieve Patel : “The Ambiguous fate of Gieve Patel, he being neither Muslim nor Hindu in India” Meena Alexander : “Blue Lotus” Arundhati Subramaniam : “Home” Meena Kandasamy : “Dead Woman Walking” (All poems in section A are marked for annotation)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

SECTION B: Fiction

Mulk Raj Anand: Coolie

R.K. Narayanan: The Guide

Salman Rushdie: Midnight's Children

AmitavGhosh: The Hungry Tide

SECTION C: Drama

GirishKarnad : Yayati (English Translation by the author) Mahesh Dattani : Tara

Section D: Prose
JawaharLal Nehru : “What is Culture?” AmartyaSen : “Reason and Identity” (From: The
Argumentative Indian, Part IV)

AUDIT COURSE

Ability Enhancement



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Twentieth Century British Literature Up To 1940

ENG2C05: Twentieth Century British Literature up to 1940 (5 credits)

SECTION A

G.M. Hopkins -: “The Windhover” W.B. Yeats -: The Second Coming, Byzantium TS Eliot -: The Waste Land W.H.Auden - : Funeral Blues Wilfred Owen : A Strange Meeting

SECTION B

Drama GB Shaw: Caesar and Cleopatra TS Eliot: Murder in the Cathedral Sean O Casey: Juno and The Paycock

SECTION C

Prose and Fiction Virginia Woolf -: “Modern Fiction” Joseph Conrad -: Heart of Darkness D.H. Lawrence -: Sons and Lovers James Joyce -: A Portrait of the Artist as a Young Man

(All Poems in section A are marked for annotation purpose also)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Literary Criticism and Theory – Part 1

ENG2C06 – LITERARY CRITICISM AND THEORY – PART 1

(Up to New Criticism) (5 credits)

SECTION A

Plato: The Republic (Books 2 and 3) Aristotle -: Poetics Longinus -: On the Sublime (Chapters 7 – 9)

SECTION B

Sir Philip Sydney - : *An Apology for Poetry* William Wordsworth : Preface to Lyrical Ballads F. R Leavis : *Hard Times: An Analytic note* (From 'The Great Tradition') T.S. Eliot - : Tradition and Individual Talent Cleanth Brooks - : The Language of Paradox Northrop Frye - : The Archetypes of Literature Section C S.N. Das Gupta - : The Theory of Rasa Kunjunni Raja - : Theory of Dhvani



CRITERION	I	Curricular Aspects
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American Literature

ENG2C07: AMERICAN LITERATURE (5 CREDITS)

Course Description This course is aimed at acquainting students with the dominant trends in American Literature from the early colonial period to the twentieth century.

Texts Prescribed

SECTION A

Edgar Allan Poe - The Raven Walt Whitman - A passage to India Emily Dickinson - There is a certain slant of light Robert Frost - Home Burial Wallace Stevens - The Emperor of Ice Cream EE Cummings - Buffalo Bill Langston Hughes - I Too Robert Lowell - For the Union Dead Allen Ginsberg - America Sylvia Plath - Edge Gloria E. Anzaldua : To live in the Borderlands means you (All poems in section A are marked for annotation)

SECTION B

Prose and Fiction Ralph Waldo Emerson - "Self-reliance" Herman Melville - Moby Dick Mark Twain - Huckleberry Finn William Faulkner - The Sound and the Fury Tony Morrison - Tar Baby

SECTION C

Drama Eugene O'Neill- The Emperor Jones Tennessee Williams - The Glass Menagerie Amiri Baraka (LeRoi Jones) – Dutchman



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Postcolonial Writings

ENG2 C08 POSTCOLONIAL WRITINGS (CREDITS: 5)

Course Description This course on Postcolonial literature will explore colonialism and its cultural impacts, through writings produced by people from countries with a history of colonialism, primarily those concerned with the workings and legacy of colonialism and the postcolonial resistance to them. Texts for study

SECTION A

Poetry A. K. Ramanujan : “Self Portrait” Dom Moraes : “A Letter”, “Sinbad” Leopold Senghor : “New York” Gabriel Okara : “The Mystic Drum” David Diop : “Africa” Allen Curnow : “House and Land” A.D. Hope : “Australia” Jack Davis : “Aboriginal Australian” Margaret Atwood : “Journey to the Interior” Derek Walcott : “Ruins of a Great House” E. E. Tiang Hong : “Arrival”

Almaghir Hashmi: “So What if I Live in a House Made by Idiots” Kamau Brathwaite: “Negus”

Section B: Drama Wole Soyinka: The Road Girish Karnad: Hayavadana Timberlake Wertenbaker:

Our Country’s Good Section C: Fiction Chinua Achebe: Things Fall Apart V. S. Naipaul: A House for Mr. Biswas Margaret Laurence :The Stone Angel Khaled Hosseini : The Kite Runner



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Twentieth Century British Literature Post 1940

ENG3C09 TWENTIETH CENTURY BRITISH LITERATURE POST 1940(5 CREDITS)

Course description: The course is intended to introduce to students' various trends in British literature after the 1940s.

SECTION A

Poetry Dylan Thomas : “Fern Hill” Philip Larkin : “Church Going” Thom Gunn : “On the Move”
Ted Hughes : “View of a Pig”, Seamus Heaney : “Punishment” Charles Tomlinson : “Swimming
Chenango Lake” Geoffrey Hill : “In Memory of Jane Frazer” Elizabeth Jennings : “One Flesh”
Andrew Motion : “The Last Call” (Annotations will cover the entire section)

SECTION B

Drama Samuel Beckett: Waiting for Godot Caryl Churchill: Top Girls Harold Pinter: The Birthday
Party Edward Bond: Lear

SECTION C

Fiction John Fowles: The French Lieutenant’s woman Kingsley Amis: Lucky Jim Alan Sillitoe:
Loneliness of the Long-Distance Runner Kazuo Ishiguro: Remains of the Day



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Literary Criticism and Theory - Part 2

ENG3C10 LITERARY CRITICISM AND THEORY: PART 2 (5 CREDITS)

1. **Structuralism:** An Overview Major theorist: Ferdinand de Saussure, Claude- Levi-Strauss, Roland Barthes, Gerrard Genette Key concepts: Structure, Sign, Signifier, Signified, Semiology, Semiotics, Langue and Parole, Mythemes, Structuralist Narratology.

Text for Detailed Study: Roland Barthes: “Structuralist Activity”

2. **Post-Structuralism/ Deconstruction:** An Overview Major theorist: Jacques Derrida, Roland Barthes, Michel Foucault, The Yale School. Key concepts: Deconstruction of Sign, Decentering, Logocentrism, Aporia, Supplement, The Death of the Author, Knowledge, Power, Discourse.

Text for Detailed Study: Jacques Derrida: “Structure, Sign and Play in the Discourse of Social Sciences”

3. **Psychoanalysis:** An Overview Major theorist: Sigmund Freud, Jacques Lacan. Key concepts: Id, Ego, Superego, Dream Mechanism, Oedipus Complex, Unconscious, Mirror Stage, Imaginary, Symbolic and Real, Ego Formation and Constructions of Selfhood, Jouissance, Unconscious is structured like a Language.

Text for Detailed Study: Jacques Lacan: “The Mirror Stage as Formative of the Function of the I”

4. **Feminism:** An Overview Major theorist: Virginia Woolf, Kate Millet, Elaine Showalter, Helene



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Cixous, Adrienne Rich. Key concepts: Gynocriticism, Ecriture Feminine, Womanism, The Language Problem in Feminism, Marxist Feminism, French Feminism, Lesbian Feminism, Black Feminism, Dalit Feminism, Post-feminism.

Text for Detailed Study: Elaine Showalter: “Towards a Feminist Poetics”

5. Cultural Materialism/ New Historicism: An Overview Major theorist: Raymond Williams, Jonathan Dollimore, Stephen Greenblatt, Louis Montrose. Key concepts: Neo-Marxism, Culture: New Definitions, Thin and Thick Descriptions, Textuality and Historicity, Texts, Contexts and Co-texts, Rereading the Renaissance and Shakespeare, The Politics of Representation and Power.

Text for Detailed Study: Louis Montrose: “Professing the Renaissance: The Poetics and Politics of Culture”

6. Postcolonialism: An Overview Major theorist: Frantz Fanon, Edward Said, Homi Bhabha, Gayatri Spivak, Benedict Anderson. Key concepts: Critique of Eurocentrism and Universalism, Decolonization, National Consciousness, Critiquing Nationalism, Postnationalism, Imagined Communities, Orientalism, Strategic Essentialism, Subaltern Studies, Hybridity, Ambivalence, Mimicry.

Text for Detailed Study: Edward Said: “Jane Austen and Empire”



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7. **Ecocriticism:** An Overview Major theorist: Jonathan Bate, Cheryll Glotfelty, Laurence Coupe, Patrick DMurphy, William Rueckert. Key concepts: Anthropocentrism, Shallow Ecology vs Deep Ecology, The Crisis of Humanism, Nature/Culture, Green Studies, Environmental Imagination, Ecofeminism.

Text for Detailed Study: Cheryll Glotfelty: “Introduction: Literary Studies in an age of Environmental Crisis” (From the Ecocriticism Reader)

8. **Critiquing Theory:** An Overview Text for Detailed Study: Graham Good: “Presentism: Postmodernism, Poststructuralism, Postcolonialism”



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European Fiction in Translation

ENG3 E02 EUROPEAN FICTION IN TRANSLATION (5 credits)

Texts prescribed

Cervantes: *Don Quixote* Gustave Flaubert: *Madame Bovary* Leo Tolstoy: *Anna Karenina* Franz

Kafka: *The Trial* Kazantzakis: *Zorba, the Greek* Gunter Grass: *The Tin Drum* Milan Kundera

The Joke Orhan Pamuk: *Snow* Jose Saramago: *Blindness* Italo Calvino: *If on a winter's night a traveler*.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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American Ethnic Writing

ENG 3 E09: AMERICAN ETHNIC WRITING (5 credits)

Texts prescribed

SECTION A: POETRY

Diane Glaney - “Without Title” Maurice Kenney - “They Tell Me I am Lost”, “Amerindian” Mary Tallmountain - “Good Griecce”, Indian Blood” Langston Hughes - “The Negro Speaks of Rivers”, “Theme for English B” Amiri Baraka (LeRoi Jones) - “Black Art” Domna Kate Rushin - “The Bridge Poem” Philip Levine - “Commanding Elephants”, “Sunday Afternoon”, “Jewish American” Louis Zukofsky - “All of December’s Toward New Year’s” Sylvia Plath “Daddy”, “Morning Song” Gary Soto - “Oranges” Janice Mirikitani - “Breaking Silence” Dwight Okita - “In Response to Executive Order 9066” (All the poems included except those by the Jewish-American writers and the two well-known male Afro-American writers are available in Braided Lives published by Minnesota Humanities Commission, 1991)

SECTION B: Drama

Lorraine Hansberry - A Raisin’ in the Sun Amiri Baraka (LeRoi Jones) - Dutchman Ed Bullins - The Electronic Nigger Israel Zangwill - The Melting Pot



CRITERION	I	Curricular Aspects
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SECTION C: Fiction

Scott Momaday - House Made of Dawn
Leslie Marmon Silko - Ceremony
Ralph Ellison - Invisible

Man James Baldwin - Go tell it on the Mountain
Bernard Malamud – The Assistant
Isaac Bashevis

Singer - The Slave



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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English Literature in the 21st Century

ENG4C11 ENGLISH LITERATURE IN THE 21ST CENTURY (4 credits)

SECTION A: Poetry

Simon Armitage: "A Vision" Benjamin Zephaniah: "Rong Radio Station" Martin Espada: "Alabanza: In Praise of Local 100" Evan Boland: "Atlantis - A lost Sonnet" DaljitNagra: "Look We Have Coming to Dover"

Sean O'Brien: "Water- Gardens" Ocean Vuong: "DetoNation" Terrance Hayes: "I Lock You in an American Sonnet that is Part Prison" Sarah Howe: "Yangtze" Jorie Graham: "Fast" Vijay Nambisan: These were my Homes

SECTION B: Drama

Tracy Letts: August: Osage County Lucy Kirkwood: Chimerica Ayad Akhtar: Disgraced

SECTION C: Fiction & Prose

Mohsin Hamid: The Reluctant Fundamentalist Chimamanda NgoziAdichie: Purple Hibiscus Richard Powers: The Echo Maker Viet Thanh Nguyen: The Sympathizer Ali Smith: Autumn AmitavGhosh: Chapters 1-4 (Part I 'Stories' from The Great Derangement) David Lodge: "Consciousness and the Two Cultures" (Chapter 1, Consciousness and the Novel)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Indian English Fiction

ENG4E14 INDIAN ENGLISH FICTION (4 Credits)

Raja Rao Kanthapura Mulk Raj Anand Coolie Khushwant Singh Train to Pakistan Rohinton Mistry
a Fine Balance Arvind Adiga The White Tiger Deepak Unnikrishnan Temporary People Chitra
Banerjee Divakaruni The Palace Of Illusions Jhumpa Lahiri The Namesake Kiran Desai The
Inheritance of Loss Anees Salim The Blind Lady's Descendants



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Malayalam Literature in English Translation

ENG4 E18 MALAYALAM LITERATURE IN ENGLISH TRANSLATION (Credits: 4)

Course Description

The Course introduces the learners to movements and trends in Malayalam literature, offering representative texts for study.

Texts for Study

The following Poems available in A Survey of Malayalam Literature by Dr. K.M. George (Asia Pub. House)

SECTION A: Poetry

Kumaran Asan: “The Fallen Flower”

Vallathol: “Akroon to Ambadi”

Uloor: “Music of Love”

Changampuzha: “Manaswini”

G. Sankara Kurup: “The Master Carpenter”

Balamani Amma: “Mother’s Heart”



CRITERION	I	Curricular Aspects
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METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Vyloppilli: “The Mother Tigress in the Zoo”

N.V. Krishna Variyar: “The Rats”

Sugatha Kumari: “Colossus”

O.N.V. Kurup: “Blue Fish”

SECTION B: Fiction

O. Chandu Menon: Indulekha

C.V. Raman Pillai: Marthanda Varma

Thakazhi: Chemmeen

Basheer: My Granddad had an Elephant

Kesava Dev: From The Gutter

M.T. Vasudevan Nair: Mist

O.V. Vijayan: The Legend of Kazak

SECTION C: Drama

N. Krishna Pillai: Investment (Kerala Sahitya Akademi, Thrissur)

C.J. Thomas: Behold, He Comes Again

Thoppil Bhasi: Capital

G. Sankara Pillai: Bharata

Vakyam K.J. Baby: Nadugadhika



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Department of Hotel Management and Catering

Nutrition Hygiene and Sanitation

NUTRITION HYGIENE AND SANITATION

A. Classification of microbes into bacteria, yeast, and molds

I. Bacteria Morphology; shape, size, cell structure motility, spores Requirements; food, temperature, time moisture, oxygen and ph on bacterial growth Growth characteristics: growth phases Toxins

II. Harmful effects of bacteria Food borne illnesses Food poisoning Food infection Food spoilage, putrefaction

III. Prevention of food borne illnesses Hygiene system to be followed Commodity hygiene Equipment hygiene Work area hygiene Personal hygiene

IV. Molds

Morphology Physiology & requirements for growth reproduction Chemical changes brought about by yeast cells Economic importance of yeast alcoholic fermentation, bread making Harmful effects and control

VI. Role of microorganisms in the manufacture of fermented foods



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Dairy products Vegetable products Bakery Products Alcoholic Beverages Vinegar Indian foods -

Idli, Dhokla, Bhaturas

B. Disinfections

I. Cleaning and disinfections by heat by chemicals (used in the hospitality industry, especially in the kitchen)

II. Cleaning of food preparation area and equipment

III. Dishwashing Manual Mechanical Detergents used for this

C. Food preservation Factors conducive to food spoilage Principles of preservation Preservation by; Cold temperature (refrigeration, freezing) Heat (pasteurization, sterilizing, canning) Drying and dehydration Chemical preservatives Irradiation

D. Food adulteration Food standards Common adulterants Test to detect adulterants

E. Carbohydrates in foods Uses of carbohydrates in food preparation Change in starch on cooking Gelatinization of starch Factors affecting stiffness of starch gels in food preparation Pectic substances - their role in preparation of jelly and jams

F. Fats Types of fats and oils and their uses Chemical composition of fats and oils Rancidity: factors affecting rancidity, prevention of rancidity Reversion; factors affecting reversion Refining:



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steam refining, alkali refining, bleaching, and steam deodorization Hydrogenation Shortening
value of different fats

H. Emulsions Theory of emulsification Types of emulsions Emulsifying agents Their use in food
emulsion with special reference to mayonnaise

I. Proteins Effect of heat on proteins: denaturation, coagulation, and effect of heat on milk cheese,
egg, and meat. Egg gels: stirred custard, baked custard, pie fillings and cream puddings Gelatin
gels: properties of gelatin, hydration, sol formation, gel formation, enzymatic hydrolysis, food
application as in cold puddings, moulded) salads. Milk proteins - coagulation of milk proteins Egg
foams: Characteristics of egg foam, different stages of egg foam formation; foam stability &
factors affecting the stability of egg foams Uses of egg foams: meringues, soufflés, omelettes, and
foam cakes.

J. Meat proteins: Effect of cooking and post mortem changes

K. Vegetables and fruits Importance of vegetables and fruits in the diet Pigments: effects of heat
and processing on them and methods to retain the pigments Flavor: their role in cookery and how
to use it to optimum advantages

Turgor: effect of dressings, salts and sugar on the structure of vegetables, with special emphasis
on salad greens Browning reaction, causes, desirable and undesirable effects in food preparation,
prevention of undesirable browning.



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L. Food additives Intentional additives Need for additives Types of additives Role of these additives (natural and synthetic) in modification of appearance in food preparation

M. **NUTRITION**

I. Introduction Definition of term “nutrition”, nutrients Importance of food - physiological, psychological and social function of food Functions of nutrients in general

II. Carbohydrates Definition, composition, classification, mono, Di and poly saccharides Functions of carbohydrates in the body Dietary sources Daily requirements Effects of deficiency and excess

III. Lipids Definition Functions Classification: saturated and unsaturated fats, plant and animal fats Importance of poly unsaturated fatty acid; rancidity, hydrogenation Dietary sources and requirements Dangers of increasing fat in the diet Effects of deficiency Cholesterol and foods containing this Effects of increasing cholesterol contents in the diet and factors increasing its level in Blood.

IV. Energy Need for energy for voluntary and involuntary activities, Growth and SDA RDA for energy Dietary sources of energy Overweight/ obesity - their health hazards V. Proteins Definition Composition Classification based on nutritional quality (alone) Mutual supplementation to improve the quality of vegetable proteins with low budget Functions



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Food / dietary sources Requirements; effects of deficiency and excess.

VI Vitamins Classification of vitamins Functions, sources and deficiency of fat-soluble vitamins

– A, D, E, K Functions, sources &- deficiency of water-soluble vitamins – Vitamin c, Thiamine,

Riboflavin, Niacin, B 12, Folic acid

VII. Functions and classification of minerals in general Functions, food sources, requirements of

calcium, iron, iodine, fluorine and na (sodium)

VIII. Water Importance of water in health Water balance Dehydration, heat cramps and methods

to prevent the same

IX. Nutritional losses upon cooking and the methods to prevent the same Mechanical Leaching

Enzymatic Action Oxidation Heat Acid and alkalis

X. Balanced diet Definition Importance of balanced diet Quantity and quality depending on age,

sex, occupation and climate

XI. Menu planning - factors affecting meal Nutritional aspect-using five food groups.



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Department of Library Science

Library Information and Society

BLIS 01 LIBRARY, INFORMATION AND SOCIETY

Objectives: -

- To understand the purpose, role and importance of libraries in society
- To make them aware about the five laws of Library Science.
- To know about various types of libraries, their objectives & functions.
- To introduce the philosophy of librarianship to the students.
- To introduce the students to Library legislation in India & Kerala in particular.
- Create awareness about various library associations & their role in professional development.

UNIT I

Library in the Social Context Library: Conceptual change Role of libraries in modern society and education Development of libraries in India Five Laws of Library Science Implications of Five Laws

UNIT II

Types of Libraries Types of libraries: their distinguishing features and functions Public libraries, special libraries Academic libraries: School, college and university libraries National libraries:



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UK, USA, USSR National library of India

UNIT III

Resource Sharing and Extension Services Resource sharing Library consortia: ShodhSindhu, FORSA, CeRA Library extension services, library publicity Library Networks: OCLC, NICNET, CALIBNET, DELNET, ERNET, INFLIBNET Library public relations

UNIT IV

Library Legislation Need for library legislation Essential features of library legislation Library legislation in India- Model Public Library Bill of Dr. S. R. Ranganathan Public library legislation in Kerala; Kerala Public Libraries Act, 1989 Indian Copy Right Act, Delivery of Book and Newspapers Act and the Press and Registration of Books Act National Knowledge Commission of India

UNIT V

Library and Information Science Profession Librarianship as a profession Professional skills and competencies Professional ethics Professional associations and their role: IFLA, ILA, IASLIC, IATLIS, CILIP, SLA, ALA, ASLIB Promotion of library and information services by UNESCO, UGC and RRRLF Library and Information Science education in India

Reading list

1. Choudhury, G. G. et al. Librarianship: An introduction. London: Facet, 2004.
2. Ajaykumar Raval. Handbook of public library system. New Delhi: Discovery Publishing, 2013.



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3. Anil K Dhiman and Suresh C Sinha. Academic Libraries. New Delhi: Ess Ess Publication, 2002.
4. Anil K Dhiman. Handbook of special libraries and librarianship. New Delhi: Ess Ess Publication, 2008
5. Khanna, J. K. Library and society. New Delhi: Ess Ess Publications, 1994.
6. Kumar, P. S. G. Library in India Series. New Delhi: B. R. Publishing Corporation, 2008.
7. Macdougall, Alan F. and Prytherch, Ray, ed. Handbook of library cooperation. Mumbai: Jaico Publishing, 1997.
8. Ranganathan, S. R. The five laws of Library Science. Bangalore: Sarada Ranganathan Endowment for Library Science, 1988.
9. Paslithil, A. Public library movement: Kerala. Delhi: Kalpaz Publications, 2006.
10. Sharma, S K. Libraries and Society. New Delhi: Ess Ess Publication, 1987



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Department of Management Studies

Organisational Behaviour

BBA6B12 ORGANISATIONAL BEHAVIOR

Time: 5 Hours per week

Credits: 4 Internal 20:

External 80

Objectives:

- ☐ To familiarize the students with the basic concepts of individual behaviour and organizational behaviour
- ☐ To enable the students to catch an idea about inter-personal and group behaviour ☐ To acquire knowledge regarding the organizational change and organizational development

Module I

Organizational Behaviour(OB): Meaning-Features-Nature and Scope of OB-The Basic Assumptions of OB, Major Disciplines and their Contributions to OB; Concepts of Strategic Organisational Behaviour and International Organisational Behaviour.

15Hours ModuleII : **Individual Behaviour: Factors Affecting Individual Behaviour-Basic**



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Psychological Process—Personality, Determinants Of Personality—Personality Traits— Perception, Perceptual Process-Factors Affecting Perception—Learning, Theories of Learning— Social Learning-Learning Curve. 15 Hours

Module III

Group: Concept of Group Dynamics—Features of Group—Types of Group Behaviour—Formal and Informal Group Behaviour—Group Norms—Group Cohesiveness. Teamwork- Types of Teams-Team Building-Team Roles- Team Norms- Team Cohesiveness. 15 Hours

Module IV

Motivation and Leadership: Motivation- Concept, Theories-Maslow 's, Hertzberg's and McGregor's, X and Y theories); Financial and Non-Financial Motivation. Leadership- Types— Theories (Trait theory, Michigan Studies and Fiedler's Contingency Model); Modern Approach to Leadership Theories—Leadership Styles. 20 Hours

Module V

Stress Management—Meaning, Types of Stress— Causes of Stress Consequences of Work Stress- Conflict, Types of Conflicts— Levels of Conflict, Conflict Resolution-Organisational Development—Meaning, Need, Benefits and Limitations -Steps in OD - Organizational Changes. 15 Hours



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Reference books:

1. Fred Luthans: Organisational behaviour, McGraw hill Education.
2. Danial C. Fieldman and Hugh Arnold: Managing individual and group behaviour in organization, McGraw hill.
3. Henry Mintzberg: The structure of organization, Prentice Hall.
4. Edwin Gerlof: Organization Theory and Design, McGraw hill.
5. Robin. S. P: Organizational Behaviour, Pearson Education India.
6. Aswathappa: Organizational Behaviour, Himalaya Publishing house.
7. Jai B. Sunhat: Culture and Organisational Behaviour, Sage Texts



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Business regulatory frame work

BUSINESS REGULATORY FRAME WORK

Module I

Business Laws : Introduction - Nature of Business Law - Meaning and definition -Indian Contract Act, 1872: Contract - Definition - Essentials of valid contracts - Classification of contracts - Offer and acceptance - Consideration - Capacity to contract - Free consent - Coercion - Undue influence - Misrepresentation - Fraud - Mistake - Void agreements - Discharge of contract - Breach of contract and remedies - Contingent contracts -Quasi contracts. (20 Hours, 30 marks)

Module II

Special Contracts: Contract of Indemnity: Meaning - Nature - Right of indemnity holder and indemnifier - Contract of Guarantee: Meaning - Nature - Rights and liabilities of surety - Discharge of surety from liability - Contract of Bailment and Pledge: Rights and duties of bailor and bailee, pledger and pledgee - Contract of Agency - Creation of agency - Delegation of authority - Duties and liabilities of principal and agent -Termination of agency. (20Hours, 18 marks)

Module III

Sale of Goods Act 1930: Contract for sale of goods -Essentials of a contract of sale - Conditions and Warranties - Caveat emptor - Sale by non-owners - Rules as to delivery of goods - Un paid seller and his rights. (10 Hours, 12 marks)



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Module IV

The Consumer Protection Act 1986: Objects and scope - Definition of consumer and consumer dispute - Complaint - Goods - Service - Unfair trade practices - Restrictive trade practices - Rights of consumers - Consumer Protection Council - Consumer Disputes Redressal Agencies.

(7 Hours, 10 marks)

Module V

The limited liability partnership Act 2008 – Salient features – Distinction with partnership and company – LLP agreement – partners and designated partners – incorporation document– Extent and limitation of liability of LLP and partners. (7 Hours, 10 marks)

Reference Books:

Singh Avtar, The Principles of Mercantile Law, Eastern Book Company, Lucknow.

Kuchal M.C, Business Law, Vikas Publishing House, New Delhi

Kapoor N.D, Business Law, Sultan Chand & Sons, New Delhi.

Chandha P.R, Business Law.

S.S. Gulshan, Business Laws.

B. Sen and Mitra, Business and Commercial Laws.

Chandha P.R, Business Law, Galgotia, New Delhi.

Balchandani, Business Laws. Desai T.R., Indian Contract Act, Sale of Goods Act and Partnership Act, S.C. Sarkar & Sons Pvt. Ltd. Kolkata.



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Bachelor of Business Administration

Human Resource Management

BBA5B07 HUMAN RESOURCES MANAGEMENT

Time: 4 Hours per week

Credits: 4 Internal 20:

External 80

Objectives:

To give a conceptual understanding of human resource practices in organizations. Learning

Outcome: On completing the course students will be able to:

1. Develop insights on various concepts and Functions of Human Resource Management
2. Learn the latest trends in Human Resource Management.

Module I

Introduction to Human Resource Management: Meaning, definition, importance, scope and objectives of HRM; Evolution and development of HRM; Approaches to HRM- Personal management Vs Human Resource Management; HRM and competitive advantage. HR department- organisational composition, role, functions 12 Hours



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Module II

Procurement of HR: Meaning and Importance of HR planning ; Job analysis---process of job analysis, job description, job specification, methods of job analysis; Conventional Vs strategic planning; Recruitment – concept, sources ; Selection – concept , Difference between recruitment and selection, process- test, interview, placement, induction and socialization; retention. 12 Hours

Module III

Training and Development: Concepts; importance; Training and development methods – Apprenticeship, understudy, job rotation, vestibule training, case study, role playing, sensitivity training, In-basket, management games, conferences and seminars, coaching and mentoring; Management Development Programs; Training process outsourcing. 14 Hours

Module IV

Performance Appraisal, and Compensation: Performance appraisal -need and Importance, objectives, process and methods. Compensation- Objective, Principles, classification, factors Influencing Employee Compensation. 12 Hours

Module V

Overview of HRM Trends and Challenges: Strategic HRM, Electronic HRM, Green HRM, Human



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Resource Information System, HR Audit, workforce diversity, downsizing, work life balance,

Labour localisation. 14 Hours

Reference Books:

- 1.Dessler, Human Resource Management, Prentice Hall of India.
2. D.A.DeCenzo and S. P. Robbins,S.L Verhulst, Human Resource Management, Wiley.
3. GrayDesler,BijuVarkkey, Human Resource Management,Pearson Education.
4. K. Aswathappa,Human Resource Management Text and Cases, McGraw Hill Education.
5. VSP Rao, Human Resource Management, Excel Books.
- 6.Khanka, Human Resource Management, S.Chand
- 7.P.R.N. Sinha, S.P. Shekhar, et al., Human Resource Management, S.Chand
- 8.Raymond Noe;John R. Hollenbeck;Barry Gerhart;Patrick M. Wright,Fundamentals of Human Resource Management, McGraw Hill



CRITERION	I	Curricular Aspects
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Indian Financial System

BBV B10 INDIAN FINANCIAL SYSTEM

Time: 5 Hours per week

Credits: 4

Objectives:

- To give a detailed idea about the Indian financial system and its broad components.

Module I

Indian financial system – an overview. Money market – call money market – commercial paper market – commercial bill market – certificates of deposits – treasury bill market – gilt edged securities market. Capital market – an overview - capital market instruments - capital market reforms –primary markets – methods of raising funds from primary market- public issue – emerging trends

Module II

Financial services- nature – characteristics – role of financial services in economic development – relevance of the study of financial services – factors influencing the growth and development of financial services industry – types of financial services



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Module III

Merchant banking – historical perceptive – nature of services provided by Merchant bankers – structure of merchant banking firm – setting up and managing a merchant bank – SEBI regulations on merchant banks – under writing – stock broking – depositories – tax planning services – portfolio management services – factoring services and practices – card business – credit cards and debit cards.

Module IV

Credit rating: approaches and process of rating – credit rating agencies – CRISIL and ICRA, CARE ratings for financial instruments – methodology of rating. Leasing: concepts and classification of leasing – present legislative frame work of leasing

Module V

Stock exchange business and practices – insurance – role of insurance in financial frame work – general insurance – life insurance – marine insurance and others.

References

1. L.M. Bhole: Financial Institutions and Market
2. I. Friend M Blume, J Crocket: Mutual Funds and other Institutional Investors



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3. N.J.Yasaswy: Personal Investment and Tax Planning

4. Julia Holyoake, William Weipers: Insurance 4th edition

5. M.Y.Khan: Financial Services

6. Sriam. K: Hand book of leasing, Hire purchase and Factoring.

7. Bhatt. R.S: Financial system for economic development



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Department of Psychology

Human Physiology

B. Sc PSYCHOLOGY SCHEME – I

HUMAN PHYSIOLOGY

OBJECTIVES

- This course familiarizes the student of Psychology with the most essential and fundamental aspects of cell biology and basics of genetics that are essential for understanding the anatomy and physiology of the nervous system in general and of the CNS that they are to master in the following semesters.

Module I: Cellular organization

1.1 Cell structure, plasma membrane (fluid mosaic model), and cell organelles.

1.2 Cell inclusions-brief description on the structure of carbohydrates, lipids and proteins.

1.3 Cell theory, cell principle.



CRITERION	I	Curricular Aspects
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1.4 Unicellularity to multicellularity, differentiation. Brief mention of spatial and temporal control of gene activity.

1.5 Tissues- brief description of major types.

(Hours – 20)

Module II: Genes and chromosomes

2.1 Structure of D.N.A, D.N.A replication.

2.2 Concept of a gene - genetic code, introns, exons.

2.3 Morphology of chromosomes-size, shape, karyotype, idiogram, kinds of chromosomes.

2.4 Linkage and crossing over, sex linked chromosomes.

(Hours – 14)

Module III: Cell division

3.1 Cell cycle.

3.2 Mitosis.

3.3 Meiosis.

(Hours – 12)



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Module IV: **Elements of heredity and variation**

4.1 Mendel's work and laws of inheritance (monohybrid cross, dihybrid cross, test cross).

4.2 Brief explanation of terms-alleles, homozygosity, heterozygosity, genotype, phenotype.

4.3 Brief description of other patterns of inheritance and genotype expression-incomplete dominance, co-dominance, multiple alleles, epistasis, pleiotropy. (Hours – 12)

Module 5 Mutations and Genetic disorders

5.1 Gene Mutation-Kinds of mutation, classification (Somatic, gametic, point, spontaneous, induced, dominant, recessive and silent mutations).

5.2 Gene mutation disorders - albinism, phenylketonuria, alkaptonuria, galactosemia, brachydactyly.

5.3 Autosomal anomalies - Down's syndrome, Edward's syndrome, Cri du chat syndrome.

5.4 Sex chromosomal anomalies - Klinefelter's syndrome and Turner's syndrome.

(Hours – 14)

Reference

1. Vijayakumaran Nair & Jayaprakash, Cell Biology, Genetics, Molecular Biology, Academia, Thiruvananthapuram.



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2. Gupta, P.K., Cell and Molecular Biology, Rastogi Publications, Meerat.

3. Dewitt-Saunders, Biology of the cell. B.Sc. Human Physiology syllabus (CCSS)

Complementary course 5

4. Strickberger W.M-Mac Millon, Genetics.

5. Gerald Karp, Cell and Molecular Biology: Concept and Experiments.

6. Roothwell, Human Genetics, Prentice Hall.

7. Lodish;Verk; et.al; Molecular Cell Biology, W.H. Freeman publishers.

8. Verma, P. S. and Agarwal, V. K., Cell Biology, Genetics, Molecular Biology, Evolution and

Ecology, S. Chand and Co. New Delhi. 9. De Robertis, E. D. P. and De Robertis, E. M. F., Cell

and molecular Biology, 7th Edn, Hol

Saunders International Editions.



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Child and Adolescent Development

PSY3B01 CHILD AND ADOLESCENT DEVELOPMENT

OBJECTIVES

- 1) To study human development in Psychological Perspectives
- 2) To create awareness about major Psychological changes along with physical development

Module I: Introduction to Developmental Psychology

Historical Foundations- Different Theories of development (Brief): Freud, Behavioristic, social, learning, Vygotsky, Periods of Development; First 5 stages of Erikson's Theory.

Module II: Prenatal Development and Birth

Fertilization- Germinal Period, Embryonic Period, Fetal Period- Effect of long term & short-term use of Teratogens- Birth Process: Types, methods- prenatal and Perinatal diagnostic tests. Birth Complication and their effects.

Module III: Motor and Cognitive Development from Infancy to Adolescence

Newborn reflexes, Gross and fine motor skills. Perceptual development in infancy, Piagets theory of Cognitive Development: Process of development, 4 stages- Sensory Motor, Preoperational,



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Concrete operational and Formal Operational stage. Language development: Prelinguistic, Phonological, Semantic, Grammatical and Pragmatic Development.

Module IV: Emotional and Moral Development

Temperament: definition, different classifications- development of attachment: types, Bolwby's Ethological theory of attachment, Factors affecting attachment, effects- emotional behavior in infancy to adolescence – moral development- theories: Piaget, Kohlberg.

Reference

1. Berk, L.E (2003) Child Development (3rd de). New Delhi: Pearson Education Pvt Ltd
2. Hurlock, E.B (1996) Developmental Psychology-A Life span Approach. New Delhi: Tata McGraw Hill Publishing Company
3. Papalia, D.E et.al (2004) Human Development (9th Ed). New Delhi: Tata McGraw Hill Publishing Company
4. Santrock, J.E (2007) Child Development (2nd end) New Delhi: Tata McGraw Hill Publishing Company



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Organisational Behaviour

ORGANISATIONAL BEHAVIOUR

Objectives:

- ☐ To familiarize the concept of human Behaviour in Organizations
- ☐ To give knowledge about work-motivation, group, leadership and organizational culture

Module I: Introduction to Organisational Behaviour 12 Hours

The Concept of Organization – Need and Importance of Organizational Behaviour – Goals-Scope and Challenges of Organization - Organization Structure-Types –Organizational behaviour Models.

Module II: Individual Behaviour 12 Hours

Attitude – Characteristics – Components – Formation of attitude. Perception–Importance – Factors influencing perception – Interpersonal perception- Impression Management. Motivation - Meaning and types of Motivation, content theories and process theories.

Module III: Group Behaviour And Leadership 12 Hours

Concept of groups - Basic groups- Theories of group formation. Communication – Processes of communication in organization-Functions of communication. Transactional Analysis. Leadership- Functions of a leader- Approaches to the study of leadership phenomenon.



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Module 4: Dynamics of Organizational Behaviour 12 Hours

Meaning of conflict - The processes of conflict, Types and sources of conflict, Resolution of conflict. Meaning of stress- Work stressors - Consequences and management of stress- Balancing work and life. Organizational development – Characteristics –Objectives – Organizational effectiveness.

References

Robbins, S.P. (2005) *Essentials of Organizational Behaviour*, 8th ed. New Delhi: Prentice Hall India Pvt. Ltd.

Sharma, R.A. (2000) *Organizational Theory and Behaviour*, 2nd ed. New Delhi: Tata McGraw Hill Publishing Company Limited



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Abnormal Psychology

ABNORMAL PSYCHOLOGY

Objectives:

- To enable students to understand the concepts of abnormal behavior
- To develop awareness about different types of anxiety and stress disorders
- To encourage the students to know different therapeutic techniques in management of anxiety and stress disorders.

Module I: Basic concepts

8 hours

Mental disorder, classification, Historical views of abnormal behaviour, **causal factors- Biological- psychosocial and socio cultural**

Module II: Stress disorders and anxiety disorders

10 hours

Stress and stressors- Coping strategies, stress disorders: Adjustment Disorder-Post traumatic stress disorder; Anxiety disorder: specific phobia, social phobias, Generalized Anxiety disorders, obsessive-compulsive disorder. Causal factors

Module III: Somatoform and dissociative disorder

16 hours

Somatic Symptom Disorders, Hypochondriasis, Somatization Disorder, Pain Disorder, Conversion Disorder; Dissociative Disorders - Depersonalization/ Derealization Disorder,



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Dissociative Amnesia and Dissociative Fugue, Dissociative Identity Disorder (DID). causal factors

Module IV: Personality disorders 14 hours

Cluster A Personality Disorders-Paranoid Personality Disorder, Schizoid Personality Disorder, Schizotypal Personality Disorder. Cluster B Personality Disorders- Histrionic Personality Disorder, Narcissistic Personality Disorder, Antisocial Personality Disorder, Borderline Personality Disorder. Cluster C Personality Disorders - Avoidant Personality Disorder, Dependent Personality Disorder, Obsessive-Compulsive Personality Disorder. Causal Factors.

Reference

Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). Abnormal Psychology (16th ed.). U.S. A: Pearson Education, Inc.

Carson, R. C., Butcher, J. N., & Mineka, S. (1996). Abnormal Psychology and Modern life (10th ed.). New York: Harper Collins College Publishers.

Seligman, M. E. P., Walker, E. P., & Rosenhan, D. L. (2001). Abnormal Psychology (4th ed.). New York: W. W. Norton & Company, Inc.

Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). Kaplan & Sadock's Synopsis of Psychiatry Behavioral Sciences/ Clinical Psychiatry (11th ed.). U.S.A: Wolters Kluwer.



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Social Psychology

SOCIAL PSYCHOLOGY

Objectives:

To enable the student to

- Understand and explain behavior in social settings
- Explain the psychological aspects of various social phenomena
- To create awareness about the management of human behaviour in group settings

Module I: Introduction to Social Psychology 10 hours

Origin and Development of Social Psychology, Definition, Nature, Goal and Scope of Social Psychology, Methods of social psychology

Module II: Social perception and Attitudes 13 hours

Social Perception-Definition, Non-Verbal Communication- facial expression, gazes, stares, body language, touching, deception and micro expressions.

Attribution - Definition, Theories - Correspondence inference, Kelly's theory, Applications of attribution theory, Attribution Errors.

Attitude and behavior - Definition, nature, components, functions and formation of attitudes.



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Module 3: Group, Leadership and Social Influence 13 hours

Groups: nature and functions. **Types and theories of leadership.** Social facilitation, social loafing.

Social influence: Conformity, Factors affecting conformity. Compliance: Underlying Principles and tactics. Obedience and destructive obedience.

Module IV: Interpersonal attraction and prosocial behavior 12 hours

Interpersonal attraction: beginning of attraction, proximity, emotions, affiliation need. Becoming acquainted- situational determinants-Love- Triangular Model of love.

Prosocial behavior -Responding to emergency, Steps. Altruistic personality. Volunteering. Explaining prosocial behavior: Empathy altruism model, negative state relief model, empathic joy hypothesis, genetic determinism

References

Baron, R.A., Branscombe, N.R., Byrne, D., & Bhardwaj, G. (2009). *Social Psychology*, 12th ed. New Delhi: Pearson Education.

Baron, R.A., & Byrne, D. (2002). *Social Psychology*, 10th ed. New Delhi: Pearson Education.

Chaube, S.P., & Chaube, A. (2006). *Groundwork for Social Psychology (Vol.1)*.Hyderabad: Neelkamal Publications Pvt.Ltd.

Feldman, R.S. (2001). *Social Psychology*, 3rd ed. N J. Pearson Education.



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Michener, H. A., Delamater, J.D., & Myers, D.J. (2004). *Social Psychology*. Australia: Thomson Wadsworth Publication.

Myers, D.G. (1999). *Social Psychology, 7 thed.* New Delhi: Pearson Education.

Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005). *Applied Social Psychology: Understanding and addressing social and practical problems*. New Delhi: Sage



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Psychological Measurement and Testing

PSYCHOLOGICAL MEASUREMENT AND TESTING

Objectives:

- To offer foundation on psychological measurement and testing
- To provide the basis of test construction and to build up skills on developing psychometric test
- To familiarize the uses of psychological tests
- To make aware of ethical principals in testing

Module I: Introduction to Measurement and Scaling Techniques 12 Hours

Definition of measurement, Levels of measurement: Nominal, Ordinal, Interval and Ratio scales, Properties of scales of measurement: Magnitude, equal interval and absolute zero, Distinction between psychological measurement and physical measurement, **Problems in psychological measurements.**

Concepts of psycho physics: Absolute threshold, Difference threshold, Weber's law, Fechner's law, Psychophysical/ psychological scaling methods- Method of Average Error, Method of Minimal Changes, Method of Constant Stimuli, Method of Pair Comparison, Method of Rank Order.

Module II: Nature and Use of Psychological Tests 10 Hours



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Definition of psychological test, Historical perspective of psychological testing

Uses of psychological test, Characteristics of a good test: Objectivity, Reliability, Validity, Norms, and Practicability, **ethical issues in psychological testing**, Factors influencing Test Administration- Examiner, Testing Conditions, Test Taker.

Classification of psychological tests: Speed test and power test, Individual and group tests, Verbal, Non-verbal and performance tests, culture specific and culture free tests, Objective and subjective tests.

Module III: Test Construction and Administration 12 Hours

Introduction to steps of test construction- Planning, Writing, meaning and purpose of item analysis, Administration, **Standardisation**, Meaning of Reliability, Types of reliability, Meaning of Validity, aspects of validity – face validity, content validity; construct validity, criterion-related validity, Concept of Norms –norm referenced and criterion- referenced norms, types of norms- percentile, standard score, age equivalent, grade equivalent and T-score.

Module IV: Basics of Psychological research 14 Hours

Meaning and characteristics of scientific research, types of research: historical, basic versus applied research, experimental versus descriptive/non experimental.

Research Process- identifying the problem-types of problems, hypothesis- types of hypothesis, variables- dependent, independent, extraneous variables, formulating research design, reviewing



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the literature-sources of review, Sampling- fundamentals of sampling,

Data collection techniques-questionnaire and schedule, interview, content analysis, observation, rating scale, carrying out statistical analysis-difference between descriptive and inferential statistics, drawing conclusions. **Structure of a research report, APA style of writing research report**

References

Singh, A.K. (2008). Tests, Measurements and research Methods in Behavioural Sciences (3rd ed.). Patna: Bharati Bhawan Publishers

Chadha.N.K., (2009). Applied Psychometry. New Delhi: Sage Publications India Pvt Ltd.

Anastasi, A., & Urbina, S. (2005). Psychological Testing (7th ed.). New Delhi: Prentice –Hall of India.

Kaplan R. M.& Saccuzzo D. P, (2007), Psychological Testing –Principles, Applications And Issues. (6th Edition). New Delhi Thomson And Warsworth.



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Learning and Behaviour

LEARNING AND BEHAVIOUR

Module I: Introduction-

Innate behaviour patterns and Habituation: Characteristics of goal directed systems, reflexes, sequences of behaviors; General principles of Habituation. SR theories in brief - Thorndike, Guthrie, Hull.

Module II: Classical conditioning

Basic experiment, basic terms- conditioned stimulus, unconditioned stimulus, conditioned response, unconditioned response, stimulus generalization, discrimination, higher order conditioning, extinction, spontaneous recovery, delayed, backward, trace conditioning. Common Pavlovian conditioning procedures, excitatory and inhibitory processes. Recent developments- blocking effect, CS pre exposure effect, Overshadowing, The over expectation effect, Sensory pre conditioning; Biological constraints on classical conditioning; Applications.

Module III: Operant Conditioning

Basic experiments, basic terms- positive and negative reinforcement and punishment, schedules of reinforcement, Shaping of Behaviour Factors affecting performance on reinforcement



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schedules; Escape Learning, Avoidance Learning and Learned Helplessness; **Biological constraints on operant conditioning; Applications.**

Module IV: Cognitive theories

Kohler- Insight learning, Tolman- Sign learning and Latent learning. Social learning theory.

REFERENCES

1. Domjan, M. (2006). Learning and Behaviour(6th ed.). USA: Wardsworth.
2. Hilgard, E. R & Bower, G. H. (1975) Theories of Learning. New Jersey: Prentice Hall, INC
3. Hecenhahn, B. R. (1976). An introduction to Theories of learning. USA: prentice hall. Inc.
4. Mazur, J. E (2002) Learning and Behaviour (5th Edn). New Jersey: Prentice Hall



CRITERION	I	Curricular Aspects
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Organizational Psychology

ORGANIZATIONAL PSYCHOLOGY

Objectives:

- 1). To familiarize the concept of human Behaviour in Organizations
- 2). To give knowledge about work-motivation, group, leadership and organizational culture

Module I: Introduction to Organizational Behaviour

The Concept of Organization – Organization and its External Environment – Organisation goals – Challenges and Opportunities - Concepts of Management

Module II: Organization Structure – Introduction

Definition, Related concepts, Types, New patterns, Designing and seven structural configurations: Organisation Theories – Classical, Neo- classical, Systems, Contingency and Organisational learning approach.

Module III: Perception and Motivation

The perceptual process, perceptual stimuli, perceptual selection, perceptual organization, social perception, perceptual interpretation and impression management. Meaning of Motivation,



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content theories and process theories, management by objectives, **employee recognition programs, employee involvement programs, job redesign and scheduling programs, pay programs.**

Module IV: Groups and Leadership

Basic groups, Theories of group formation, Work teams, **Team and quality management and communication.** **Leadership-** What is leadership, Followership, Leaders and managers, Approaches to the study of **leadership** phenomenon, Emerging perspectives in leadership.

Module V: Conflict and Stress

Meaning of conflict, The process of conflict, Classes and sources of conflict, **Resolution of conflict.** Meaning of stress, Approaches to understanding stress, Causes of stress, Consequences of stress and **Management of stress.**

REFERENCES

1. Robbins, S.P. (2005) Essentials of Organizational Behaviour, 8th ed. New Delhi: Prentice Hall India Pvt. Ltd.
2. Sharma, R.A. (2000) Organizational Theory and Behaviour, 2nd ed. New Delhi: Tata McGraw Hill Publishing Company Limited.



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Life Skill Development

LIFE SKILL DEVELOPMENT

Objectives:

- 1) To promote life skill education
- 2) To develop abilities for adaptive and positive behavior
- 3) To enhance self-confidence and self esteem

Module I: Introduction to Life skills

Definition – communication and action skills: verbal and vocal communication skills- body language- Mind skills, rules skill, self-talk skills, explanation skills, expectation skills, time management skills, self-awareness

Module II: Presentation Skills

Planning, structuring and delivering a presentation-Effective use of language and audio-visual aid— Managing Performance Anxiety, Relaxation techniques, Interviews and Group Discussions

Module III: Relationship Skills

Introduction- Skills for Listening and Understanding, Skills for choosing and starting relationship, Skills for anger management, Coping with emotions and stress, Leadership skills.



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Module IV: Critical Thinking Skills

Critical Thinking, Creative Thinking-Stages, Strategies to improve creativity, Decision Making, Problem Solving- Steps, Strategies, Factors Affecting. Activities: Make a Plan for Critical Thinking; Demonstrate Conflict Management.

References

1. Jones, R.N. (2007) Life coaching skills-how to develop skilled clients. New Delhi: Sage Publications.
2. Lewis, H. (2000) Body Language- A guide to Professionals. New Delhi: Response Books.
3. Kaul, A. (2005). The Effective Presentation- Talk your way to success. New Delhi: Response Books.
4. Mishra, B.K. (2008). Psychology- The Study of Human Behaviour. New Delhi: Prentice Hall India Ltd.
5. Sherfield, R.M., Montgomery, R.J. & Moody, P.G. (2009). Developing Soft Skills. 4th ed New Delhi: Pearson Education
6. Shephard, K. (2005) Presenting at Conferences, Seminars and Meetings. New Delhi: Response Books.
7. Sanghi, S. (2007). Towards a Personal Excellence-Psychometric Tests & Self Improving
8. Techniques for Managers. New Delhi: Response Books.



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Abnormal Psychology II

ABNORMAL PSYCHOLOGY II

Objectives:

- To develop awareness about major psychological disorders
- To acquaint the students with causes of major psychological disorders

Module I: Substance abuse disorder

18 hours

Alcohol Related Disorders - Clinical Picture of Alcohol Related Disorders, Biological Causal Factors in the Abuse of and Dependence on Alcohol, **Psychosocial Causal Factors** in Alcohol Abuse and Dependence, Sociocultural Causal Factors. Drug Abuse and Dependence - Opium and Its Derivatives (Narcotics), Cocaine and Amphetamines (Stimulants), Methamphetamine, Barbiturates (Sedatives), Hallucinogens, Ecstasy, Marijuana, Stimulants

Module II: Schizophrenia and other psychotic disorder

18 hours

Schizophrenia - Origins of the Schizophrenia Construct, Epidemiology, Clinical Picture- Delusions, Hallucinations, Disorganized Speech and Behavior, Positive and Negative Symptoms. Subtypes of Schizophrenia, Other Psychotic Disorders -Schizoaffective Disorder, Schizophreniform Disorder, Delusional Disorder, Brief Psychotic Disorder. **Causal factors**

Module III: Mood Disorder

16 hours



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Mood Disorders: Types of Mood Disorders. Unipolar Depressive Disorders -Major Depressive Disorder, Other Forms of Depression, Premenstrual Dysphoric Disorder, Dysthymic Disorder (Persistent Depressive Disorder). Bipolar and Related Disorders- Cyclothymic Disorder, Bipolar Disorders (I and II). Causal Factors.

Module IV: Developmental disorders

12hours

Attention-Deficit/Hyperactivity Disorder, Conduct Disorder, Autism Spectrum Disorder, Specific learning Disorders, Intellectual Disability. Causal factors

Reference

Butcher, J. N., Hooley, J. M., & Mineka, S. (2014). Abnormal Psychology (16th ed.). U.S.A: Pearson Education, Inc.

Carson, R. C., Butcher, J. N., & Mineka, S. (1996). Abnormal Psychology and Modern life (10th ed.). Newyork : Harper Collins College Publishers.

Seligman, M. E. P., Walker, E. P., & Rosenhan, D. L. (2001). Abnormal Psychology (4th ed.). Newyork : W. W. Norton & Company, Inc.

Sadock, B. J., Sadock, V. A., & Ruiz, P. (2015). Kaplan & Sadock's Synopsis of Psychiatry Behavioral Sciences/ Clinical Psychiatry (11th ed.). U.S.A: Wolters Kluwer.



CRITERION	I	Curricular Aspects
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Applied Social Psychology

APPLIED SOCIAL PSYCHOLOGY

Objectives:

- To familiarize the theoretical concept and research methods in applied Psychology.
- To give knowledge about application of Social Psychology in different areas like clinical, Educational, health and media.
- To understand the major social issues in India.

Module I: Foundations of Applied Social psychology

16 hours

Social psychology and related disciplines. Applied social psychology: historical context.

Social Psychological theories- cognitive dissonance theory, group think theory.

Module II: Applying Social psychology to Clinical and Counseling Psychology 16 hours

Social psychological roots of social anxiety. Social psychological model of depression. Treatment and prevention- self presentation theory, hopelessness theory and biases in clinical decision making.

Module III: Applying Social psychology to the Media and Aggression

16 hours

Consequence of viewing media violence- fear, aggressive thoughts. Effects of exposure to violent pornography. Reducing the harmful effects of exposure to violent sexual material. Effects of media influence on our thought. Aggression. Theoretical perspectives on aggression: role of biological



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factors, drive theories, modern theories of aggression. Determinants of aggression: social, personal, situational. Prevention and control of aggression.

Module IV: Social problems in India and applying Social Psychology 16 hours

The concept of social problems, characteristics, causes, types, stages in the development of social problems, and solving social problems. Brief description about the concept of poverty, unemployment, population explosion, child abuse and child labor

References

Chaube, S.P., & Chaube, A. (2006). *Groundwork for Social Psychology (Vol.1)*.Hyderbad: Neelkamal Publications Pvt. Ltd.

Myers, D.G. (1999). *Social Psychology, 7 thed.* New Delhi: Pearson Education.

Ram Ahuja (1999). *Social Problems in India.* Jaipur and New Delhi: Rawat Publications.

Schneider, F.W., Gruman, J.A., & Coutts, L.M. (2005). *Applied Social Psychology: Understanding and addressing social and practical problems.* New Delhi: Sage Publication



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Counselling and Psychotherapy

COUNSELLING AND PSYCHOTHERAPY

Objectives

1. To enable the student to explore the different theories of Psychotherapy and Counselling psychology
2. To enable the student to acquire the sufficient knowledge in the area of Counselling and Psychotherapy in order to understand areas of specialization.

Module I

FUNDAMENTALS OF COUNSELLING AND PSYCHOTHERAPY

Definition, Goals, Process of counseling and psychotherapy, Counselling relationship –

Characteristics of counselor, Termination and Follow up, Areas of Counselling and Psychotherapy – Basic differences, Ethical issues.

Module II

STRATEGIES AND TECHNIQUES

Counselling Interview – Assessment and diagnosis – Psychological testing – Working with hesitant clients.

Module III

THEORIES AND PRACTICE OF COUNSELLING AND PSYCHOTHERAPY

Brief description on Psychoanalytic therapy – Person Centered therapy – Gestalt therapy –



CRITERION	I	Curricular Aspects
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Behavioural therapy - Cognitive therapy

Module IV

APPLICATION OF COUNSELLING AND PSYCHOTHERAPY

Counselling children and adolescents – School and educational counseling – Career counseling – Marital and family counseling – Alcohol and substance abuse counseling – counseling older adults – Crisis intervention.

Module V

GROUP COUNSELLING AND PSYCHOTHERAPY

Brief description about group counselling and psychotherapy-Effective leadership in group therapy – Therapeutic group work: Training groups, Sensitivity training groups, Encounter and growth group,

Self-help group – Groups in health and medical settings, Groups in work place.

References

1. Corey, G (2001) Theory and Practice of Counselling and Psychotherapy.6th ed. Brooks/Cole: USA
2. DeLucia-Waack, J.L., Gerrity,D.A., Kalodnes.C.R., Riva,M.T(2004) Handbook of Group Counselling and Psychotherapy. Sage Publication: NewDelhi.
3. Gelso,C.J., Fretz,B.R (1992) Counselling Psychology. Harcourt Brace College Publishers: NewYork



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4. Jones, N.R(1995) Theory and Practice of Counselling,2nd ed, Holt, Rinehart and Winston Ltd. NewYork. 5. Patterson, L.E (1999) The counseling process,5th ed, Cleveland State University, Thomson Asia pvt Ltd,USA.
6. Sharf, R.S (2000) Theories of Psychotherapy and Counselling: Concepts and Cases, 2nd ed. Brooks/Cole: USA
7. Woolfe,R., Dryden,W., Strawbridge, S(2003) Handbook of Counselling Psychology,2nd ed Sage Publication: New Delhi.



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Cognitive Psychology

COGNITIVE PSYCHOLOGY

Objectives:

- ☐ To familiarize the field of Cognitive Psychology
- ☐ To enable students to gain an understanding about the development of the field of Cognitive Psychology
- ☐ Create awareness about the current shading of the field.

Module I

INTRODUCTION 12 hours

Define cognitive Psychology, The domains of Cognitive Psychology, Paradigms of Cognitive Psychology: the information processing approach, connectionist approach, evolutionary approach

Module II

HISTORY AND METHODS 12 hours

Brief history of Cognitive Psychology: Philosophical, Psychological, and Technological roots Methods of tapping the mind: Experimental Cognitive Psychology, Cognitive Neuropsychology, Cognitive neuroscience

Module III

BASIC PROCESSES IN COGNITION 12 hours



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Perceiving objects and recognizing patterns: Gestalt approaches, bottom –up processes, top down processes, Disruptions of perception

Memory: working memory and executive functioning

Module IV

REPRESENTATION AND ORGANIZATION OF KNOWLEDGE 12 hours

Concepts and categorization, theoretical descriptions of the nature of concepts, the nature of mental imagery, Mnemonics and memory codes

References

Galotti, M.K., (2008)., Cognitive Psychology: Perception, Attention and Memory., Wardworth: gengage learning.

Solso.L.R., (2001)., Cognitive Psychology (6th Edn)., Pearson Education Pte.Ltd,New Delhi.

Kellogg. T. R., (1997)., Cognitive psychology., Sage Publications, New Delhi.

Sternberg R.J., (2007)., Cognitive Psychology (5th edn) Delhi: Thomson wardsorth.



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Personality Psychology

PERSONALITY PSYCHOLOGY

Module I

Psychoanalytic approach

Freud's theory – structure of mind- Id, Ego, Super ego. Instincts: life and death instincts, characteristics of instincts: Source, pressure, aim, object. Different types of anxiety and defense mechanisms. Psychosexual stages- Oedipus complex, interpretation of Dreams. Contributions of Neo Freudians in brief: Jung, Adler, Horney, Erich Fromm.

Module II

Trait theories:

Trait theories- concept of a personality trait, cardinal, central and secondary dispositions, surface and source traits. Characteristics of each of the factors and sub dimensions of Five Factor theory.

Indian concepts: **Triguna theory.**

Module III

Humanistic perspectives.

Rogers- the field of experience, the self as process, self-actualizing tendency, personal power, congruence and incongruence, **fully functioning person.** Maslow- **Hierarchy of Needs, self actualization, peak experiences, eupsychia, synergy.**



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Module IV

Eastern and Positive Perspectives

Brief Description of Eastern views: yoga- three principles of creation, karma, schools of yoga. Zen and Buddhism- three characteristics of existence, the four noble truths, the eight-fold path. Sufism- four stages of Sufi practice. Paths of Sufism, annihilation and return.

Perspectives of Positive Psychology: Classification of character strengths and virtues by Peterson and Martin Seligman (2004): 6 virtues (wisdom, Courage, Humanity, Justice, Temperance and Transcendence); character strengths (Total 24) associated with virtues; research findings in relation to character strength; Implications

References

1. Aleem, S. (2012). Theories of psychology. India: Dorling Kindersley.
2. Carr, Alan (2011) Positive Psychology (2nd Edn) London: Routledge
3. Frager, R., & Fadiman, J. (2009). Personality and Personal Growth (6th ed). India: Dorling Kindersley.
4. Hall, C.S., Lindzey, G., Campbell, G.B. (1998). Theories of Personality. (4th ed). New Delhi: John Wiley & sons



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Psychodynamics: Personality, Learning & Motivation

CP1CO4 PSYCHODYNAMICS: PERSONALITY, LEARNING & MOTIVATION

Semester I Credits-4

UNIT I

Introduction Nature of personality theory - Dimensions of various personality theories Structural and dynamic concepts - Sigmund Freud's Psycho analytic approach.

UNIT II

Neo-Psychoanalytic Approach Origin and development of Neo-Freudian view point- Jung's analytical psychology – Theories of Adler, Fromm, Horney, and Sullivan.

UNIT III

Social-Cognitive & Trait approach Social cognitive theories: Albert Bandura and Julian Rotter- Trait theories: Gordon Allport, Raymond Cattell and Hans Eysenck.

UNIT IV

Humanistic & Life span approach Humanistic theories: Maslow & Roger- Personology: Henry Murray - Life Span Approach: Erik Erikson.

UNIT V

Theories of Motivation Instinct theory- Drive theories: Hull and Dollard & Miller- Skinner's Radical Behaviorism- Cognitive approach: Tolman, Attribution and Balance theories- Humanistic approach: Roger & Maslow



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UNIT VI

Theories of Learning Introduction - [Approaches to the study of learning](#)-Thorndike's theory - Classical conditioning-underlying processes & Practical applications- Operant Conditioning- concepts, appetitive and aversive conditioning, Practical applications – Observational learning theory: Bandura -Cognitive learning theory: Tolman.

References

Arkes, H.R. & Garske, P.J. (1977). Psychological theories of motivation, California: Brooks Cole Publishing Company.



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Personality and Personal Growth

CPY1CO2 PERSONALITY AND PERSONAL GROWTH

Semester – I Credit 4

Learning outcomes:

- Demonstrate knowledge and understanding of Personality theories to explain uniqueness in human behaviour and trend.
- Appreciate theories that explain personality Develop a scientific attitude and ability of reflection and logical reasoning in understanding behaviour/ personality.

Unit I

Concepts and definitions

The concept of self, personality and identity (Allport, Rogers, Maslow, Skinner and Kohut), Perspectives & notions of personality (Kenneth H. Craik, Robert Hogan And Raymond N. Wolfe); Self, identity and personal growth in psychology (Anand C Paranjpe); Self as an object & as a process;

Unit II

Self from a Developmental Perspective Introduction to the ideas of William James, M Lewis (Concepts of “I” & “me”: Categorical Self); G.H Mead, Cooley (Symbolic Interactionism); Robert Kegan (A Constructivist: Developmental approach); Carl Rogers’ Phenomenology; H. Murray, Erick Erickson and Kohlberg’s’ Moral development, Kurt Lewin (Dynamics of Personality)



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Unit III

Significant Contributors to understand of Self Freud; C Jung; Winnicott; H. Kohut; Eric Fromm; A. Maslow; Rollo May; Viktor Frankel; Martin Seligman; B.F Skinner; Anna Freud; Karen Horney, Allport and Lacan

Unit IV

Personal Growth Historical background of dialectics of self in Eastern Thoughts – Upanishad, Buddhism, Sufism & Integral Perspective Historical background of dialectics of self in Western Thoughts – Hume, Kant, Husserl
Culture Self, Enlightenment & Self-realization in Indian Thoughts -Yoga, Bhagavat Gita, Zen and Sufism Holistic Psychology.

References

Biswas, C. (2016). Transcendental self and its knowledge through classical Indian philosophy and modern western philosophy. Doctoral thesis Rabindra Bharati University Kolkata.

Fadiman, J., & Fragers, R. (2007). Personality and personal growth (6th ed.). New Delhi, India: Pearson Education India.

Gurewich. J. F., Tort. M., Fairfield. S. (1999) Lacan and the New Wave in American Psychoanalysis: The Subject and the Self. New York: other Press

Hall & Lindsey (1998) Theories of Personality. New York: John Wiley.



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Hogan, R. & Blicke, G. (2013). Socioanalytic theory. In N. D. Christiansen, & R. P. Tett (Eds.),

Handbook of personality at work (pp. 53–70). New York: Routledge.

Hogan, R. (1982). A socioanalytic theory of personality. In M. M. Page (Ed.), Nebraska

symposium on motivation (pp. 55–89). Lincoln, NE: University of Nebraska Press.

Magnusson, D., & Endler, N.S. (1977). Personality at crossroads. New Jersey, Hillsdale:

Lawrence Erlbaum Associates.

Pervin, A. (2006) Handbook of Personality. New York: John Wiley



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Advanced Social Psychology

CPY1CO4 ADVANCED SOCIAL PSYCHOLOGY

Semester – I Credit 4

Learning Outcomes:

- To understand different psychosocial reasons behind social issues and scientifically plan and execute psychosocial interventions
- Conduct work on minor research projects, based on behaviour to contribute for a positive social change
- Explain how basic social psychological findings can be used to bring about desired changes
- Compare different explanations for a social psychological phenomenon understand the differences between testing theories and testing interventions describe the available evidence for selected practical problems

UNIT I

Self-Liking and loving-Self-fulfilling prophecy- Self Esteem and self-efficacy- constructing social reality
Compliance- commitment and Scarcity - Power of the situation- Prosocial behaviouraltruism
- situational influences and conformity- Roles and Rules- personal space, territory and crowding.

UNIT II

Social problems Child Sexual Abuse- Child physical abuse- Child neglect- child maltreatment- Prevention. Women -Gender and Offending- Theories of victimization- female offenders- Women



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professionals in the criminal Justice system- offender services Intimate partner violenceViolence in family- domestic violence Rape and sexual assault-POSH at work place-Internal complaints' committee- Human trafficking. Poverty-poverty and national developmentplanning for poverty reduction in India- socialization of girls- marginalization

Race-class-Gender-Practice of Racism- Institutional Racism–Whiteness- Islamophobia
prerevolutionary background and roots of scientific racism

UNIT III

Environmental:

Global warming- air pollution-Water contamination- Deforestation. Decreasing biodiversity-wet land loss-Natural disasters. Behaviour as a cause of environmental change- psychological ecology and Ecological Psychology- Noise, weather and climate- pollution and disaster management

UNIT IV

National and global level:

Political Psychology and risks of leadership- Political climate, mood and crisis Psychology of Conflicts and Peace- Obedience to authority- Peace Psychology cooperation, negotiation and policy making.

References

Miller- Perrin, C. L., Perrin, R.D. & Renzetti, C.M. (2018). Violence and Maltreatment in Intimate Relationships. New Delhi: Sage Publishers.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Richards, G. (2017). Race, Racism and Psychology. New Yprk: Routledge.

Ascher, W.& Ascher, B.H. (2010). Revitalizing Political Psychology. NewYork: Psychology Press.

Garner, S. (2017). Racism- an Introduction. New Delhi: Sage Publications



CRITERION	I	Curricular Aspects
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Research Methodology

CPY2CO8 RESEARCH METHODOLOGY

Semester – II Credit 4

Learning outcomes:

1. to get familiarized with scientific research methods in Psychology.
2. get motivated to do minor studies in Psychology using scientific methods
3. read studies and articles in Psychology to analyse methods, critically evaluate on the basis of the validity, reliability and objectivity.

UNIT 1

Research

Basic concepts-meaning and characteristics of scientific research-factors affecting, steps or stages in research. Types of Research-Experimental and Non experimental, Laboratory experiments and field experiments, True experiments and quasi experiments, Expost Facto research, Survey research and Types of experiments- **Ethical problems in Research.**

UNIT II

Problem, Hypothesis and Variables Meaning and characteristics of a problem, sources of stating a problem, considerations in selecting the problem, formulation of the problem and types of problems - Meaning and characteristics of a good hypothesis, Types of hypothesis, Errors in



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Hypothesis testing and formulation of Hypothesis - Meaning and types of variables, Consideration in the selection of variables, Control of extraneous variables-Techniques.

UNIT III

Review of Literature and Data Collection

Review of literature-Purpose, source and preparation of Index Card. Data collection-Observation, Interview, Questionnaires and Psychological tests and scales.

UNIT IV

Designs, Analysis and Report Writing

Meaning, purpose and criteria of research design; basic principles in Experimental designTypes and their analysis techniques; Single subject and small N design-Pre, True and Quasi experimental designs and Expost Facto design. Analysis of data: qualitative and quantitative analysis of the data purpose, conditions and interpretation of major parametric and non-parametric statistical techniques. General purpose of writing a report, structure and format of a report (API), Style of writing, Typing, **evaluating a report and Preparing a research proposal**. Computer Applications, Personal computers, Computer language, Data base, Computer simulations, laboratory experiments using computers.

UNIT V

Qualitative Research – Principles and Methods – Grounded theory – Thematic Analysis – Narrative approach.



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References

Breakwell, G. M. et al. (2002.) Research Methods in Psychology London: Sage publications.

Broota, K. D. (2001) Experimental Designs in Behavioral Research. New Delhi: Wiley Eastern Ltd.

Goodwin, C. J. (2003). Research in Psychology: Methods and Designs. New York: John Wiley and Sons, Inc.

Kerlinger, F.N. (2007) Foundations of Behavioural Research



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Counselling Psychology

CPY3CO12 COUNSELLING PSYCHOLOGY

Semester – III Credit 4

Learning outcomes

1. do counselling services for students, parents, teachers, organizational personnel and specific groups.
2. narrate sound theoretical backing of counselling with critical thinking.

UNIT I

Introduction to Counselling: Definition- Distinction Between Counselling and Psychotherapy - Goals of counseling - Historical and Professional Foundations of Counselling - Counselling process and methods – Characteristics of a helping relationship- Characteristics of an Effective Counselling relationships.

UNIT II

Counselling Procedures/Skills.

Initial procedures, the initial counseling Interview, and counselling skills. Counselling Procedures/Skill-II: Advanced Empathy, self-disclosure and Interpretation; Action strategies: Role playing, Behavioural techniques, Decision-making Methodologies and problem – solving strategies.



CRITERION	I	Curricular Aspects
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UNIT III

Counselling Process and Theories:

Building counseling relationships – Working in a counseling relationship – Termination of counseling relationships – Behavioral – Cognitive – Client Centered – existential and eclectic approaches.

UNIT IV

Counselling in Diverse Populations and Specialties

Counselling Aged Populations – Gender based counseling – Counselling and spirituality. Career counseling – Marriage, couple and family counseling- Professional School counseling – Abuse, Disability and community Counselling. Principles and procedures of Group counseling.

UNIT V

Training and Research in Counselling Psychology Role of relaxation in counseling- Guided Somato psychic Relaxation (GSPR) - Jacobson's Progressive Muscular Relaxation. - Yoga relaxation - EEG, EMG, Biofeedback relaxation - Transcendental Meditation: Research and Evaluation: Testing, assessment and diagnosis Professional Issues in counseling- Evaluation of counseling purpose, Difficulties and criteria - Ethical and Legal Aspects of counselling

References

Capuzzi, D., & Gross, D. R. (2008). Counseling and Psychotherapy. Theories and Interventions. New Delhi: Person.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

George, L.R., & Cristiani, T. (1981) Theory, Methods of processes of counseling and Psychotherapy. New Jersey: Prentice Hall Inc. Englewood and Cliffs.

Gladding, S. T. (2009). Counseling, A Comprehensive Profession (6th Ed). Pearson: New Delhi.

Kottler, J. A. & Brown, R. W. (2000). In introduction to therapeutic counseling (4th Ed) California Brooks/Cole Publishing Company.

McLeod, J. (2003). An Introduction to Counselling (3rd Ed). New York: Open University Press.

Patterson, E. L., & Welfel, E. R. (1999). The Counselling Process (5th Ed) California: Brooks/Cole Publishing Company.

Sreedhar, K. P. (1996). Guided Somato-Psychic Relaxation: Trivandrum: LIFE.



CRITERION	I	Curricular Aspects
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Current Trends in Psychology

CPY4CO17 CURRENT TRENDS IN PSYCHOLOGY

Semester – IV Credit 4

Learning outcomes:

1. understand the psychological basis of complex socio cultural behaviour.
2. develop strategies for psycho social intervention.

UNIT I

Environmental Psychology and tourism

Climate and behaviour- Impact of natural catastrophes- tourism Pollution and mental health

Society and mental health, Legal focus on abuse and victimization-intervention.

UNIT II

Population Psychology

Family size, Population and behaviour, Feminism, Female infanticide, Ecology and Ethology.

UNIT III

Political Behaviour: Nature, Scope, Development of political behaviour and personality, Impact of war, riots, terrorism etc.

UNIT IV

Cognitive Engineering and Information Technology Cognitive Psychology and its Principles, Artificial Intelligence-Goals of Artificial Intelligence, Fundamentals of Informational technology,



CRITERION	I	Curricular Aspects
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Computer based information System, Its application in psychology. - Use of personal computers and computers assisted decision making, Psychological consequences.

References

Bell, et .al (1996) Environmental Psychology. USA: Harcoust Brace, College Publishers.

Haberlandt, K. (1997) Cognitive Psychology. USA: Allyn and Bacon Publishers.

Sharms, K.N(2004) Political Psychology. New Delhi: Printwell Publishers.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Community and Consulting Psychology

CPY4EO7 COMMUNITY AND CONSULTING PSYCHOLOGY

Semester – IV Credit 4

Learning outcomes:

1. work for the welfare of diversity in the community and do psychological interventions in community basis.
2. do psychological services for equality and equity in the community.
3. sensitized toward discrimination on the basis of minority, caste, gender, power and living locality and motivated and skilled to work against discrimination

Module I

Introduction to consulting and community psychology History of consulting psychology; Key concepts; Levels of consultation (Individual level, group level, organizational level, Leadership and consultation, Role of culture in consultation, Models of consultation. Community psychology – introduction; historical background of community psychology; Theories in community psychology; Core values; empowerment, social constructionism, and liberation in_community psychology. Levels of analysis; psychological level; organizational level; community level; ecological views on community psychology.

Module II

Community psychology social change



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Prevention and promotion in community settings; Key concepts; effectiveness of prevention and promotion programs; Development and evaluation of prevention and promotion programs in community settings.

Promoting community and social change – community empowerment; practices and settings of empowerment; community change programs and interventions; model/s of community change programs; essential elements of effective community change programs. Emerging trends in community psychology; challenges and consensus.

Module III

Community psychology in context **Community psychology and special populations - ethnic minorities; urban poor; lesbian, gay and bisexual issues; immigrants; people with HIV/AIDS; persons with disabilities. Community psychology and special issues** – environmental issues; unemployment; substance abuse prevention; violence prevention; peace and development. **Human diversity and community psychology; Health and community psychology; Community mental health; Ethical standards in consulting and community psychology.**

Module IV

Research in consulting and community psychology Aims of research in consulting and community psychology; values and assumptions in research. Levels of community and community research; Methods of research in consulting and community psychology (qualitative and quantitative methods); Community research areas.



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Department of social work

Introduction to social work

INTRODUCTION TO SOCIAL WORK

- o Understand the history of Social Work Profession in India & abroad
- o Understand the basic values and principles of Social Work profession
- o Understand the basic concepts relevant to Social Work practice.

Module I

Social Work: Meaning, Definitions, Scope, Objectives, Basic Assumptions, Functions and Methods

Module II

Historical development of Social Work: Development of Professional Social Work- USA, UK, India, and Kerala. Development of Social Work education
Professional aspects of Social Work

Module III

Basic concepts related to Social Work: Social Service, Social Welfare, Social Reform, Social Justice, Social Health, Social Security, Social Policy, Social Defense, Social Development, Social Legislation and Social Welfare Administration



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module IV

Basic Philosophy, Core values, and Principles of social work, Code of ethics (NASW), Strength based and Right based approaches to social work

Module V

Exposure Visits to Social Work Agencies (Six agencies)

Reference:

1. Friedlander W A, (1974) Introduction to Social Welfare, Prentice Hall,
2. Friedlander, Walter (1977) Concepts and Methods of Social Work, New Delhi, Allyn Bacon
3. Gore, MS. (2011) Social Work & Social Work Education, Jaipur, Rawat Publications
4. Wadia, A R. 1968, History & Philosophy of Social Work in India, Bombay, Allied Publishers
5. Bhattacharya, Sanjay. 2003, Social work- An Integrated Approach, Deep and Deep Publications
6. Choudhary, Paul., Introduction to Social Work, New Delhi, Atmaram & Sons
7. Mishra, P D. 1994, Social Work Philosophy & Methods, Inter India Publications
8. Jainendrakumar Jha, Encyclopaedia of Social Work



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Basic Economic concepts for social work

BSW I C 01- BASIC ECONOMIC CONCEPTS FOR SOCIAL WORK

Credits: 2

Hrs/Week: 3

Objectives:

- o Understand the basic economic concepts, principles, theories & its application in social work profession.
- o Understand and analyze economic problems with social work perspective.

Unit I

Economics: Meaning, Definitions. Basic economic questions Significance of economic concepts in social work Basic Concepts: Factors of Production. Land, Labour, Capital and Organization.

Unit II

Economic Problems: **Poverty, Unemployment and Over population – Meaning, magnitude, causes and consequences. Programmes for alleviation of poverty and unemployment.**

Unit III

Economic Systems: Capitalism, Socialism, Mixed Economy – Definitions, Features, Advantages and Disadvantages

Unit IV

Economic Growth & Development: Definition, Indicators of and Obstacles to Economic



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Development. Under development- Meaning, Characteristics & Causes.

Unit V

Indian economy: Characteristics, **Problems**. Five-year plans. Kerala economy. Salient Features

Globalization Privatization and Liberalization: Meaning and Implications

Reference:

1. Advanced economic theory: Misra&Puri
2. Development & Underdevelopment The political economy of global inequality: Mitchell A Seligson & John T Passé Smith
3. Indian economy- Problems of development & planning: A N Agarwal
4. India's economic reforms & development: A Vaidyanathan
5. Indian economy towards the 21st century: Surendra J Patel
6. Kerala- The development experience: Govindan Parayil



CRITERION	I	Curricular Aspects
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METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Basic Sociological Concepts for social Work

BSW I C 02-BASIC SOCIOLOGICAL CONCEPTS FOR SOCIAL WORK

Credits: 2

Hrs/Week: 3

Objectives:

- o Provide a sociological perspective for effective social work practice
- o Familiarize with various sociological concepts, social institutions & its use in social work profession

Unit I

Sociology- Meaning, Definitions, Origin, Development and Importance. Primary Concepts in Sociology- Society, Culture, Community- Meaning & Characteristics. Significance of sociology in social work

Unit II

Role, Status, Social interaction and Social Process. Social groups- Types

Unit III

Social institutions- Family, Marriage, Religion, education,

Unit IV Socialization- Agents of Socialization, Theories of Socialization- C.H Cooley's 'Theory of Looking Glass Self', G.H Meads 'Theory of Self' & Freudian theory.



CRITERION	I	Curricular Aspects
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Unit V

Social Change-Concept & Characteristics. Social Stratification. Social Control. Social Disorganization

References

- 1.Society –An Introductory Analysis: R.M.MacIver and Charles. H. Page
2. Social Change in Modern India: M.N.Sreenivas
3. Sociology: Anthony Giddens
4. Sociology: Primary Principles of Sociology with an Introduction to Social Thought: C.N.SankarRao
5. An Introduction to Sociology: VidyaBhushan and D.R.Sachdeva,
6. Human Society: Kingsley Davis



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Social Problems in India

BSW 2 C 04 - SOCIAL PROBLEMS IN INDIA.

Credits: 2

Hrs/Week: 3

Objectives:

- o To provide insight about present social problems and their magnitude.
- o To enable the students to understand the impact of social problems on social life.

Unit I

Social Problems: Meaning, Characteristics, Causes& Types

Unit II

Poverty and unemployment: Meaning, Types and Causes. Programmes for alleviating poverty and unemployment. Population problems: Causes, Characteristics & preventive programmes
Communalism. Casteism and terrorism

Unit III

Substance Abuse: Causes, Types, preventive measures Suicide: Definition, Causes, Preventive Measures and Crisis Intervention. AIDS; psychosocial & medico legal aspects



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Unit IV

Crime: Concept, & prevention Violence against women and prostitution Human Trafficking.

Migration and Displacement

Unit V

Juvenile Delinquency: Classification, Causes and Preventive Programmes. Child abuse: School &

Family Interventions. Child Labour: causes, remedial programmes

Reference:

1. Social Problems in India: Ram Ahuja.
2. Encyclopedia of Social Problems and Social Change (vol 1-5): Ranjith Rajadhyaksha
3. Social Problems- Society in Crisis. Daniel J.Curran, Claire.M.Renzetti
4. Economics of Child Labour: K.P.Kannan.
5. Child labour and law Myth and Reality of Child Welfare :P.L.Mehta and S.S.Jaswal
6. Population and Poverty –Current status and Future approaches: M.Walter
7. Indian Social Problems: G R Madan



CRITERION	I	Curricular Aspects
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Professional Skill Development

BSW 6 B 11 - PROFESSIONAL SKILL DEVELOPMENT

Credits: 4 Hrs/Week: 5

Objectives:

- o To develop communication, public speaking, listening skills in students
- o To develop students as trainers or resource person in conducting training programmes

Unit I

Human Resources- Definition, Importance. Value of the individual, Human Resource Development

Unit II

Personality Development- Role of Heredity & Environment. Personality types- Extroverts & Introverts. Theories of personality development. Determinants of personality. Role of family, school in personality development. Components of personality development. Self-awareness, self esteem

Unit III

Communication process in Social Work- meaning, types- verbal & nonverbal communication. Importance of body language. Interpersonal communication. Barriers to effective communication. Listening- importance, causes of poor listening, strategies of effective listening, selective listening.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Effective Public Speaking & Presentation Skills- Practical sessions Introduction to Transactional analysis

Unit IV

Management of Time Career Guidance and career counseling. Interview- types, characteristics, principles techniques of interviewing, facing an interview Participatory Training Methodology: Planning, Conducting & Evaluating Training programmes, Group discussions, Seminars, Workshops, Camps, Conferences, Meetings

Unit V

Leadership skills Stress management Emotional Intelligence- Importance, EQ & IQ- Assessment. Components of EQ. **Positive mental attitude. Factors influencing positive mental attitude. Measures to develop positive mental attitude.**

Reference:

1. Time management and personality development John Adair.
2. Principle centered leadership Stephen R covey
3. Personality and development Vijay Pratap Singh.
4. Secrets of Mind Power: Harry Lorayne
5. Understanding emotional intelligence, IQ: Dr. Jyotsana Codaty
6. Count your chickens before they hatch: Arindam Chaudhuri.
7. Use your memory Tony Buzan.
8. Emotional intelligence Daniel Goleman.
9. Working with emotional intelligence Daniel Goleman



CRITERION	I	Curricular Aspects
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Legal Information for Social Workers

BSW 6 B 12 - LEGAL INFORMATION FOR SOCIAL WORKERS

VI Semester

Credits: 4

Hrs/Week: 5

Objectives:

- o To provide an overview of social legislation relevant to social work practice
- o To educate the students about the existing judicial system & its functioning

Unit I

Social Legislation, Social Justice, Social Defense

Indian Constitution- Preamble, **Fundamental Rights, Directive Principles and Fundamental Duties.**

Unit II

Indian Judicial system Courts- Civil Courts, Criminal Courts, Family Courts, Juvenile Courts.

Prisons-, Probation, Parole, Criminal Procedure Code and Indian Penal Code Criminology,

Unit III

Personal Laws- Marriage, divorce and Adoption legislations for Hindus, Muslims and Christians, special marriage act

Unit V

Legal Aid, LokAdalats, **Public Interest Litigation, Human rights- Human Rights Commission,**



CRITERION	I	Curricular Aspects
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Women's Commission, child rights, Judicial Activism

Unit IV

Laws for the protection and care of Women, Children, Disabled, SC/ST

Social security Legislations- Maternity Benefits Act, ESI Act, Factories Act, Workmen's Compensation Act

Reference:

1. Introduction to the Constitution of India Brig Kishore Sharma.
2. Handbook of Human Rights JayantChaudhary
3. Family Law I A Saiyed.
4. Bare Acts of various legislations.
5. Social Legislation in India: Gangrade K D
6. Social Policy & Social Development in India: Kulkarni P D
7. Encyclopedia of Social Work in India



CRITERION	I	Curricular Aspects
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Family Life Education

BSW 6 B 13- FAMILY LIFE EDUCATION

Credits: 4

Hrs/Week: 5

Objectives:

- o To familiarize with various aspects related to family life
- o To develop life skills in students
- o To equip students with the skills to deal with family problems

Unit I

Family Life Education- Concept & Meaning. Importance of family life education. Role of home, school and religion in imparting family life education Family- Importance of family, Family in the changing society.

Unit II

Life skills – Components. Practice sessions in life skills development.

Unit III

Reproductive system and health: Male and female reproductive systems, its functioning. Sexual development. Conception, pregnancy and delivery. Family Planning: methods, use of contraceptives. Abortion. Medical Termination of Pregnancy Act

Unit IV

Human sexuality. Importance of sex in family life. Functions of sex- reproduction, recreation and



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relational aspects of sex. Sex & love.

Unit V

Marriage & Parenthood- Importance of marriage, Common concerns- arranged marriage & love marriage. Living together, individual differences. **Problems and adjustments, accepting and respecting each other, communicating difficult feelings, Premarital Counselling Moral, cultural & social values in family life.** Marital life & role expectations Divorce- psychosocial effects of divorce and Separation

Reference:

1. The psychology of women Margaret W Matlin
2. The adolescent development, relationship and culture F Philip Rice.
3. Family in India Krishna Chakraborty.
4. Self-care for women Parul R Sheth
5. Human sexual response: Masters & Johnson
6. Women's reproductive health in India: Radhika Ramasubban, Jeejebhoy, Shireen J
7. The essentials of contraceptive technology-a Handbook for clinical staff: John Hopkins Population Information Programme
8. Men are from Mars and Women are from Venus. John Gray.
9. Family Dynamics Aruna Khasgiwala.



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Gender and Development

Elective I

BSW 6 B 16 - GENDER AND DEVELOPMENT IN SOCIAL WORK

Credits:3

Hrs./Week :4

Objectives:

- To understand key concepts, issues in gender and development
- To give awareness about reciprocal relationship between women & men in society
- To create awareness about the magnitude of gender disparities in the present context

Module I

Gender – Definition and related concepts: Sex and Gender, Gender Stereotypes, Gender discrimination, Gender Division of Labour, Gender Needs, gender equality and equity, Gender mainstreaming, Gender training

Women Empowerment, Women Studies

Gender and Development (GAD), Women in Development (WID)

Module II

Status & Role of women- Women & Family, Women & Religion, Women & Education, Women



CRITERION	I	Curricular Aspects
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& Economy, Women & Media, Women & Environment, Women & Health Changing role & status of women in India & Kerala.

Module III

Gender issues & legislation for women- problems of destitute, widows, unwed mothers, single women, girl children, working women. Domestic violence, dowry death, sexual harassment, female infanticide and foeticide

Module IV

Women & Kerala society- Kerala model of development- Implications for women in family, education, employment, economy, politics, and environment, Impact of Globalization on women

Module V

Programmes for the development of women- Programmes of Central & State Governments. National & State Commission for Women. Role of NGOs in the empowerment of women Role of social work in working with women.

References:

1. Anne Cranny Francis, Vendy Waring, Pan Stavropoulos, Gender Studies, Palgrave Mcmilan
2. Andal N, Women and Indian Society: Options and Constraints, Rawat, 2002
3. Maya Majundar, Social Status of Women in India, Wisdom Press, 2012
4. Mary E John ed. Women's Studies in India, A Reader, Penguin Books, 2008



CRITERION	I	Curricular Aspects
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Human Growth and Development

BSW 4 C 07 - HUMAN GROWTH AND DEVELOPMENT

Credits: 2

Hrs/Week: 3

Objectives:

- o To understand the physical, psychological & social changes of various developmental stages o
- To identify problems & hazards of developmental stages

Unit I

Developmental Psychology- Definition, Meaning & scope. Developmental psychology & Social Work.Growth & Development- Meaning, Facts & Stages in development. Tasks in developmental stages.

Unit II

Prenatal Development- Pregnancy, Child Birth, Problems during delivery Infancy- Characteristics, Attitude of significant people, Family influence Babyhood- Characteristics, Child rearing practices, Family relationship

Unit III

Early Childhood- Language Development, Preschool Education, Play & its importance Late



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childhood- Influence of school, Social Grouping & Social Behaviour, Psychosocial factors of child growth & development

Unit IV

Puberty- Physical changes & its effects, Behavioral changes. Adolescence- Period of Storm & Stress, Identity Crisis, Peer Group Influence, Family Frictions, **Social Relationship & Sexuality.**

Unit V

Early Adulthood- Vocational Adjustment, Role Changes, Marital Relationship, Adjustment to Parenthood. Middle age- Adjustments in family, Widowhood, Preparation for old age-Old age- Physical & Psychological Characteristics, Needs & Problems

Reference:

1. Developmental Psychology- A Life Span Approach: Elizabeth Hurlock
2. Principles of Developmental psychology S Kumar.
3. Developmental psychology childhood and adolescence:David R Shafer.
4. Child Development: Elizabeth Hurlock
5. Complete Book on Pregnancy & Child birth: Dr.BrahmPrakash
6. Adolescent Behaviour& Development: Dusek Jerome B
7. Emotional Problems of Living: English & Pearson



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Community Health & Health Care Services

BSW 6 B 13 COMMUNITY HEALTH AND HEALTH CARE SERVICES

Credits :4

Hrs/Week :5

Objectives:

- To understand the concept of health & its various perspectives
- To familiarize with various health problems & its impact on communities
- To develop skills for planning and implementing community health programmes
- To study role of social workers in community health programmes

Module I

Concept of Health- Definitions, Dimensions of health, determinants of health. Holistic Health.

Community health- definition & scope, Medical Model & Social Model Personal & environmental hygiene. Sanitation National Health Policy

Module II

Nutrition & Balanced Diet- Constituents of food Nutritional Deficiency Diseases commonly seen in India Diet for pregnant women & lactating mothers, diet for infants & children Food adulteration, Food Adulteration Act



CRITERION	I	Curricular Aspects
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Module III

Concept of disease- epidemiology of disease, major health problems. Immunisation Communicable diseases, non-communicable diseases and life style diseases

Module IV

Health Care Services- Preventive, Promotive, Curative & Rehabilitative aspects. Health care services in India, Components of Primary health care.

Health education & communication Community based rehabilitation

Role of social worker in community health care services.

Module V

Public Health Administration. Public Health programmes in India Polio eradication programmes, T.B control programme, AIDS control programmes Problems of public health in India

Reference:

- 1.Park K., 2009, Textbook of Social and Preventive Medicine, BanarsidasBhanot Publications
- 2.Sridhar Rao, B. 2005, Principles of Community Medicine, AITBS Publishers
- 3.Bedi, Yash pal, A handbook of Preventive and Social Medicine, Atma Ram andSons
- 4.Elizabeth, K.E., 2010, Nutrition & Child Development, Paras Medical Publishers



CRITERION	I	Curricular Aspects
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Introduction to Community Organisation and Social Action

BSW 4 B 05 INTRODUCTION TO COMMUNITY ORGANISATION AND

SOCIAL ACTION

Credits 4

Hrs/Week 4

Objectives:

- o Understand the elements of Community Organisation practice.
- o Develop skills and attitudes for participatory community work.

Module I

Understanding Community Concept of community: - Sociological and social work perspective of community Types and Functions of community

Module II

Community organization Definitions of Community Organization. History of community organization **Values, Principles and objectives of Community organization.**

Community Development- Definition. Similarities and differences between Community Organisation and Community Development



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Module III

Community Organisation Phases and Models Phases: Study, analysis, assessment, discussion, organization, action, Evaluation, Modification Models of community organization- Locality Development Model Social Planning Model - Social Action Model Concepts of community participation, community empowerment

Module IV

Skills and Roles of Social Workers in working with Communities Skills for community organization: Interaction, information gathering and assimilation, observation skills, analytical skills, listening and responding skills, organizing, resource mobilization, conflict resolution Roles of the Community Organizer.

Module V

Social Action Social Action: Definition, objectives, and Scope of social action, Social action as a method of Social work and Principles Models of social action, Social Action movements in India

Reference:

1. Ross, Murray G (1955) Community Organisation- Theory and Principles, Harper
2. Sengupta, P R (1976) Community Organisation process in India, Lucknow: Kiran Publishers
3. Dunham, Arthur (1969) Community Welfare Organisation Principles and Practice, Crowell



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

4. Encyclopedia of Social Work in India (vol.ItoIV) Govt. of India

5. Bhattacharya, Sanjay (2009). Social Work An Integrated Approach. New Delhi: Deep & Deep Publications PvtLtd.

6. Ramagonda Patil, Asha (2013). Community organization and Development An Indian Perspective. New Delhi: PHI Learning Private Limited.



CRITERION	I	Curricular Aspects
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Social Work Administration

BSW 5 B 07 - SOCIAL WORK ADMINISTRATION

Credits :4 Hrs/Week : 5

Objectives:

- o To study Voluntary Agency Administration
- o To study legal aspects of Social Work Administration
- o To create awareness about the various social welfare programmes implemented by Central & State Governments

Unit I

Social Work Administration. - Meaning and definition. Administration- Meaning, scope & principles. Organization, Management, Public Administration. Functions of social work administration

Unit II

Administrative process in welfare institutions- Planning, Organizing, Directing, Staffing, Coordinating. Financial administration- Budgeting, Fund raising, Accounting, Auditing. Public relations & reports, maintenance of files,

Unit III

Non- governmental organizations. Registration of Societies and Trusts., Constitution and byelaws.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Societies Registration Act Factors motivating voluntary action. National & International voluntary agencies. Problems of voluntary organisations

Unit IV

Welfare programmes for Women, Children, Youth, Aged, Destitute & differently abled (Institutional & Non-Institutional), Social Welfare Programmes for SCs & STs., Integrated Child Development Services, Social security schemes of Central & State Governments, Kudumbashree

Unit V

Social Welfare Administration in India- National level & State level Social Welfare Department- Functions and Programmes. Organizational structure, Programmes of Central Social Welfare Board.

Reference:

1. Social Welfare Administration: Paul Choudhary
2. Social Welfare Administration: S L Goel & R Rajan
3. Encyclopedia of Social Welfare- Modern perspectives on Social Work: Anand Sirohi
4. Social Welfare Administration: Sachdeva
5. A new history of Social Welfare: Phyllis J Day



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Rural and Urban Community Development

BSW 5 B 08 - RURAL & URBAN COMMUNITY DEVELOPMENT

Fifth Semester

Credits : 4

Hrs/Week : 5

Objectives:

- o To understand the concepts and strategies of rural and urban community development.
- o To understand various rural & urban development programmes

Unit I

Community development- Concept, **Philosophy** & Methods Early experiments in Rural Community Development. Rural Community-meaning & characteristics

Unit II

Rural Development Administration. Structure and Functions of Community Development Blocks
Role of NGOs in Rural Development in India 73rd Constitutional Amendment. Panchayath Raj, Structure and Functions.

Decentralized planning

Unit III

Rural development programmes in the XIth Five-year plan- JGSY, SGSY, SGRY, Pradhan Manthri Gram Sadak Yojana, Samagra Awaaz Yojana, PMGY, Annapoorna, and



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Innovative Scheme for Rural Housing & Habitat Development

Unit IV

Origin & Growth of Cities- Industrialization, Urbanization & Modernization. Characteristics of urban communities. Growth of slums- cultural, political & social aspects of slum life.

Unit V

Urban Community Development- Concepts & Strategies. Urban development programmes 74th Constitutional Amendment & Municipal Act of Kerala – An Overview

Reference:

1. Rural Development in India K R Gupta.
2. Urban Development B R Prasad.
3. Rural Sociology in India A R Desai.
4. Rural Development I SatyaSundaram.
5. Dynamics of Sustainable Rural Development: Raghava Reddy and P Subramanyan
6. Rural Development in India-Emerging Issues & Trends: N Lalitha
7. New Panchayath Raj SystemLocal Self-Government in Community Development: V Sudhaker
8. Panchayath Raj in India Theory & Practice: S L Goel&Shalini Rajneesh
9. The Rural Urban Continuum: S E Bhatia
10. Urban Community Development: Jacob Z Thudipara
11. Urban Development in India; B Bhattacharya



CRITERION	I	Curricular Aspects
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Social Work Research and Statistics

SOCIAL WORK RESEARCH AND STATISTICS

Objectives:

- To develop a scientific approach for systematic procedure in social work research
- To familiarize with various statistical techniques for analyzing data

Module I

Social Research & Social Work research- scope and need, Scientific methods – Characteristics, Theory, concepts & variables.

Module II

Research Designs, features and types. Exploratory, Descriptive, Diagnostic, Survey. Quantitative & Qualitative research.

Module III

Research methodology- Review of Literature, Problem Identification -Problem Formulation-, Objectives, Hypotheses, Definitions of concepts, Pilot study. Sampling- Definition and techniques

Module IV

Data Collection- Sources of Data. Methods & tools of data collection, Pretest Processing of data- Editing, Coding, Tabulation, Graphical & diagrammatic Representation



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module V

Importance of Statistics in social work research, Measures of central tendency, Measures of dispersion, Measures of correlation, introduction to SPSS.

Research Proposal Formulation- Statement of the problem, Objectives, hypotheses, universe, unit, Sampling design, tool preparation, Data collection, analysis and interpretation, suggestion, conclusion, Bibliography

Reference:

- 1.Alston, Margaret & Bowles, Wendy, **2012, Research** for social workers- an introduction to methods, *Allen &Unwin*
- 2.Statistical methods S P Gupta. Sultan Chand & Sons (2012)
- 3.Kothari, C R. & GARG, Gaurav, 2014, Research methodology- methods and techniques.
- 4.Dooley, David, 1990, Social research methods, Prentice Hall
- 5.Ahuja, Ram 2013, Research methods, Rawat Publications



CRITERION	I	Curricular Aspects
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Gender and Development

Open Course III

BSW 5 D 03 - GENDER AND DEVELOPMENT

Credits :3

Hrs/Week: 2

Objectives:

- To understand key concepts, issues in gender and development
- To give awareness about reciprocal relationship between women & men in society
- To create awareness about the magnitude of gender disparities in the present context

Module I

Gender – Definition and related concepts: Sex and Gender, Gender Stereotypes, Gender statistics, Gender Bias, Feminism, Women Empowerment, Women Studies. Gender and Development

Module II

Status & Role of women- Women & Family, Women & Religion, Women & Education, Women & Economy, Women & Media, Women & Environment, Women & Health
Changing role & status of women in India & Kerala.

Module III

Gender issues & legislation for women- problems of destitute, widows, unwed mothers, single



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

women, girl children, working women. Domestic violence, dowry death, sexual exploitation, female infanticide

Module IV

Women & Kerala society- Kerala model of development- Implications for women in family, education, employment, economy, politics, and environment, Impact of Globalization on women

Module V

Programmes for the development of women- Programmes of Central & State Governments.

Legislation to protect the interests of women. National & State Commission for Women.

References:

1. Anne Cranny Francis, Vendy, Waring, Pan Stavropoulos, Gender Studies, Palgrave Mcmilan
2. Andal N, Women and Indian Society: Options and Constraints, Rawat, 2002
3. Maya Majundar, Social Status of Women in India, Wisdom Press, 2012
4. Mary E John ed. Women's Studies in India, A Reader, Penguin Books, 2008



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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History, Fields and Philosophy of Social Work

SW I C 01: History, Philosophy and Fields of Social Work

Credits: 4

Hours/week: 4

Learning Objectives

1. To get an insight into the basic concepts of Social Work
2. To understand the history of Social work and Social Work education in India and abroad
3. To appraise social work as a profession
4. To understand the methods and functions of Social Work
5. To understand the philosophical assumptions and values of Social Work.
6. To understand the various fields of Social Work practice

Module 1

Historical development and Social Work-related Concepts Historical development of social work in England, USA and India: The Elizabethan Poor Law, Charity Organisation Society, Settlement House Movement, The Poor Law Commission of 1905, The Beveridge Report 1941, Post Independent Era and welfare activities in India,

Social Movements and contribution of Indian Social Reformers to Social Welfare. Social Work, Social Service, Social Reform, Social Welfare, Social Policy, Social Action, Social Defense.

Module II



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Analysis of various approaches to Social Work through different ages
Generalist Social Work practice: Micro practice, Meso practice and Macro practice. Identification of Social Work as a Profession, Values & principles of Social Work, Introduction to methods of social work- Social Case Work, Social Group Work, Community Organisation, Social work Research, Social work Administration, Social Action

Functions of Social work, Systems perspective, Rights based approach, Ecological perspective and strengths perspective, Diversity perspective in Social work

Module III

Social Work Philosophy

Sources: Moral & Religious values in Social work philosophy-Christian, Hindu, Muslim, Buddhist traditions, Gandhian Philosophy and social work, Operationalising cardinal social work values, challenges in embracing values.

Philosophical assumptions and core values of social work - Democratic framework, worth and dignity of individual, interacting forces of human behaviour, uniqueness of individuality, change and the potentiality to change, the right for self-direction, participation of clients in the helping process, right to self-fulfillment to the extent of his capacity and within the limits, Society's responsibility to facilitate self-fulfillment of the individual, group or community.

Module IV



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Social Work profession-issues and concerns, Social work Education

Knowledge base of Social Work, Core skills of Social Work Ethics in Social Work, Code of Ethics, role and skills of professional social worker. Issues and concerns of Social work Profession. Role of Government and voluntary organizations in promoting social welfare and social work profession in India. Professional Associations for social workers, International Social Work, Importance of continuing professional development of social workers. Social Work education- history, curriculum, courses and specializations, field work, supervision, current trends in social work education. History and multidisciplinary foundation of Social work education, Field work, supervision-functions and methods, supervision framework, and Recording-Need and importance, Reflective Practice in social work.

Module V

Fields of Social Work

Family, School, Industry, Development NGOs, Hospital, Community-Rural and Urban, migrants and Unorganized sector. Social Work with Children, Youth, Women, Aging population, Differently abled persons, palliative care, migrants, Gender issues, Environment Health Care, Mental Health, Adolescents and youth, Educational institutions, Differently abled, SC/ST, Correctional services, unorganized laborers, Disaster management, Trauma, industries, geriatric setting. Urban Development and Rural Development, De- addiction, abuse, sexual assault, Domestic violence, Policy making, Hospice, HIV/AIDS



CRITERION	I	Curricular Aspects
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References:

1. Desai, Murli (2002). Ideologies and Social Work: Historical and Contemporary Analyses, Rawat Publications
2. Dinitto, Diana, M. (2008). Social Work Issues and Opportunities in a challenging profession (3rd edition). Chicago: Lyceum Books
3. Fink, Arthur et al (1985). The fields of Social Work. Beverly Hills, Calif: Sage Publications
4. Bhanti, Raj. (1996). Field Work in Social Work Perspective. New Delhi: Himanshu Publications.
5. Choudhary, Paul. (1983). Introduction to Social work. New Delhi: Atma Ram & Sons,
6. Dasguta, S. (1967). Towards a philosophy of Social Work in India. New Delhi: Popular Book Services
7. Hepworth, Dean H (2010). Direct Social Work Practice-Theory and skills (8th edition). New York: Brooks/Cole.
8. Mclunis-Dittrich, Kathlee (1994). Integrating Social Welfare Policy and Social Work Practice. New York: Brooks/Cole.
9. Palackappilly, George & Felix T.D. (1998). Religion & Economics, Gandhism, Buddhism. AIDBES, Stroup SPCI House
10. Khinduka S.K, Social Work in India
- 11.. Banerjee.G.R.: Papers on Social Work: An Indian Perspective



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

12. Stroup. H.H (1953): Social Work: As Introduction to the Field, New York. American Book Co.,1953.

13. Wadia. A.R (1961): History and Philosophy of Social Work in India. Allied Publishers, Bombay

14. Charles Zastrow: The Practice of Social Work.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Ideologies of Social Work

SW I C 02: IDEOLOGIES OF SOCIAL WORK

Credits: 4

Hours/week: 4

Learning Objectives

1. To gain information about the Western and Indian ideologies (historical and contemporary) for social change and in reference to the perception of people and social problems and rationale and goals for social change
2. To gain knowledge about ideologies of professional social work approaches and their limitations
3. To develop skills of understanding contemporary social reality in its historical context
4. To learn to explore one's own ideals, values and experiences about people and their problems
5. To be sensitive to systemic marginalization of vulnerable groups and to examine the emerging value framework and ethical responsibilities of social work

Module I

Western History of Ideologies for social change: Ancient Period: Greek Ideologies

Medieval Period: Judeo- Christian Ideologies, Secular humanism, Protestantism

Modern Period: Rationalism, Welfarism, Liberalism and democracy, Utilitarianism and Social Darwinism, Socialism and human rights



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module II

Indian History of Ideologies for social change: Ancient Period; Vedic ideologies, Jainism and Buddhism, Spirituality

Medieval Period: Zoroastrianism in India, Islam in India, Mysticism of Bhakti and Sufi Movements, Sikhism

Modern period: Christianity in India, Hindu reform movements, Dalit and labour movements, Gandhian ideology and Sarvodaya movement, Nationalism, Ideology of Indian constitution, Ideology of voluntary organizations

Module III

Ideologies of Social Work Profession

Western: Organised and scientific charity, beginning of social work education, Clinical social work, ecological social work, Professionalization of social work Indian: Beginning of social work education, Professionalisation of social work

Module IV

Contemporary Ideologies for social change

Neo-liberalism, Postmodernism, Feminism, resurgence of the civil society, Multiculturalism,



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Ideologies of sustainable and people centered development, ideologies of action groups and social movements, ideologies of non-government organizations

Module V

Contemporary Ideologies of Social Work Profession

Radical Social Work, Progressive social work, Feminist social Work, Post modernism and Social Work Other contemporary ideologies – Values of local self-governance, Direct democracy, egalitarian multiculturalism, economic, social and ecological sustainability through interdependence, partnership, flexibility and diversity Contemporary process of systemic marginalization of vulnerable groups – Prejudicing ideologies –ageism, ethnocentrism, sexism, classism, casteism, ableism, racism.

References:

1. AmaladasAnand, Raj Sabasti, Elampassery Jose (1986) Philosophy of Human Development, SatyaNilayam Publication, Chennai.
2. Anthony Elliott (ed) (1999) Contemporary Social Theory, Blackwell Publishers Ltd., Oxford, U.K.
3. Armando T. Morales, Bradford W. Sheafor Social Work: A Profession of many faces; Allyn and Becon, Massachusetts (1995)
4. Desai, Murli: Ideologies and social Work. RawatPublicxations, Jaipur 2002



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

5. Dominelli, L. Feminist Social Work Theory and Practice, Basingstoke: Palgrave. (2002b)

6. Patel, Chhaya (Ed): Social Work Practice Religio-Philosophical Foundations. Rawat Publications
Jaipur

7. Terry Mizrahi, Larry E. Davis Encyclopedia of Social Work (20th Edition), Oxford University
Press, New York. (2008)

8. Upadhyay Ashok K John Rawls – Concept of Justice, Rawat Publications, Jaipur 1999

9. Vivienne Cree and Steve Myers Social Work: Making a Difference, Rawat Publications, Jaipur.
(2009)



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Sociology and Economics for Social Work

SW I C 03: SOCIOLOGY AND ECONOMICS FOR SOCIAL WORK PRACTICE

Credits: 4

Hours/week: 4

Learning Objectives:

1. Understand the sociological concepts to examine social phenomenon.
2. Understand The various social problems and its impact on the society, various issues and challenges
3. Understand social and economic processes and systems.
4. Understand economics of development.

Module I

Sociological Perspectives and theoretical contributions to sociology

Sociological perspectives: Functionalist perspective, Conflict perspective, interactionist perspective, positivism.

Contributions of theorists: Dukhiem, Aguste Comte, Max Weber, Foucault and Talcott parson, Amartya Sen.



CRITERION	I	Curricular Aspects
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Module II

Sociological concepts for social work:

Definition of sociology, relationship between Sociology and Social Work Society: Definition, Society as system of relationships, meaning and characteristics, Culture: Definition, characteristics, cultural change

Status & Role: Types and Characteristics

Socialisation: Meaning, theories of socialization, process and agents Social process: Associative and dissociative process Social institutions – Marriage, family, religion, kinship, education, economic institutions and legal system Social Stratification: Characteristics, Gender, caste, class. Social control: Conformity and deviance; Characteristics, agencies and means of social control Social mobility: Nature, characteristics and factors Social change: Nature, characteristics, factors and theories related to social change

Module III

Social disorganization and social problems:

Meaning, nature and factors responsible for social disorganization, Social problem: concepts, social problems in India (Family violence, divorce, suicide, second generation issues, ageing, child abuse, juvenile delinquency, child labour, human trafficking, Addictions Drug peddling, Caste conflicts, issues of displacement, migration)



CRITERION	I	Curricular Aspects
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Module IV

Introduction to basic economic concepts:

Definition. Significance of studying economics in social work. Basic Economic concepts: Needs, demand and supply, Resources, Production, Distribution and Consumption. Contemporary economic systems: Capitalism, Socialism and Mixed economy, their features, merits and demerits.

Module V

Development Economics:

Economic Development: Concept, Meaning, under development - Characteristics, causes and consequences **Poverty and unemployment in India: Types, Causes, effects and implications. World Hunger myths, magnitude, causes and remedies.** New Economic Policy: Structural adjustment programmes (LPG) and Stabilisation programme, Impact of NEP Planning for Development – Economic Planning, meaning, Objectives of Indian Planning, Five Year Plans and its impact.

Reference

1. Giddens, Anthony (Ed.) – Sociology-Introductory Readings, Excel Media, New Delhi
2. Shankar Rao - Sociology, S. Chand Co., 2005



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

3. Abraham Francis .M – “Contemporary Sociology” – An Introduction to Concepts and Theories, Oxford University Press (2006).

4. Macionis. J. John - “Sociology”– Dorling Kindersley Pol std New Delhi (2006)

5. Bete, Andre – Sociology, Oxford University Press, New Delhi 2002

6. Datt, Ruddar and Sundaram – Indian Economy, S.Chand and Co.New Delhi 1999

7. Hanson, J.L.: A Textbook of Economics 7th Edition., Mac Donald and Evans, London,1977

8. Gandhi P. Jagadish (1982) Indian Economy – some issues, Institute of Social Sciences and Research, Vellore

9. 7. Madan, G.R. 2002 (revised edition) Indian Social Problems, Mumbai: Allied Publishers Pvt. Ltd.

10. Mohanty, Manoranjan (2004) Class, Caste, Gender – Readings in Indian Government and Politics, New Delhi: Sage Publication

11. Singh, Yogendra: Ideology and Theory in Indian Sociology, New Delhi: Rawat Publication

12. VidyaBhusan & Sachdeva, D. R. (2000) An Introduction to Sociology, Allahabad: KitabMahal



CRITERION	I	Curricular Aspects
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Human Growth and Development

SW I C 04: HUMAN GROWTH AND DEVELOPMENT

Credits: 4

Hours/week: 4

Learning Objectives

1. To acquaint the students with the basic concepts in Psychology & Human growth and development relevant for Social Work practice
2. To acquaint the students with the developmental stages in human life across the Life span
3. To familiarize students with the theories of development and its relevance in Human growth and development

Module I

General psychological concepts applicable to social work

Psychology: Definition and scope. Perception, Learning, memory, thinking, emotion and intelligence- their definitions, theoretical framework and other basic information.

Developmental psychology: Definition, Scope and its importance in Social work practice. Theories of development: Growth and Decline-Meaning of Development changes, significant facts about development. The Life span and Importance of life span approach

Module II

Biological basis of behavior



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Brain: structure and functions of brain, Brain and behaviour, Nervous system, neurotransmitters,

Endocrine system, mode of action of hormones,

Basic genetic concepts, genetic transmission, importance of genetic factors, chromosomal abnormalities

Basics of human reproductive system, process of reproduction, Importance of Heredity and environment

Module III

Stages of Human Development Prenatal period– characteristics, stages, Prenatal influences on the child, Prenatal health care, Social and emotional aspects of pregnancy, importance of Pre-natal care, Types of birth, problems during Delivery, postnatal care.

Infancy – stages, characteristics of newborn – major elements of adjustments, hazards Babyhood - characteristics, developmental tasks and milestones, hazards, psychosocial development- attachment behaviour, types of play and its importance, role of parents

Module IV

Childhood, Puberty & Adolescence Early childhood – characteristics, developmental tasks, hazards, language acquisition, early childhood education, psychosocial development, relationship with family and society, parenting styles, socialisation, personality development

Late Childhood – characteristics, developmental tasks, importance of play – influence of school – peer relationships-cognitive and moral development Puberty – Characteristics, criteria, causes of



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puberty, major physical and emotional changes and its influence on personal and social adjustments, hazards and its effects on the individual's physical and psychological wellbeing. Adolescence – characteristics, developmental tasks, major physical, emotional and social changes, Cognitive, emotional and social development, sex and sexuality in adolescence. Family relationships during adolescence, Hazards

Module V

Early adult hood, Middle age and Old age

Early adult hood: characteristics, developmental tasks, personal and social adjustments, vocational and marital adjustments, hazards.

Middle age: characteristics, developmental tasks, personal and social adjustments – vocational and marital adjustments, hazards

Old age: characteristics, developmental tasks, Ageing and Ageism. Physical, psychological and social changes, personal, social, vocational and marital adjustments.

Health problems and hazards., death and Dying, bereavement.

References:

1. Hurlock, Elizabeth B. (1996). Developmental Psychology-a life span approach. Tata New Delhi: Mcgraw-Hill Publishing Co.Ltd.
2. Keniston, Allen (Ed.). (1998). Perspectives: Life Span Development. Madison: Course wise Publishing Inc.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

3. Newman B.M., Newman P.R. (1999). Development through life: a psychosocial approach.

Wardsworth, New York

4. Fernald, L. Dodge, Fernald, Peter, S. Introduction to psychology (2003)

5. Newman B.M, Newman P.R. Development through life – a Psychosocial approach, Words worth, New York, 1999

6. Hurlock, Elizabeth B. (1996). Child psychology.

7. Baron: Introduction to Psychology



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Personal and Professional Skills for Social Workers

I C 05: PERSONAL AND PROFESSIONAL SKILLS FOR SOCIAL WORKERS

Credits: 4

Hours/week: 4

Learning Objectives:

1. To gain an understanding on concepts of self-esteem, self-awareness, self-development etc.
2. To familiarize with managerial skills required for social work practice
3. To provide training to enhance competence in interpersonal communication and development communication
4. To enhance skills in ICT

Module 1

Self and Self Awareness -Significance of understanding self, meaning of self: self-concept, self-esteem, self-image and self-acceptance, Self as “being” and “becoming”, Factors affecting self: attitudes and values, Techniques of understanding self: (Intra and interpersonal), Transactional Analysis, SWOT analysis, Jo-Hari window. Understanding one’s own emotions and self-defeating behaviour. Reactions of self to various life situations: - Achievements, frustration, failures, crisis. Concept and need for self-development, Difference in real self and ideal self, Setting goals for self-development. Achievement orientation



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Module II

Intrapersonal awareness and Interpersonal skills: The value of ‘tuning in’ to oneself and the client, building self-observing reflective ability, knowing, containing and expressing emotion, Interpersonal skills: relating in a human way whilst structuring the context, conveying vitality, interest, warmth, empathic resonance and humor; Active listening and reflecting accurately; understanding non-verbal cues.

Relationship skills for social work practice: core qualities- warmth, empathy, genuineness, unconditional positive regard, Introduction to Interpersonal Relations, Analysis of different ego states, Analysis of Transactions, Analysis of Strokes, Analysis of Life positions

Module III

Communication Skills- Communication: Definition, Purpose, Types, process, barriers, approaches in communication, Theories of Communication, Group discussion, Public speaking, writing skills, reflective writing, presentation skills, engaging the audience, Verbal and nonverbal communication skills, active listening, Writing skills: Minutes, reports, letters, Advocacy letters, writing case records as an information source for clients and interprofessional collaboration, Structure of case notes, legal writing, newsletters, press, media, media releases, Letter to the editor, literature review, journal articles and research papers, referencing and plagiarism. Communication with diverse groups, cross cultural communication.



CRITERION	I	Curricular Aspects
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Module IV

Professional skills- Time Management: common issues in time management, Techniques for better Time Management.

Stress and Burnout in Professional Practice - Causes and impact of stress and burnout, Stress management, Prevention of and coping with burnout.

Group Dynamics and Team building: Importance of groups in organization, Interactions in group, Group Decision Taking, –group synergy – principles of intra-group dynamics relevant in the context of team building and management. How to build and manage effective teams.

Leadership- Introduction to Leadership, Leadership Power, Leadership Styles, Leadership in social work.

Professional Integrity, Competence and Internalization of professional values. professional knowledge, Professional Boundaries, Lifelong Learning, Critical thinking, Ethical decision making, Professional boundaries, Self-Care. Use of yoga, meditation for self-development

Module V

ICT Skills: Use of ICT in Social Work, MS Office, Various forms of ICT resources, ICT in teaching and learning, learning resources, ICT and mass communication, designing blogs, websites, Managing electronic records of clients, Cyber laws, Cybercrimes, Cyber ethics



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Reference:

1. Study skills for social workers; Chris Stogdon and Robin Kitleley (2010) Sage Publications
2. Developing Communication Skills, Krishna Mohan, MeeraBanerji, Macmillan Publishers India Ltd.
3. Corey, M., Corey, G., Corey, C. 2008, Groups: Process and Practice., Brooks/Cole New York
4. Thompson Neil 2009, People Skills, 3rd Ed., Palgrave Macmillan New York
5. Mark Hamer 2006, The barefoot Helper: mindfulness and creativity in social work and the caring professions, Russell House Publishing Limited
6. Benson, Jarlath F. 2001, Working more creatively with groups, Routledge, New York
7. Schön, Donald A. 1991, The Reflective Practitioner, How Professionals Think in Action, Basic Books New York [ISBN: 1857423194]

Family Welfare and Population Dynamics

Elective II – Family and Child Welfare (FCW)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Environmental Studies and Disaster Management

SW IV E 2 21: ENVIRONMENTAL STUDIES AND DISASTER MANAGEMENT.

Credits: 4

Hours/week: 4

Learning Objectives:

1. Understand the basic concepts in environment studies.
2. Understand the environment problems and impact of development initiatives.
3. Examine the utilization and management of natural resources.
4. Study the role of social work practice in dealing with environmental problems and in disaster management.

Module I

Basic Concepts

Environment and Ecology. Basic concepts: Ecosystems, Biotic and abiotic factors, climatic factors, food chain, food web. Bio Geo Chemical cycles. The interrelatedness of living organisms and natural resources.

Ecological Theories and Environmental Ethics: Gaia Theory, Eco Sophy, Deep Ecology, Ecology and Spirituality

Biodiversity, Natural Resources and Livelihoods, Sustainable Development, Environmentalism



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module II

Conservation and Management of Resources

Natural Resource Management - Policy and approaches (eg. Community-based natural resource management, integrated natural resource management), Role of rural institutions and other mechanisms in the protection of Natural Resources (eg: PaniPanchayats, VanaSamrakshanaSamiti, Diversification of livelihoods) Issues related to Natural Resources- Rights, Indigenous knowledge systems and Indigenous Communities, Food Security, Forestry and Land Use Concept of appropriate technology. Appropriate technology models in housing, watershed, energy, microfinance, cottage industries, agriculture. Gender and Environment: The relationship between Men, Women and Environment, Ecofeminism.

Module III

Environment problems

Climate change and global warming, depletion of the ozone layer, desertification, land degradation, extinction of wildlife and loss of natural habitat, deforestation, biodiversity depletion, Nuclear wastes and radiation issues, waste management, pollution, energy crisis, disasters. Impact of development initiatives, war and terrorism. Environment issues specific to Kerala- Threat to wetlands, western ghats, sand mining, quarrying, solid waste management.

Module IV

Responses to environment Issues



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Environmental Movements: History of International Environmental Movements, Grassroots Environmental Movements in India International Conferences and Environmental Agreements. Environmental Policy and Politics: An Overview of policies such as liberalization and globalisation Environment and International Organisations like the United Nations, the World Bank and the World Trade Organization. Impact of environment policies on developing nations. Social Work and environment – Green social work, Interventions – crisis intervention, advocacy, monitoring and enforcement of policy and legal instruments, education, consultation on sustainable development initiatives and appropriate technology.

Module V

Disaster Management

Disaster: Definition, Natural and Human made disasters; multiple causes and effects; Development and Disaster

Disaster Management: Goals, Disaster management cycle –Prevention, Mitigation, preparedness, Rehabilitation, Reconstruction. Role of social workers in different stages. Disaster Management Policy, Disaster Management Act 2005, Role of government and voluntary organizations.

References:

1. Bharucha, Erach (for UGC): Textbok of Environmental studies for Undergraduate courses. University Press (India) Private Ltd. Hyderabad, 2005.
2. Saxena, H.M.: Environmental Studies, Rawat Publications. New Delhi,2006.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

3. Pawar, S.N, Patil, R.B and Salunkhe, S.A (Eds): Environmental Movements in India. Strategies and Practice. Rawat Publications. New Delhi, 2005

4. Carson, Rachel: Silent Spring, Penguin books, 1962

5. Biswal, Tapan: Human rights, Gender and Environment

6. Ariyabandu, M. M: Bringing together Disaster and Development – Concepts and Practice, Some Experiences from South Asia.” (2003)

7. Pradeep Sahni and Madhavi Malalgoda Ariyabandu (Eds.); Disaster Risk Reduction in South Asia. New Delhi: Prentice-Hall of India

8. Dominelli, Lena: Green Social Work: From Environmental Crises to Environmental Justice, Polity Publishers 2012



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Social Work Practice with Gender Issues

SW IV E2 22: SOCIAL WORK PRACTICE WITH GENDER ISSUES

Credits: 4

Hours /week: 4

Learning Objectives:

1. Understand concepts related to gender and its significance in social work
2. Develop perspectives concerning what constitutes a gender issue and learn to create a multi-perspective analysis of a given gender issue
3. Understand the status of women and appreciate the gaps therein
4. Develop skills and attitudes to work with gender issues

Module I

Basic concepts and Gender issues: Concepts- gender, gender studies, gender identity, gender role stereotyping, gender division of labour gender discrimination, gender equality and equity. Overview of feminist theories – Liberal feminism, Radical Feminism, Black feminism, postmodern feminism, Eco-feminism. The international background to the Women's Movement, The genesis of the Women's Movement in India Major gender issues – national and global - causes and consequences

Module II

Status of women



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Health- life expectancy, maternal mortality, nutritional status, incidence of diseases, mental health issues Education – literacy rate, representation in higher education, Work and Income– work participation, wages, ownership of property and assets Political participation: trends and analysis; Women in governance: an assessment of the Panchayati Raj experience; Political parties and women: reservation for women in legislature Representation in media, Gender and the Indian Legal System: Gender and personal law. Evaluation Historical Overview of the factors affecting the Status of Women in India Discrepancies and gaps in the status with respect to health, education, employment and participation

Module III

Gender Based violence Violence against Women - Concept and types of gender-based violence. A Continuum of Violence. The Issues of Rape, Pornography, Child Sexual Abuse, Domestic Violence and Violence at Workplace. Trafficking, forced prostitution, Military rape and sexual abuse, traditional practices like genital mutilation. Issues of Reproductive Rights, Population Control and Contraception Gender issues in Contraception, Sex-selective abortions, female infanticide, surrogacy. Causes – cultural, economic, legal and political factors. Legal remedies and Social Welfare Services available to Women Facing Violence.

Module IV

Gender and Development Human Development Index, Gender Development Index, Gender Empowerment Measure, Approaches to development-- Women in Development (WID), Women



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

and Development (WAD), Gender and Development (GAD), Millennium Development Goals, Gender Mainstreaming and Sustainable Development Gender Analysis Frameworks and gender mainstreaming; Gender blind; neutral and redistributive policies; Welfare, Efficiency and Empowerment approaches to Gender; Strategic and practical gender needs/interests; Case Studies to understand the engagement with gender, (Poverty alleviation Forestry; Drinking Water and Sanitation; Health programmes, Urban renewal and slum rehabilitation Programmes, and micro-credit programmes like Kudumbasree)

International initiatives world conferences, women's decade, CEDAW. Indian initiatives –the 'Towards Equality' Report, National Perspective Plan for women, National Policy for the Empowerment of Women-2001, National and State women's Commissions, Nirbhaya, Women Development Corporation

Module V

Social Work with women Feminist social work theory and practice; Applications of liberal, radical, socialist, cultural, postmodern and global feminism to social work practice; Feminist theory and practice: Implications for working with men and other disadvantaged groups. Interventions for women from feminist frame works. Interventions with Gender Based Violence, Women and Mental Health, sexual minorities, Homeless Women, widows, elderly women, women in prostitution and women with HIV/AIDS, female offenders, women in unorganized labour sector



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

and women with disabilities - Gender Aware therapy, Feminist counseling, building collectives, education, advocacy, challenging sex –role stereotypes, challenging patriarchal norms, assertiveness training, strategies to encourage a sense of empowerment.

Challenges in working with women

References:

1. Dominelli, Lena (2007), Women and Community Action Rawat Publications Jaipur
2. John, Mary E., (2008), Women's Studies in India a Reader Penguin Books, New Delhi
3. Kamala Bhasin, (2003), Understanding Gender, Women Unlimited, New Delhi
4. Lee, Janet and Susan M. Shaw. 2011. Women Worldwide: Transnational feminist perspectives on women. New York: McGraw Hill.
5. Nalini Visvanathan (Ed.), (2006) The Women, Gender and Development Reader, Zubaan, New Delhi,
6. Sharma, Kumud & Sujaya C. P., (2011) Towards Equality: Report of the Committee on the Status of Women in India. Pearson
7. Towards Equality Report, Government of India, 1975



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Social Legislation and Human Rights

SW II C 11: SOCIAL LEGISLATION AND HUMAN RIGHTS

Credits: 4

Hours/week: 4

Learning Objectives

1. To familiarize the students with Indian Constitution, and the fundamental rights, duties and directive principles
2. To acquaint the students with human rights and organizations to protect human rights
3. To acquaint them with the statutory bodies for the protection of the rights of the individuals in general and women and children in particular
4. To understand the provisions of the social legislations and utilize them as a tool for empowerment of the vulnerable and marginalized sections of the society.

Module I

Introduction to Social Legislation

Meaning and scope of legislation: Kinds of Law-substantive, procedural, civil and criminal law; Indian Legal system, Process of making social legislation. Legal system in India: Courts, Hierarchy of courts. Social Legislation: Definition, objectives, Meaning & Scope. Historical development, Social Legislation as an instrument for Social Control, **Social Security, Social change, Social justice and Social Policy.**



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Indian constitution and social Legislation: Preamble, Fundamental rights, Fundamental duties and Directive Principles of State policy.

Module II

Human rights

Concept of human rights: Evolution, provisions in the constitution, UNDHR, National Human Rights Commission, Human right treaties, Organisations and judicial bodies on national and international level. Role of a social worker in relation to social legislation and human rights issues – advocacy, campaign, lobbying, networking, educating, guiding, enabling. Commission for child rights, Women’s Commission-national, state - its structure, functions

Module III

Legislations for the Protection of Children and Women Children- Juvenile Justice (Care and Protection) Act – 2000. Laws related to adoption, Child Marriage Act – 2006. Protection of Children Against Sexual Offences – 2013. Right of Children to Free and Compulsory Education Act – 2010 Child Labour (Prohibition and Regulation Act – 1986. Women - The Dowry Prohibition Act – 1986. The Protection of Women from Domestic Violence Act – 2005. The Immoral Traffic (Prevention) Act – 1986. Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 Laws related to other atrocities against women as per Indian penal code

Module IV

Social Legislations for the Aged, Disabled and other weaker Sections Aged: Maintenance and



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Welfare of Parents and Senior Citizens Act – 2007. Disabled: The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act – 1995. Backward Classes: The Schedule

Caste and Schedule Tribes, (Prevention of Atrocities) Act – 1989. Social security legislations-ESI Act 1948, Factories act 1948, workmen's compensation Act 1923, maternity benefit act 1961

Module V

Introduction to Legal Aid

The Concept, Definitions, History and Need for Legal Aid. Legal Services Authorities – The National Legal Services Authority, State Legal Services Authority, District Legal Services Authority, Taluk Legal Services Committee. The Schemes and Programmes for Legal Aid Services, lokadalats Public Interest Litigation History of Public Interest Litigation with special references to India. The Concept, Nature and Scope for Public Interest Litigation. Other important legislations The Right to Information Act – 2005. The National Food Security Act – 2014.

References

1. Gangrade K.D.: Social Legislation India. Vol.I and II, Concept publishing company, Delhi 1978
2. India Government: Constitution of India. Govt. of India Press, New Delhi
3. Mathew PD: Public Interest Litigation, Indian Social Institute, New Delhi, 1999
4. Tapan Biswal : Human rights, gender and environment Viva books pvt Ltd, New Delhi, 2006
5. People law and justice: A case book of PIL, Vol 2 Orient Longman publishers, New Delhi, 1997



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

6. Introduction to constitution of India: Vikas publishers house pvt Ltd, New Delhi

7. Legal Education Series: Indian Social Institute, New Delhi, 1999

8. Bare Acts.

9. Hebsur, R. K. (Ed.) Social Intervention for Justice, Bombay: TISS.

10. Huttman, E. D. 1981 Introduction to Social Policy, New York: McGraw- Hill.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Social work with vulnerable Groups

SW IV C 20: SOCIAL WORK WITH VULNERABLE GROUPS

Credits :4 Hours/week :4

Learning objectives

- 1.To understand the prevailing realities and problems of vulnerable and marginalized groups in India.
2. To learn the roles and functions of social workers in helping them.
3. To understand the contribution of Govt. and non-Govt. organizations in promoting welfare of the marginalized and vulnerable groups.
4. To understand the policies and other welfare programmes for these groups

Module I

Understanding key terms

Vulnerability, Deprivation, marginalization, at risk group, socio-economic disadvantage, stigmatization.

Children: analytical understanding of the prevailing realities, causes and precipitating factors of vulnerability, needs and problems of these children, child rights and its deprivation. Categories of vulnerable children, with emphasis on the girl child, destitute children, children from broken families, child labour, street children, children with disability, sexually abused children, children facing stigmatization, Children affected by natural calamities, disasters, domestic violence



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

National policies and programmes for children: Education, health, nutrition and protection.

National and international agencies working with children. Institutional and non-institutional services for children. National interventions and initiatives in child protection and child rights.

Scope of social work interventions and the role of the social worker in helping vulnerable children.

Module II

Women

Major issues and concern of women, gender issues, issues of representation and participation, and reproductive health

A gender analysis of poverty, health, education and labour. Teenage pregnancy, Violence and harassment. Women and mental health, Lesbian and Transgender clients, Homeless Women, Women in prostitution, women with HIV/AIDS, Female offenders, older women and women with disabilities and Female substance users.

Policies and welfare programmes for Women. Role and functions of social work in working with vulnerable and marginalized women.

Module III

Elderly: Issues and concerns of the elderly: Work, retirement, social security, housing; physical and mental health, disability, terminal illness and death of spouse; loneliness and alienation; feminization of ageing, domestic violence and abuse; dependency and family care; destitution;



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Risk assessment.

Policies and programmes for elderly in India, Social work practice for enabling active ageing and enhancing quality of life: education for preparation of new roles and activities; for physical safety, financial security; retirement planning; initiating social networks, self-help groups, individual and family counselling for adjustment and emotional wellbeing; bereavement counselling; mediating for enabling the elderly to receive their entitlements; multi-disciplinary approaches;

Welfare schemes for elderly. Role of Govt. and NGOs in the development of services for elderly.

Module IV

Differently abled Disability, Persons with Disability and their Rehabilitation Contexts — Understanding different categories of disability, causes, classification, assessment, consequences/impact of disability on individual's growth and functioning

Needs and problems of person with disability issues related to activities of daily living, education, sexuality, integration, employment and interpersonal relationships.

Role of the social worker, team work with professionals working in the field of disability and rehabilitation. Policies and programmes for people with disability in India.

Module V

Schedule caste and scheduled tribes:

Historical background of backwardness, oppression and oppressive practices in a caste society, issues related directly to Dalits and Tribals, socio political and religious movements; Policies and



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welfare programmes for SC/ST. Social Work with SC/ST- Approaches, and strategies.

References:

1. Naqi M (2005) Social work for weaker sections. Anmol Publications Pvt.Ltd.
- 2.Kuruvilla M (2011) Discrimination against girl child: The Tajectory of Missing Girls. Gyan Publishing house.
3. Kohli, A.S. (1996) An Aging India: Perspectives, Prospects and Policies, RawatPublicatio ns, Social Situation of the Aged in India, Anmol Publications Pvt Ltd, New Delhi.
4. Desai, M and Siva R. (ed) (2000). Gerontological Social Work in India: Some Issues an d Perspectives/ Delhi,
5. Seen but not heard: India's Marginalized, Neglected and Vulnerable Children. Voluntary Health Association of India, New Delhi, 2002.
6. Anil Bhuimali (2009) : Rights of disabled women and children in India. Serials publications, Ne w Delhi.
7. Mukherjee, M. (2006): Problems of Disabled People.
8. Willmuth ,M. E, Holcomb,L. 1993): Women with Disabilities. Associated publishers, India
9. Parke, J.&Penhale, B(2007).Working with Vulnerable Adults (The Social Work Skills Series)
10. Alex Gitterman, A(2014). Handbook of Social Work Practice with Vulnerable and Resilient Populations.
11. AFFILIA: Journal of Women and Social Work



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Social work in mental health setting

SW III E 1 17: SOCIAL WORK IN MENTAL HEALTH SETTINGS

Credits: 4

Hours/week :4

Learning Objectives

1. To help the students gain knowledge regarding psychiatric illnesses, their treatment and aftercare.
2. To understand the specific roles and functions of psychiatric social worker in different mental health settings
3. To help the students gain an understanding regarding the policies and programmes in the field of mental health
4. To understand the current trends and future of Psychiatric Social Work in India

Module I

Psychiatry and psychiatric assessment

Definition of psychiatry, historical development, Assessment in Psychiatry, Psychiatric interviewing, Case History taking and mental Status Examination, classification in psychiatry-, the need and importance, ICD-10 and DSM IV.

Module II

Clinical psychopathology



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Epidemiology of mental illness, causes, clinical manifestation, course, outcome and different treatment modalities of;

- a. Organic Mental disorder
- b. Functional psychoses (schizophrenia, mood disorders and delusional disorders)
- c. Neurotic stress related and somatoform disorder (OCD, phobic disorders, somatoform disorders, generalized anxiety disorders, dissociative disorders, PTSD)
- d. Personality disorders
- e. Sexual disorders
- f. Psychosomatic disorders
- g. Eating disorders h. Substance abuse
- i. Postpartum psychosis
- j. Culture bound syndrome
- k. Childhood Psychiatric disorders: Pervasive developmental disorders, autism spectrum disorder, attention deficit disorders, speech disorders, conduct disorders, learning disorders

Module III

Psychiatric social work Psychiatric social Work- Definition, historical development, Psychiatric Social Work in India

Psychosocial assessment: Individual and family-related determinants, environmental and cultural determinants, Impact of mental illness on individual, family and community



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Social work practice competencies in mental health recovery

Psychosocial interventions - preventive, promotive and curative rehabilitative. prevention of mental disorders , Coping with mental illness, Reducing stressors and enhancing resilience. Strengthening social support system.

Module IV

Psychiatric social work intervention

Multi-disciplinary team approach in the treatment of psychiatric illness. Role and functions, of psychiatric social worker in the team. Social workers in clinical settings: hospitals-adult and child psychiatry, aftercare centers, half way homes, sheltered workshop, de addiction centers, crisis intervention in emergency settings Psychiatric rehabilitation, definition, principles and strategies, treatment and after care of mental patients, psychiatric social worker in psychiatric rehabilitation settings. Psychiatric social worker in the field of community mental health.

Module V

Scope of psychiatric social work in India

Mental Health situation in India, History of community psychiatry, National Mental Health policies & Programmes and other projects. Application of social work methods in mental health settings, Present status of psychiatric social work in India, importance of higher education in the field of psychiatric social work in India. Future trends in psychiatric social work, Problems and Challenges in developing the field of psychiatric social work in India.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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References:

1. World Health Organization (1992), The ICD-10 classification of mental and behavioural disorder, clinical description and diagnostic guidelines, Oxford Press New Delhi.
2. American Psychiatric Association (2005): Quick reference to the Diagnostic Criteria from DSM- IV-TR, Jay Pee Brothers Medical Publishers, New Delhi
3. Kaplan & Saddock's (2007). Synopsis of Psychiatry Waverly Pvt. Ltd., New Delhi
4. Vyas J N, Ahuja Niraj (1999). Textbook of Post Graduate Psychiatry Vol. I & II, Jay Pee Brothers, New Delhi
5. Semple D, Smyth R (2009). Oxford Handbook of Psychiatry
6. Sekar, K., Parthasarathy, R., Muralidhar, D., Rao, M.C. (2007). Handbook of Psychiatric Social Work (Ed). Bangalore: NIMHANS
7. Karban, K (2011) .1st Edn. Social Work and Mental Health
8. Bland R., N and Tullgren, A (2009) Social Work Practice in Mental Health: An Introduction. Allen & Unwin publishers
9. Ulas Marion, Jessica Kingsley (2000) Mental Health and Social Work
10. Sands, R.G, Allyn and Bacon (2001) Clinical social work practice in behavioral mental health: a postmodern approach to practice with adults
11. Cesar M. Garces Carranza (2013) Social Work in the Hospital Setting: Interventions
12. Carlos W. Pratt C.W & Gill K. J (2013). 3rd Edn. Psychiatric Rehabilitation



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Department of Physics

Non-Conventional Energy Sources

PHY5D01(1): NON-CONVENTIONAL ENERGY SOURCES

Semester 5 | Open Course | 54 hours (Credit – 3)

COs	Course Outcome	CL	KC	Class Sessions allotted
CO1	Understand the importance of non-conventional energy sources	U	C	4
CO2	Understand basic aspects of solar energy	U	C	12
CO3	Understand basic principles of wind energy conversion	U	C	10
CO4	Understand the basic ideas of geothermal and biomass energy and recognize their merits and demerits	U	C	16
CO4	Understand the basic ideas of oceans and chemical energy resources and recognize their merits and demerits	U	C	12



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

UNIT I

4Hours

Energy Resources-Non-Conventional Energy Sources-Renewable and Non-Renewable energy sources.

(Section 1.3, 1.4 and 1.5 from Non- Conventional Energy Sources and Utilisation by R.K.Rajput, S.Chand Publishers, 1st Edition.)

UNIT II

Solar energy

12 Hours

Solar Energy Terms and Definitions- Solar Constant, Solar radiation measurements, Solar energy collector, Physical principle of the conversion of solar radiation in to heat, solar air heaters and drying, solar cookers, solar distillation, solar furnaces, solar greenhouses, solar power plants, solar photovoltaic cells (no need of mathematical equations)

(Section 2.2.1 and 2.2.2, 2.3, 3.1.2, 3.1.3-3.1.5, 3.2, 3.3.1-3.3.3, 3.4.1-3.4.10, 4.16, 4.17, 4.18, 4.19,4.20, 4.21.4, 4.21.8, 4.21.9, 4.21.10, 4.21.4 from Non- Conventional Energy Sources and Utilisation by R.K.Rajput, S.Chand Publishers, 1st Edition.)

UNIT III

Wind energy

10 Hours

Introduction, Utilisation aspects of wind energy, Advantages and Disadvantages of wind energy,



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Environmental impact of wind energy, Sources/Origins of wind, Principle of wind energy conversion

and wind power, Basic components of wind energy conversion system (WECS), Advantages and Disadvantages of WECS, Wind-Electric Generating Power Plant, Wind Energy Economics, Problems in operating large wind power generators.

(Section 5.1-5.6, 5.8, 5.10, 5.11, 5.20, 5.25, 5.26 from Non- Conventional Energy Sources and Utilisation by R.K.Rajput, S.Chand Publishers, 1st Edition.)

UNIT IV

Geothermal energy

16 Hours

Introduction to Geothermal energy, Important aspects of Geothermal Energy, Structure of Earth's interior, Geothermal System-Hot Spring structure, Geothermal Resources (Hydrothermal, Geopressured, Petro-thermal system, Magma Resources), Advantages and disadvantages of geothermal energy over other energy forms, application of geothermal energy.

(Section 7.1, 7.2, 7.3, 7.5, 7.8.1, 7.8.2, 7.8.3, 7.8.4, 7.9, 7.10 from Non- Conventional Energy Sources and Utilisation by R.K.Rajput, S.Chand Publishers, 1st Edition.)

Energy from biomass:

Introduction to biomass, Biomass resource, Biomass Conversion process



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

(Densification, Combustion and incineration, Thermo Chemical conversion, Biochemical conversion), Biogas: Biogas Applications, Biogas Plants (Raw materials used, Main Components of a Biogas Plant)

(Section 6.1, 6.2, 6.5.1, 6.5.2, 6.5.3, 6.5.4, 6.6.1, 6.6.2, 6.7.1, 6.7.2, 6.7.3 from Non-Conventional Energy Sources and Utilisation by R.K.Rajput, S.Chand Publishers, 1st Edition.)

UNIT V

Energy from Oceans and Thermal and Chemical effects

12 Hours

Ocean Energy, Ocean Energy Sources, Tidal energy, Components of a Tidal Power Plant, Economic aspects of tidal energy conversion, Wave energy, Advantages and disadvantages, Factors affecting Wave energy, Ocean Thermal Energy Conversion (OTEC), Working principle of OTEC, Efficiency of OTEC, Types of OTEC Plants (Closed system, Thermoelectric OTEC system), Advantages and Disadvantages and Applications of OTEC.

Thermo electric effects, Fuel Cells, Hydrogen energy, Nuclear Reactors, Advantages and Disadvantages of Nuclear power plants (Basic Principles/concepts only)

(Section 8.1, 8.2, 8.3.1, 8.3.8, 8.3.14, 8.4.1, 8.4.2, 8.4.3, 8.5.1, 8.5.3, 8.5.4, 8.5.5.1, 8.5.5.5, 8.5.6, 9.2, 9.7.1, 9.7.2, 9.7.3, 10.1, 10.2, 10.3, 11.2.1, 11.5 from Non-Conventional Energy Sources and Utilisation by R.K.Rajput, S.Chand Publishers, 1st Edition.)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Books of study:

1. Non- Conventional Energy Sources and Utilisation by R.K.Rajput, S.Chand Publishers

References

1. Non- Conventional Energy Resources by G. D. Rai, Khanna Publishers, 2008.
2. Solar Energy Fundamentals and application by H.P. Garg and J. Prakash, Tata McGraw- Hill Publishing company Ltd, 1997.
3. Solar Energy by S. P. Sukhatme, Tata McGraw- Hill Publishing company ltd,1997.
4. Solar Energy Utilization by G.D. Rai, Khanna Publishers, 1995.

Mark distribution for setting Question paper.

Unit/ chapter	Title	Marks
1	Non-Conventional energy	06
2	Solar energy	18
3	Wind energy	15
4	Geothermal energy and energy from biomass	22
5	Energy from Oceans and Chemical energy resources	18
Total Marks *		79

*Total marks include that for choice of questions in sections A, B and C in the question paper.



CRITERION	I	Curricular Aspects
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Department of Chemistry

Physics and applied chemistry

Complementary Course IV:

CHE4C04 PHYSICAL AND APPLIED CHEMISTRY

Semester IV

Total Hours: 48;

Credits: 2;

Hours/Week: 3;

Total Marks 75 (Internal 15 & External 60)

CHE4C04	PHYSICAL AND APPLIED CHEMISTRY	L	T	P	C
		3	0	0	2
Objective (s)	To provide the students a thorough knowledge about colloidal chemistry, nano chemistry and the importance of chemistry in daily life. It also provides a basic idea related to separation and spectral techniques. It also imparts the idea of green processes with special emphasis on environment.				
Course outcome (s)					
CO1	To understand the basic concepts behind colloidal state and nano chemistry.				
CO2	To understand the importance of green chemistry and pollution prevention.				
CO3	To appreciate the importance of different separation methods and spectral techniques.				
CO4	To understand the extent of chemistry in daily life.				



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Module I

COLLOIDAL CHEMISTRY (6 HRS)

True solution, colloidal solution and suspension. Classification of colloids: Lyophilic, lyophobic, macromolecular, multimolecular and associated colloids with examples. Purification of colloids by electrodialysis and ultrafiltration. Properties of colloids: Brownian movement – Tyndall effect – Electrophoresis. Origin of charge and stability of colloids – Coagulation - Hardy Schulze rule – Protective colloids - Gold number. Emulsions. Applications of colloids: Delta formation, medicines, emulsification, cleaning action of detergents and soaps.

References

1. B. R. Puri, L. R. Sharma, M. S. Pathania, *Principles of Physical Chemistry*, 46th Edn., Vishal Publishing Company, New Delhi, 2013.
2. F. Daniels, R. A. Alberty, *Physical Chemistry*, 5th Edn., John Wiley and Sons, Canada, 1980.

Module II

NEW VISTAS IN CHEMISTRY (6 hrs)

Nanochemistry: Introduction – classification of nanomaterials (0D, 1D, 2D) - size dependence of material properties (optical, electrical and catalytic) - surface to volume ratio and its significance - application of nanomaterials in electronics, optics, catalysis and medicine (detailed discussion



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

not expected).

Green Chemistry: Definition and need of green chemistry - principles (detailed discussion not expected) - atom economy - green solvents - green synthesis of Ibuprofen.

References

1. M. A. Shah, Tokeer Ahmad, *Principles of Nanoscience and Nanotechnology*, Narosa Publishing House, New Delhi, 2010.
2. T. Pradeep, *A Textbook of Nanoscience and Nanotechnology*, McGrawhill, New Delhi, 2012.
3. V. K. Ahluwalia, *Green Chemistry*, Narosa Publishing House, New Delhi, 2011.

Module III

CHROMATOGRAPHY (6 hrs)

Chromatography- Introduction - Adsorption and partition chromatography - Principle and applications of column, thin layer, paper and gas chromatography - Rf value – Relative merits of different techniques.

References

1. R. A. Day Junior, A. L. Underwood, *Quantitative Analysis*, 5th Edn., Prentice Hall of India Pvt. Ltd., New Delhi, 1988.
2. J. Mendham, R. C. Denney, J. D. Barnes, M. Thomas, *Vogel's Text Book of*



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Quantitative Chemical Analysis, 6th Edn., Pearson Education, 2003.

3. R. Gopalan, P.Subramanian, K Rengarajan, *Elements of Analytical Chemistry*, S. Chand and Co., New Delhi, 2004.

4. R. P. Budhiraja, *Separation chemistry*, New Age International (P) Ltd., 2007.

Module IV

SPECTROSCOPY (10 hrs.)

Origin of spectra - Interaction of electromagnetic radiation with matter. Different types of energy levels in molecules: Rotational, vibrational and electronic levels. Statement of Born- Oppenheimer approximation - Fundamental laws of spectroscopy and selection rules (derivations not required).

IR Spectroscopy: Introduction - Group frequency concept - Characteristic stretching frequencies of O-H, N-H, C-H, C=C, C=N and C=O functional groups - Fingerprint region in IR spectra.

UV-Visible Spectroscopy: Introduction - Beer-Lambert's law - Electronic transitions in molecules ($\sigma \rightarrow \sigma^*$, $n \rightarrow \sigma^*$, $\pi \rightarrow \pi^*$ and $n \rightarrow \pi^*$) - Chromophore and auxochrome - Red shift and blue shift.

NMR Spectroscopy: Introduction - Chemical shift and spin-spin coupling - Application in elucidating the structure of ethanol, dimethyl ether, propanal and acetone (detailed study not required).

References

1. P. S. Kalsi, *Applications of Spectroscopic Techniques in Organic Chemistry*, 6th Edn., New Age International (P) Ltd., New Delhi, 2004.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

2. C. N. Banwell, E. M. Mc Cash, *Fundamentals of Molecular Spectroscopy*, 4th Edn., McGraw–Hill publishing Company Limited, New Delhi, 2002.

Module V

POLYMERS (4 hrs.)

Classification of polymers - Addition and condensation polymers – Thermoplastics and thermosetting plastics - Structure and applications of synthetic rubbers (Buna-S, Buna-N and neoprene), synthetic fibres (Nylon 66, Nylon 6 and dacron), thermoplastics (polyethene, polystyrene, PVC and teflon) and thermosetting plastics (bakelite and melmac). Uses of kevlar, nomex and lexan – Biodegradable polymers (PGA, PLA and PHBV) and their applications.

References

1. V. R. Gowarikar, *Polymer Chemistry*, New Age International Pvt. Ltd., New Delhi, 2010.
2. Fred. W. Billmeyer, *Textbook of Polymer Science*, 3rd Edn., Wiley India, Delhi, 2008.

Module VI

ENVIRONMENTAL POLLUTION (6 hrs)

Definition – Types of pollution.

Air pollution: Pollution by oxides of nitrogen, carbon and Sulphur. Effects of air pollution:

Depletion of ozone, greenhouse effect and acid rain.

Water pollution: Pollution due to sewage, industrial effluents, soaps, detergents, pesticides, fertilizers and heavy metals – Eutrophication - Biological magnification and bioaccumulation



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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- Effects of water pollution. Water quality parameters – DO, BOD and COD (elementary idea only).

Soil pollution – Pollution due to plastics.

Thermal pollution and radioactive pollution: Sources, effects and control measures.

References

1. A. K. De, *Environmental Chemistry*, 6th Edn., New Age International Pvt. Ltd., New Delhi, 2006.
2. A. K. Ahluwalia, *Environmental Chemistry*, Ane Books India, New Delhi, 2008.

Module VII

CHEMISTRY IN DAILY LIFE (10 hrs)

Petrochemicals: Name, carbon range and uses of fractions of petroleum distillation – Octane number - Cetane number – Flash point. LPG and CNG: Composition and uses.

Pharmaceuticals: Drug - Chemical name, generic name and trade names with examples. Antipyretics, analgesics, antibiotics, antacids, antiseptics (definition and examples, structure not expected).

Dyes: Definition – Requirements of a dye - Theories of colour and chemical constitution – Structure and applications of martius yellow, indigo and alizarin.

Food: Food additives: Food preservatives, artificial sweeteners and antioxidants (definition and examples, structures not required) Commonly used permitted and non-permitted food



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colours (structures not required).

Cement: Manufacture, composition and setting.

Glass: Types of glasses and uses.

References

1. Gurdeep R. Chatwal, *Synthetic Drugs*, Himalaya Publishing House, Bombay, 1995.
2. Jayashree Ghosh, *A Textbook of Pharmaceutical Chemistry*, 3rd Edn., S. Chand and Company Ltd., New Delhi, 1999.
3. B. Sivasankar, *Food processing and preservation*, Prentice – Hall of India Pvt. Ltd., New Delhi, 2002.
4. Srinivasan Damodaran, Kirk L. Parkin, Owen R. Fennema, *Food Chemistry*, 4th Edn., CRC Press, New York, 2007.

Mark Distribution	
Module I	10 Marks
Module II	10 Marks
Module III	10 Marks
Module IV	15 Marks
Module V	07 Marks
Module VI	10 Marks
Module VII	17 Marks



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Advance and Applied chemistry

Core Course XII:

CHE6B12 ADVANCED AND APPLIED CHEMISTRY

Total Hours: 54;

Credits: 3;

Hours/Week: 3

Module I

NANOCHEMISTRY (6 hrs)

Historical introduction to nanochemistry - Nanosize domain - Classification of nanomaterials (0D, 1D and 2D) - Size dependence of material properties - Surface area to volume ratio and its significance - Variation in electronic and optical properties. Introduction to metal nanoparticles (gold, silver and platinum nanoparticles), semiconductor nanoparticles or quantum dots (CdS and CdSe nanoparticles) and metal oxide nanoparticles (zinc oxide, iron oxide, silica and titania nanoparticles). Carbon nanostructures: Fullerenes, carbon nanotubes and graphene (elementary idea only). Applications of nanomaterials in electronics, optics, catalysis, medicine and in environment related issues (detailed discussion not required).

Module II

NEW VISTAS IN CHEMISTRY (9 hrs)

Green Chemistry: Introduction - Environmental concern on chemical industry and need of



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

green chemistry – Origin of green chemistry – Twelve principles of green chemistry with explanations - Atom economy and microwave assisted reactions - Green solvents - Green synthesis of ibuprofen. Microwave and ultrasound assisted green synthesis: Aldol condensation, Diels-Alder reaction and Williamson's synthesis.

Supramolecular Chemistry: Introduction – Concepts of primary and secondary structures with examples (structures of protein and DNA) - Molecular recognition - Host-guest interactions - Types of noncovalent interactions.

Combinatorial Chemistry: Introduction – Combinatorial synthesis (elementary idea only). Applications of combinatorial synthesis in drug discovery (brief study).

Module III

INTRODUCTION TO COMPUTATIONAL CHEMISTRY (6 hrs)

General Introduction to Computers: Operating systems and programming languages (basic idea only).

Excel Spread Sheets: Basic operations, functions, charts and plots - Linear and non-linear regression - Curve fitting.

Conceptual Background of Molecular Modeling: Molecular mechanic (force field) and molecular orbital (ab initio and semi-empirical) methods for molecular geometry optimization and computation of basic molecular properties (elementary idea only).



CRITERION	I	Curricular Aspects
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Module IV

SYNTHETIC POLYMERS (6 hrs)

Classification - Tacticity – Monomers, structural formula and applications of addition polymers (polyethene, polystyrene, PVC, teflon, PAN, PMMA, polyacetylene, Buna S, Buna N and neoprene) and condensation polymers (nylon 66, nylon 6, bakelite, melmac, terylene, kevlar, lexan and nomex) - Advantages of Ziegler Natta polymerization (mechanism not expected) - Plastic identification codes. Biodegradable polymers: PGA, PLA and PHBV.

Module V

APPLIED INORGANIC CHEMISTRY (9 hrs)

Cement (manufacture, composition and setting) - Glass (manufacture, annealing, types of glasses and uses) - Refractory materials (borides and carbides) - Inorganic fertilizers - Essential nutrients for plants - Nitrogenous, phosphatic and potash fertilizers - Rocket propellants (classification with examples) - Composition and health effect of toothpaste and talcum powder.

Chemical industries in Kerala: Location, raw materials, chemistry involved in the preparation and uses of the following.

Fertilizers and Chemicals Travancore Ltd.: Ammonium sulphate.

Travancore Cochin Chemicals Ltd.: Caustic soda and chlorine.

Malabar Cements Ltd.: Cement.

Steel Complex Ltd.: Various grades of steel billets.



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Travancore Titanium Products Ltd.: Titanium dioxide pigment from ilmenite.

Module VI

APPLIED ORGANIC CHEMISTRY – I (9 hrs)

Petroleum: Carbon range and uses of various fractions of petroleum distillation – Petrol - Knocking - Octane number – Anti-knocking compounds – Diesel oil - Cetane number – Flash point – Composition and uses of LPG and CNG.

Pharmaceuticals: Medicinal chemistry - Drugs (chemical, generic and trade names with examples).

Terminology: Prodrug, pharmacy, pharmacology, pharmacophore, pharmacognosy, pharmacodynamics and pharmacokinetics (elementary idea only). Antipyretics, analgesics, antacids, antihistamines, antibiotics, antiseptics, disinfectants, anesthetics, narcotics, tranquilizers, antidepressants and psychedelic drugs (definition and examples, structures not expected) - Preparation of paracetamol and aspirin.

Cleansing Agents: Soaps and detergents: Preparation, classification, advantages and disadvantages – TFM - Cleaning action – Composition of shaving creams. Shampoos: Ingredients and functions. Different kinds of shampoos: Anti-dandruff, anti-lice, herbal and baby shampoos. Health effects of shampoos.

Pesticides: Insecticides, herbicides, rodenticides and fungicides (definition and examples) – Structure of Endosulfan, DDT and BHC - Harmful effects of pesticides. Endosulfan disaster in Kerala (brief study).



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module VII

APPLIED ORGANIC CHEMISTRY – II (9 hrs)

Dyes: Definition - Requirements of a dye - Theories of colour and chemical constitution - Classification based on structure and mode of application to the fabric - Preparation and uses of Rosaniline and Indigo.

Cosmetics: Chemicals used in and health effects of hair dye, perfumes, antiperspirants, cleansing creams (cold creams, vanishing creams and bleach creams), sun screen preparations, UV absorbers, skin bleaching agents, depilatories, nail polishes, lipsticks and eye liners - Turmeric and Neem preparations - Vitamin oil. Harmful effects of cosmetics.

Food Chemistry: Common food adulterants in various food materials and their identification: Milk, vegetable oils, tea, coffee powder, rice and chili powder. Methods of preservation: Drying, pasteurization, refrigeration, vacuum packing, use of salt and pickling. Food additives: Food preservatives, artificial sweeteners and antioxidants (definition and examples, structures not required) - Structure of BHT, BHA and Ajinomoto – Common permitted and non-permitted food colours (structures not required) – Artificial ripening of fruits and its health effects. Modern food: Definition and health effects of fast foods, instant foods, dehydrated foods, junk foods and condiments - Composition and health effects of chocolates and soft drinks. Harmful effects of modern food habits. Natural food: Composition and advantages of milk - Importance of regional and seasonal fruits –



CRITERION	I	Curricular Aspects
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Composition, importance and medical uses of coconut water and Neera - Advantages of traditional Kerala foods.

Text Books

1. M.A. Shah and Tokeer Ahmad, Principles of Nanoscience and Nanotechnology, Narosa Publishing House, New Delhi, 2010.
2. V.K. Ahluwalia, Green Chemistry, Narosa Publishing House, New Delhi, 2011.
3. P.S. Kalsi and J.P. Kalsi, Bioorganic, Bioinorganic and Supramolecular Chemistry, 1st Edition, New Age International Publishers (P) Ltd., New Delhi, 2007.
4. W. Bannwarth and B. Hinzen, Combinatorial Chemistry - From Theory to Application, 2nd Edition, Wiley-VCH, 2006.
5. E. Joseph Billo, Excel for Chemists - A Comprehensive Guide, 3rd Edition, John Wiley & Sons, Inc., Hoboken, New Jersey, 2011.
6. Andrew R. Leach, Molecular Modelling: Principles and Applications, 2nd Edition Prentice Hall, 2001.
7. V.R. Gowarikar, Polymer Chemistry, New Age International (P) Ltd., New Delhi, 2010.
8. B.R. Puri, L.R. Sharma and K.C. Kalia, Principles of Inorganic Chemistry, 31st Edition, Milestone Publishers and Distributors, New Delhi, 2013.
9. K.S. Tewari, N.K. Vishnoi and S.N. Mehrotra, A Textbook of Organic Chemistry, 2nd Edition, Vikas Publishing House (Pvt.) Ltd., New Delhi, 2004.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

10. Gurdeep R. Chatwal, Synthetic Drugs, Himalaya Publishing House, Bombay, 1995.

11. M.S.R. Winter, A Consumer's Dictionary of Cosmetic Ingredients, 7th Edition, Three Rivers Press, New York, 2009.

12. H.S. Rathore and L.M.L. Nollet, Pesticides: Evaluation of Environmental Pollution, CRC Press, USA, 2012.

13. B. Srilakshmi, Food Science, 5th Edition, New Age Publishers, New Delhi, 2010.

References

T. Pradeep, A Textbook of Nanoscience and Nanotechnology, McGrawhill, New Delhi, 2012.

V.S. Muralidharan and A. Subramania, Nano Science and Technology, CRC Press, London, 2008.

Andrew P. Dicks, Green Organic Chemistry in Lecture and Laboratory, CRC Press, University of Toronto, Ontario, Canada, 2011.

M. Kirchhoff and M. Ryan, Greener Approaches to Undergraduate Chemistry Experiments, American Chemical Society, Washington, DC, 2002.

Helena Dodziuk, Introduction to Supramolecular Chemistry, Springer, New York, 2002.

A.W. Czarnik and S.H. DeWitt, A Practical Guide to Combinatorial Chemistry, 1st Edition, American Chemical Society, 1997.

John Walkenbach, Excel 2013 Formulas, 1st Edition, Wiley, New York, 2013.

S. Wilson, Chemistry by Computer: An Overview of the Applications of Computers in Chemistry, Plenum Publishing, New York, 1986.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Fred W. Billmeyer, Jr., Textbook of Polymer Science, 3rd Edition, John Wiley & Sons, Singapore, 1994. P.L. Soni and Mohan Katyal, Textbook of Inorganic Chemistry, 20th Edition, S. Chand and Sons, New Delhi, 2013.

Jayashree Ghosh, A Textbook of Pharmaceutical Chemistry, 3rd Edition, S. Chand and Company Ltd., New Delhi, 1999.

G. Thomas, Fundamentals of Medicinal Chemistry, John Wiley & Sons Ltd., 2006.

B. Siva Sankar, Food Processing and Preservation, Prentice–Hall of India Pvt. Ltd., New Delhi, 2002.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Medicinal and environmental chemistry

Core Course XIII:

CHE6B13(E3) MEDICINAL AND ENVIRONMENTAL CHEMISTRY

Total Hours: 54;

Credits: 3;

Hours/Week: 3

Module I

HEALTH AND BIOCHEMICAL ANALYSIS (6 hrs)

Definition of health - WHO standard - Sterilization of surgical instruments - Biochemical analysis of urine and serum.

Blood: Composition, grouping and Rh factor - Blood transfusion.

Module II

DRUGS (6 hrs)

Definition – History of drugs – Prodrug – Prescription and non-prescription drugs – Routes of drug administration - Drug dosage - Effective use of drugs – Over dosage - Drug toxicity – Thalidomide tragedy (a brief study) – Drug abuse.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Assay of Drugs: Chemical, biological and immunological assays - LD50 and ED50 therapeutic index. Indian Medicinal Plants: Kizharnelli, Thumbai, Hibiscus, Adathodai, Nochi, Thulasi, Brahmi, Aloe Vera and Neem plant (Major chemical constituents and medicinal uses).

Module III

COMMON DISEASES AND TREATMENT (12 hrs)

Diseases - Communicable and non-communicable diseases - Causes, symptoms and drugs used for the treatment of air-borne diseases (anthrax, chickenpox, influenza, measles and tuberculosis), water and food borne diseases (cholera, dysentery, typhoid fever and hepatitis A), bronchial asthma, kidney stone, diabetes, myocardial infarction and AIDS – Drugs used in the treatment for systemic hypertension and hypercholesterolemia.

Cancer: Definition - Lung cancer (causes, symptoms and treatment) – Avenues for the treatment of terminal cancer.

Treatment for Specific Poisons: Snake bite, arsenic and mercury compounds.

Module IV

ENVIRONMENTAL TOXICOLOGY (6 hrs)

Introduction – Threshold Limiting Value – Source and toxicological effects of inorganic compounds (H₂S, Cl₂ and asbestos), organic compounds (CCl₄, phenol, benzene, phenylene diamines, nitroso amines and p-dichlorobenzene), persistent organic pollutants (dioxins,



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TCDD, pesticides: Endosulphan, carbaryl and DDT), phthalates and heavy metals (As and Hg).

Module V

CONTROL AND MONITORING OF AIR POLLUTANTS (12 hrs)

Air Pollution Control Measures: Gravitational settling chamber, fabric filter, wet scrubber, catalytic converters, stacks and chimneys, cyclone collectors, Cottrell electrostatic precipitator, extraction ventilator, zoning and green belt.

Air Pollutant Monitoring: Sampling methods for particulate analysis - Filtration, sedimentation, electrostatic samplers, thermal precipitators and impingers. Sampling methods for gases and vapours – Cold trapping, absorption and adsorption. Analytical methods for the determination of CO, NO_x, SO_x, H₂S, hydrocarbons and particulate matter.

Module VI

WATER TREATMENT PROCESSES (12 hrs)

Types and characteristics of industrial waste water - Aerobic and anaerobic oxidation - Sedimentation, coagulation, filtration, disinfection, desalination and ion exchange. Primary treatment - Secondary treatment - Trickling filters, activated sludge process and sludge digestion - Tertiary treatment - USAB process and deep well injection. Sewage and sewage analysis - Total solids, settleable solids, suspended solids, dissolved oxygen, BOD (Winkler's



CRITERION	I	Curricular Aspects
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titration method and dissolved oxygen meter) and COD - Protection of surface waters from pollution with industrial sewage.

Use and conservation of water resources – Rain water harvesting - Sea water for agriculture.

References

1. G. Thomas, Fundamentals of Medicinal Chemistry, John Wiley & Sons Ltd., London, 2003.
2. Guyton and Hall, Textbook of Medical Physiology, 12th Edition, Saunders, US, 2010.
3. D.J. Abraham, Burger's Medicinal Chemistry and Drug Discovery, Vol.1-6, WileyInterscience, Hoboken, NJ, 2003.
4. B.L. Oser, Hawk's Physiological Chemistry, Tata McGraw-Hill Publishing Co. Ltd., New Delhi, 1979.
5. S.C. Rastogi, Biochemistry, 2nd Edition, Tata McGraw Hill Publishing Co., New Delhi, 2007 (Reprint).
6. Gurdeep R. Chatwal, Synthetic Drugs, Himalaya Publishing House, Bombay, 1995.
7. Jayashree Ghosh, A Textbook of Pharmaceutical Chemistry, 3rd Edition, S. Chand and Company Ltd., New Delhi, 1999.
8. Rasheeduz Zafar, Medicinal Plants of India, 1st Edition, CBS Publishers & Distributors Pvt. Ltd., New Delhi, 2009.
9. A.K. De., Environmental Chemistry, 6th Edition, New Age International (P) Ltd., New Delhi, 2006.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

10. M.L. Davis, D.A. Cornwell, Introduction to Environmental Engineering, 3rd Edition, McGraw Hill, New Delhi, 1998.

11. S.E. Manahan, Environmental Chemistry, 8th Edition, CRC Press, Florida, 2004.

12. G.M. Masters, Introduction to Environmental Engineering and Science, 3rd Edition, Prentice-Hall Inc., New Delhi, 2007.

13. A.K. Ahluwalia, Environmental Chemistry, Ane Books India, New Delhi, 2008.

14. B.K. Sharma and H. Kaur, Environmental Chemistry, Goel Publishing House, Meerut, 1996.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Department of Economics

Macroeconomics I

Course Category	Core Course 1
Course Title and Code	ECO1 B01
No. of Credits	5
No. of Contact Hours	6 Hours per week

ECO1 B01 MICROECONOMICS - I

Preamble: This course is designed to expose first semester students, who may be new to economics, the basic principles of microeconomic theory. The emphasis will be on thinking like an economist and the course will illustrate how microeconomic concepts can be applied to analyze real-life situations.

Module I

EXPLORING THE SUBJECT MATTER OF ECONOMICS

Why study economics? Micro Versus Macro- Concepts of wealth, welfare, scarcity and growth - The scope and method of economics- Induction and deduction-Positive and normative economics- Value judgments- scarcity and choice- the basic problems of an economy- Production Possibility curve- basic competitive model- economic systems.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module II

DEMAND AND SUPPLY ANALYSIS

Concept of Demand- Law of Demand- **Determinants of demand** – **Types of Demand** – **Demand Function** – **Market Demand Curve** - **Elasticity of Demand** – **Price, Income and Cross elasticity of demand** –**Measures of Elasticity of Demand. Demand Forecast** Meaning- Factors influencing demand forecast. Concept of Supply – Law of Supply – **Determinants of Supply** – **Supply Function** – **Elasticity of Supply** – **Market Supply Curve** -**Market Equilibrium.**

Module III

THEORY OF CONSUMER BEHAVIOUR

Utility Analysis – **Cardinal and Ordinal approaches** – Law of Diminishing Marginal Utility -Law of Equi-marginal utility, indifference curve, properties of indifference curves – **Price (Budget) line** – **Equilibrium of the Consumer with the help of indifference curves** – **Price, Income and Substitution effect**- Derivation of individual demand curve for normal good –Decomposition of Price effect into income effect and substitution effect – Hicksian and Slutsky 's methods – Normal, inferior and Giffen goods – Application of Indifference Curves - **Theory of Revealed Preference** – Revealed Preference axioms - Consumer surplus - Marshall and Hicks.

Module IV

THEORY OF PRODUCTION AND COSTS:**Concept of Production** – **Production Function** – **Scale of production**- short run versus long run production function- Law of Variable Proportions



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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– Law of Returns to Scale – the Isoquant- Isocost Approach-producers equilibrium-expansion path- Internal and External Economies- Cobb-Douglas production function -Cost function and Cost concepts- Traditional theory of costs- Modern theory of costs.

References:

1. Dominick Salvatore (2003): Microeconomics: Theory and Applications- 4th Edition, Oxford University Press.
2. Robert S Pindyck and Daniel L Rubinfeld (2009): Microeconomics- 8th Edition, Pearson India.
3. Watson and Getz (2004): Price Theory and its Uses- 5th Edition, AITBS Publishers and Distributors.
4. A Koutsoyiannis (1979): Modern Microeconomics- 2nd Edition, Macmillan.
5. G S Madalla and Ellen Miller (1989): Microeconomics: Theory and Applications- Tata McGraw-Hill.
6. Robert Y Awh (1976): Microeconomics: Theory and Applications- John Wiley & Sons.
7. H.R Varian (2009), Intermediate Microeconomics- A Modern Approach., W W Norton & Co Inc; 8 editions
8. Gregory Mankiw (2006) Principles of Microeconomics,(Paperback)South Western Educational Publishing
9. Jhingan., M.L., (2017), Micro Economic Theory, Vrinda Publications (P) Ltd, De



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Microeconomics II

ECO2 B02 MICRO ECONOMICS – II

Semester II

Course Category: Core Course 2

No. of Credits: 5

No. of Contact Hours: 108

This part of the syllabus is designed to introduce fundamental market concepts and structures. The objective of the course is to apply the principles Micro economic analysis to the decision making of firms and market.

Module I

Theory of Costs Explicit and implicit costs, opportunity cost, private cost, social cost, economic cost, accounting cost, sunk cost, fixed and variable cost, marginal and average cost -Short run and Long run cost curves - Modern theory of costs - Short- run costs - AFC, AVC, ATC – Longrun L shaped cost curves. Seminar/assignment topic: Traditional theory of costs - Cost concepts- Geometry of unit cost curves -relation between AFC, AVC, AC and MC graphically.

Reference:

1. Koutsoyiannis. A, __Modern Microeconomics ‘, Chapter – 4



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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2. Dominik Salvatore, ‘Microeconomic Theory-Schaums outline series ‘

Module II

Market structure: Perfect Competition Perfect competition – characteristics – Price determination in the market period - Short run Equilibrium – shut down point - Longrun equilibrium of a firm and industry – Constant, increasing and decreasing cost industries – Welfare effects of government intervention – Impact of a tax or subsidy.

Module III

Monopoly: Monopoly – Sources of monopoly – AR and MR curve of a monopolist - Short run and Long run equilibrium – Supply curve of a monopolist – The multiplant firm – Monopoly power – measuring monopoly power – Lerner Index - social cost of monopoly – Regulation of monopoly - Price discrimination – first degree, second degree and third degree – International price discrimination and dumping – Two part tariff, tying and bundling – Peakload pricing - Monopsony – Bilateral monopoly.

Seminar/assignment topic: Some applications of market structure, Efficiency and Regulation

Reference:

1. Koutsoyiannis, ‘A Modern Microeconomics ‘, Chapter 5, 6, 7
2. Watson and Getz, ‘Price Theory and its uses ‘



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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3. Dominik Salvatore, _Principles of Microeconomics ‘

Module IV

Monopolistic Competition and Oligopoly: Monopolistic competition and Oligopoly – Features of monopolistic competition – Short run and long run equilibrium - **Product differentiation and selling costs** – Oligopoly - Characteristics – Collusive versus non-collusive oligopoly – **Cournot model – Kinked demand curve model - Cartel and price leadership**

Reference:

1. Koutsoyiannis, _A Modern Microeconomics ‘, Chapter 5, 6, 7
2. Watson and Getz, _Price Theory and its uses ‘
3. Dominik Salvatore, _Principles of Microeconomics ‘

Module V

Pricing and Employment of **Inputs** **Marginal Productivity theory of input demand – Competitive factor markets - Demand curve of the firm for one variable input –Demand curve of the firm for several variable inputs** - Market demand curve for an input - Supply of inputs to a firm – The market supply of inputs – **Equilibrium in a competitive factor market** – Factor market with monopoly power – Factor market with monopsony power.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Reference:

1. Koutsoyiannis. A, Modern Microeconomics ‘
2. Dominik Salvatore, Micro economic Theory ‘, Schaums Outline series,

Chapter - 13

Additional Readings:

1. Robert. S Pindyck and Daniel L. Rubinfeld (2009)- Microeconomics seventh edition, Pearson Education
2. H.R Varian Intermediate Microeconomics- A Modern Approach.
3. Walter Nicholson and Christopher Snyder (2010)- Theory and applications of intermediate microeconomics ‘11th edition, Souht Western, Cengage learning



CRITERION	I	Curricular Aspects
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Quantitative Methods for Economic Analysis I

ECO1C04 QUANTITATIVE METHODS FOR ECONOMIC ANALYSIS I

Credit: 4

Total Hours: 90

Lecture Hours: 70

Seminar Hours: 20

Module I

LINEAR ALGEBRA

Different types of functions and its graphs, Constant Linear, Quadratic, Cubic, Polynomial, Exponential and logarithmic functions. **Applications of linear functions in Economics**- Vectors and Matrices, determinants, solution of a system of equations - Inverse method and Crammer's rule- Rank of a matrix-characteristic equations and characteristic roots and vectors.

Module II

DIFFERENTIAL CALCULUS

Functions, limit of a function, continuity of a function, **Derivative of a function** - Rules of Differentiation, Higher order derivatives, differentiation of logarithmic functions, exponential functions and implicit functions- Application of Derivatives- Meaning of a Derivative- rate of change- slope of a curve- **Marginal concepts related to demand, supply, cost, revenue and production functions. Maxima and minima- Economic applications.**



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Module III

FUNCTIONS OF SEVERAL VARIABLES

Functions of several variables - Partial differentiation- Optimisation of Multivariable functions- constrained optimization with Lagrangian multipliers-Consumers and producers equilibrium using constrained optimization Differentials- Total and Partial derivatives- Total derivatives- Rules of integration- Definite integral, area under a curve-estimation of producers and consumers surplus.

Module IV

DIFFERENTIAL AND DIFFERENCE EQUATIONS

First order Differential equations -Definitions and concepts, general formula for Differential equations – Economic applications-Differential equations for limited and unlimited growth - First order Difference equations- Solution of first order difference equations - General formula for First order Linear Difference equations, applications - stability conditions, Cobb Web model.

Module V

FINANCIAL MATHEMATICS

Arithmetic and geometric sequence and series- Simple interest, compound interest and annual percentage rates- Depreciation- Net present value and internal rate of return- Annuities, debit repayments, sinking funds- The relationship between interest rates and the price of bonds.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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References

1. Essential Mathematics for Economics and Business, Teresa Bradley and Paul Patton, Revised by Teresa Bradley, Wiley student Edition Chapter- 2 and Chapter-4.
2. Introduction to Mathematical Economics Edward T. Dowling Third Edition Chapter-8.
3. Taro Yamane: Statistics - An Introductory analysis, Harper & Row, Edition 3.
4. Hoel PG: Introduction to Mathematical Statistics, John Wiley & Sons, Edition.
5. RGD Allen Mathematical Analysis for Economics.
6. Tulsian, P.C and Vishal Pandey: Quantitative Techniques, Pearson Education, New Delhi.
7. S.P. Gupta: Statistical Methods, Sultan Chand and Sons, New Delhi.
8. Hooda R.P. Statistics for Business and Economics, Macmillan, New Delhi.
9. Alpha C Chiang: Fundamental Methods of Mathematical Economics, 2nd Ed. Inter National Student Edition, Mc Grawhill.
10. Edward T Dowling: Introduction to Mathematical Economics, Third Edition, Schaum's Outlines, Tata Mc Grawhill Publishing Co. Ltd, New Delhi.
11. Sreenath Baruah: Basic Mathematics and its Applications in Economics, Macmillan India Ltd.
12. Joseph K.X, Quantitative Techniques, CUCCS Ltd, Calicut University.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Macroeconomics II

ECO6 B11 MACROECONOMICS – II

Semester VI

Course Category: Core Course 11

Course No. of Credits: 4

No. of Contact Hours: 90

Introduction:

Policy makers all over the world use macroeconomic theories and related empirical results to frame policies. Similarly, business firms, use these theories and results to formulate their strategies. A sound understanding of macroeconomic principles and their applications is essential for students of Economics.

Objectives:

The objective is to familiarise the students in the application of principles of macroeconomic analysis to the day-to-day decision-making in the aggregate economy.

Learning Outcome:

This course is expected to develop skill in economic reasoning, This vital skill is expected to help them in understanding and solving aggregate economic problems.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module I

Theories of Money Nature and Functions of Money - Types of Money: Near money, inside money and outside money.

1. Theories of Demand for money - Defining demand for money - Classical theory of demand for money - Friedman 's re-statement of Quantity Theory of Money - Liquidity Preference theory and Keynesian Liquidity Trap.

2. Theories of Supply of money - Defining supply of money - Measuring supply of money - High powered money & money multiplier

Module II

Theories of Inflation and Unemployment Inflation – Definition - Types of Inflation - Measurement of inflation in India - Effects of inflation- Sacrifice ratio-Inflationary gap-Theories of inflation- Demand pull versus cost push inflation-Mixed inflation-Structural inflation- Measures to control inflation-Meaning and types of unemployment - Cost of unemployment and Okun's law - Phillips curve - Modified Phillips curve Long run Phillips curve - Stagflation - reasons.

Module III

Macro-economic Instability and Policy: Business Cycle- meaning- types and phases- Theories of trade cycles- Hawtrey's theory- Hayek's theory- Keynesian theory-Monetarist interpretation of trade cycles-Contracyclical policy measuresMonetary, fiscal, and income policy - Meaning and Instruments.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module IV

Open Economy Macro Economics: Definition and derivation of IS curve - Shift in the IS curve - Definition and derivation of LM curve - Shift in the LM curve - General equilibrium in the IS-LM model - **Relative effectiveness of monetary and fiscal policy** - Derivation of IS and LM curves for an open economy - Definition and derivation of the BP curve - Shift in the BP curve - General equilibrium of an open economy using IS-LM-BP curves.

References:

1. Edward Shapiro – _Macroeconomics ‘Oxford University press.
2. Gregory Mankiw – _Macroeconomics ‘– 6th Edn. Tata McGraw Hill.
3. Richard T. Froyen – _Macroeconomics ‘, Pearson education.
4. Eugene Duilio – Macro economic Theory, Shaum’s Outline series. Tata McGraw Hill
5. Errol D ‘Souza – _Macro Economics ‘– Pearson Education 2008.
6. Abhijit Kundu (2009): Methodology and Perspectives of Social Science – Pearson Education
7. Dornbusch, Fischer and Startz-MacroEconomics-Tata McGraw –Hill

Additional Readings

8. Dominick Salvatore: _Macroeconomic Theory‘Schaum’s Outline series : Tata Magrahill.
9. Lipsey R. and A Chrytal – Economics (11th Edition) Oxford University Press Newdelhi.
10. Glenn Hubbard and Anthony Patrick O ‘Brien: Macroeconomics-Pearson Education



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Quantitative Methods for Economic Analysis II

ECO4 B05 QUANTITATIVE METHODS FOR ECONOMIC ANALYSIS– II

Semester IV

Course Category: Core Course 5

No. of Credits: 4

No. of Contact Hours: 90

Introduction:

Economics is increasingly becoming quantitative in nature. Students of economics today need a variety of quantitative skills. Mathematical and statistical skills have also become an essential element in the toolkit for higher education.

Objectives:

The students are to develop skills in mathematical and statistical techniques that are required for a meaningful study of both theoretical and applied economics.

Learning Outcome:

This course in quantitative methods will cover the essential topics in mathematics needed for Economic analysis.

Module I

Differential Calculus Limits and Continuity – Differentiation- Rules, Derivative of single variable and multi variable Functions (except Trigonometric and logarithmic Function), Higher Order



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Derivatives. **Maxima and Minima of Functions**. Curvature Properties-Convexity and Concavity.

Application of derivatives in economics – Marginal Concepts, Elasticity, Optimisation.

Module II

Index Numbers and Time Series Analysis Index Numbers: Meaning and Uses- Unweighted and **Weighted Index Numbers**: Laspeyre's, Paasche's, Fisher's, Dorbish-Bowley, Marshall-Edgeworth and Kelley's Methods - Tests of Index Numbers: Time Reversal and Factor Reversal tests. **Base Shifting, Splicing and Deflating**. Special Purpose Indices - **Wholesale Price Index, Consumer Price Index and Stock Price Indices: BSESENSEX and NSE-NIFTY**. Time Series Analysis- Components of Time Series, Measurement of Trend by Moving Average and the Method of Least Squares.

Module III

Vital Statistics Vital Statistics: Meaning and Uses- Fertility Rates: Crude Birth Rate, General Fertility Rate, Specific Fertility Rate, Gross Reproduction Rate and Net Reproduction Rate - Mortality Rates: Crude Death Rate, Specific Death Rate, Standardised Death Rate, Infant Mortality Rate and Maternal Mortality Rate-Sex Ratio and Couple Protection Ratio.

Module IV

Fundamentals of probability* Basic probability concepts – mutually exclusive and collectively exhaustive events – statistically independent events – statistically independent events. Types of probability –A Priori Classical probability – Empirical Classical Probability – Subjective



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Probability. Rules of probability – the general addition rule – the general multiplication rule. Marginal, joint and conditional probabilities – simple (marginal) probability – joint probability – conditional probability. Bayes ‘Theorem – general form of Bayes ‘theorem. * Teaching of this module should be focused on theory; only basic type problems are to be included.

References

- 1) Dowling Edward.T, Mathematical Methods for Business and Economics, Schaums Outline Series, McGraw Hill, 1993.
- 2) Dowling Edaward.T, Introduction to Mathematical Economics, 2nd/3rd Edition, Schaum’s Outline Series, McGraw-Hill, New York, 2003
- 3) Taro Yamane, Mathematics for Economists: An Elementary Survey, Prentice Hall of India
- 4) Geoff Renshaw, Maths for Economics, 2/e, Oxford University Press, India
- 5) Teresa Bradley, Paul Patton, Essential mathematics for economics and business, 2nd ed, Wiley India
- 6) Barauh.S, Basic Mathematics and Its Application in Economics, Macmillan, 2002.
- 7) David M. Levineet.al., Quantitative Techniques for Management, 1/e, Pearson Education, ISBN :9788131772485 (Basic reference for module 4)
- 8) Anderson, Sweeney and Williams, Statistics for Business and Economics, Thomson Education
- 9) Lind D.A., W.G. Marchal and S.A Wathen., Statistical Techniques in Business and Economics, Tata McGraw Hill, New Delhi.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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10) Gupta S. P, Statistical Methods, Sultan Chand and Sons, New Delhi.

Assignment / seminar Topics Suggestions Some assignment / seminar topics are suggested. The purpose of the assignments / seminar topics is desired to be of providing practical exposure to the students.

Probability

1. Note down the sex of the first child in 30 households known to you as B or G. For families with a second child. Note down the sex of the second child among those

a) with B and

b) with G. Can you assert that the sexes of the first and second children are independent?

2. Note down the arrival time of your classmates nearest to a minute for the first lecture class for 5 days. Prepare a frequency table with a class interval 2 minutes by the time left to the commencement of the lecture for each day. Compute the probabilities of each class interval on the five days and check whether there is any pattern.

Vital statistics Visit a large hospital. Talk to the authorities and gather information for the last two years on the details of hospital admissions and deaths by sex, age and cause. Compute and cause specific death rates for this group. Index Numbers Consider the list of the following items: rice, wheat, dhal, black gram, ghee, coconut oil, washing soap, bathing soap, milk, coffee, tea, electricity, cloth.



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m) List the current retail prices of the items and their monthly consumption in your household. If the item is not used, delete from the list.

n) Have a chat with a grandmother having a sharp memory. Ascertain the prices of the items in the year 1970.

o) Compute the price index number of the current year with 1970 as base by Paasche's method.

p) Interpret the result to the grandmother, of course in a manner she understands.

Time Series From newspapers note down the minimum and maximum temperature of any particular place for 6 weeks. Represent these data graphically. Estimate the trend by using a suitable model. Refer periodicals concerned with business and finance and obtain time series data for any two variables of your choice. Analyse them.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Fiscal Economics

ECO6 B13 **PUBLIC FINANCE**

Semester VI

Course Category: Core Course 13

Course No. of Credits: 4

No. of Contact Hours: 90

Introduction:

Public finance or fiscal economics deals with the fisc of the country. It is related to decision making in the public sector or finance of the governmental agencies. A training in public finance will help students in decision making and in higher studies.

Objectives:

The basic aim of this course is to introduce students to the application of the techniques, methods and principles of Economics to decision making in public finance.

Learning Outcome:

The students are expected to learn how the principles of economics can be applied to sound decision making in public finance. They are expected to learn all the important economic issues that government agents face.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Module I

Origin, growth, meaning and scope of public finance- **Public and private finance** Principle of MSA- **Public goods and private goods-mixed goods and merit goods** (concepts only with examples)

Module II

Public expenditure and cost benefit analysis – meaning and importance of public expenditure with special reference to India-Wagner 's, Peacock-Wiseman Hypothesis-Canons of Public expenditure-effects of public expenditure on the economy of India-investment evaluation, **project evaluation and cost benefit analysis with suitable examples.**

Module III

Public revenue and Income tax calculation- Sources of Public revenue-tax and non-tax classification of taxes-canons and principles of taxation- Ability to pay- cost of service and Benefit- impact, incidence and shifting of tax burden- effects of taxation- major taxes in India like income tax, VAT , GST- calculation of personal and corporation of personal and corporation income tax(with suitable examples).

Module IV

Public Debt and Budget in India- Public Debt and Debt management in India- Debt redemption- Budgeting in India- importance-types- Principles- procedures of budgeting- revenue and capital budgets- zero base budgeting- performance budgeting- primary deficit- revenue and capital deficit-



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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budget deficit- fiscal policy with reference to India- contra cyclical fiscal policy- deficit financing and black money in India.

Module V

Federal and local finance in India- meaning and importance- function of finance commissions- jurisdictions of finance commission – centre, state financial relations- local finances functions and revenues.

Assignments and Seminars

1. Discuss recent central, state and local government 's budget.
2. Calculate income tax of an employee.
3. Prepare and calculate corporation tax of a company.
4. Visit any project in the locality and calculate cost benefit analysis.
5. Discuss about local finance and project.
6. Study about war finance.
7. Consider parallel economy of India.
8. Impact of revenue and expenditure of immigrants and emigrants on the economy of Kerala.
9. Fiscal and monetary policy of India.
10. Discuss Railway Budget.
11. Changes in the financial system of post reform in India.
12. Social Audit system and Reforms of UPA Government.



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KEY INDICATOR	1.3	Curriculum Enrichment
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References:

1. Musgrave and Musgrave
2. Public Finance by Um Kapila
3. Public Finance by Dutt and Sundaram
4. Public Finance by K.K. Dewett.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Economics of Capital Market

ECO5 B09 ECONOMICS OF CAPITAL MARKET

Semester V

Course Category: Core Course 9

Course No. of Credits: 4

No. of Contact Hours: 90

Learning Objective:

In the present Globalised world financial institutions and markets play a significant role. The financial sector liberalization across the world including India has led to unprecedented growth in the financial sector, especially capital market, leading to the introduction of new and diversified financial instruments and financial practices, providing ample career opportunities to the students of economics. This course is designed to give an exposure to the students of economics to the changing world of financial markets and to give them an opportunity to familiarize with the basic concepts related to capital market which they read in newspapers and hear and see through electronic media in their daily walks of life, and to understand the economics of capital market. The course also aims at providing a platform to students of economics in developing the skills required to take up a career in financial sector and to provide them an opportunity to think of higher studies in finance which may open them the vast career opportunities in the field of finance.



CRITERION	I	Curricular Aspects
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Module I

FINANCIAL ASSETS

Financial Assets – Tangible and Intangible Assets – Debt Vs Equity – Properties of Financial assets – Financial markets – Classification of Financial Markets – Financial System and Economic Development – Weakness of Indian Financial System.

References:

1. Frank J. Fabozzi and Franco Midiglian, —Capital Markets – Institutions and Instruments, Pearson Prentice Hall, New Delhi (Latest Edition).
2. Gordan K. Natarajan, —Financial Markets and Services, Himalaya Publishing House, Mumbai (Latest Edition).

Module II

CAPITAL MARKET

Capital market – Meaning, Characteristics and Functions – Importance of Capital Markets in an economy – The structure of Indian capital market – Capital market instruments – Equity shares (rights shares, bonus shares, bluechip shares), Debentures or Bonds (Convertible, non-convertible, partly convertible, fully convertible, redeemable and irredeemable), Government securities, Euro Issues – GDRs, ADRs, Foreign Currency Convertible Bonds (FCCB) – Capital Market Institutions – DIIs, FIIs, Mutual Funds – Securities and Exchange Board of India (SEBI) – Objectives, Functions and Powers.



CRITERION	I	Curricular Aspects
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References:

1. S. Gurusamy, _Capital Markets ‘, Vijay Nicole Imprints Private Limited, Chennai (Latest edition)
2. Shashi K Gupta, Nisha Aggarwal and Neeti Gupta, _Financial Markets and Institutions, _Kalyani publishers, New Delhi (Latest edition)
3. M.Y. Khan, _Indian Financial System ‘, Tata McGraw Hill Education Private Limited, New Delhi (Recent edition)
4. Online Resource: www.sebi.gov.com

Activities/Assignments:

1. Students may be asked to note down the important mutual funds operating in India and different schemes offered by some of them and their descriptions. (eg: Growth Funds, Open end Funds etc.)

Module III

THE PRIMARY MARKET (New Issues Market)

Meaning and Functions of Primary Market – Methods of Floating New Issues – Pure Prospectus method, Private Placement Method, IPO Method, Rights Issue Method, Bonus Issue Method, Book Building Method, Employee Stock Option (ESOP) – Intermediaries in New Issues Market – Merchant Bankers/Lead Managers, Registrars to an Issus, Underwriters, Bankers to an Issue, Brokers to an Issue, Debenture Trustees – Causes for Poor performance of New Issues Market.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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References:

1. S. Gurusamy, _Capital Markets ‘, Vijay Nicole Imprints Private Limited, Chennai (Latest edition)
2. Shashi K Gupta, Nisha Aggarwal and Neeti Gupta, _Financial Markets and Institutions, _Kalyani publishers, New Delhi (Latest edition)
3. S. Gurusamy, _Financial Markets and Institutions ‘, Vijay Nicole Imprints Private Limited, Chennai (Latest edition)
4. S.N. Sasidharan and S. Aiyappan Pillai, _An Introducton to Capital Market ‘, Right Publishers, Kudavechoor (Latest edition)
5. L.M. Bhole, _Financial Institutions and Markets-Structure, Growth and Innovations ‘, Tata McGraw Hill Publishing Company Limited, New Delhi (Latest edition)

Activities/Assignments:

1. Show specimen of share application form (IPO) and ask the students to note down the important terms mentioned in the form. Tell them to write down the meaning of all such terms (eg: QIB, Retail Investor, Cap Price etc) and institutions related to IPO.
2. Ask the students to fill up the share application form so as to acquire some practical skills in the subject.
3. Students may be introduced to a specimen of Demat Account opening Form. (Available with DPs like Geojith Securities, JRG Securities, Stock Holding Corporation of India or other Stock



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Broking firms)

Module IV

THE SECONDARY MARKET – STOCK EXCHANGES

The Secondary Market – Difference between Primary market and Secondary Market – Listing of Securities – Physical Shares and Demat Shares – Depository Participant (DP) – NSDL and CSDL – Meaning and Definition of Stock Exchanges – Functions of Stock Exchanges – Origin and Development of Stock Exchanges in India – Bombay Stock Exchange (BSE) - National Stock Exchange (NSE) – Over the Counter Exchange of India (OTCEI) – Stock Market Index in India and Abroad: SENSEX and Nifty – NASDAQ, DOWJONES, FTSE, Nikkei.

References:

1. S. Gurusamy, ‘Capital Markets’, Vijay Nicole Imprints Private Limited, Chennai (Latest edition)
2. Shashi K Gupta, Nisha Aggarwal and Neeti Gupta, ‘Financial Markets and Institutions’, Kalyani publishers, New Delhi (Latest edition)
3. S. Gurusamy, ‘Financial Markets and Institutions’, Vijay Nicole Imprints Private Limited, Chennai (Latest edition)
4. S.N. Sasidharan and S. Aiyappan Pillai, ‘An Introduction to Capital Market’, Right Publishers, Kudavechoor (Latest edition)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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5. L.M. Bhole, „Financial Institutions and Markets-Structure, Growth and Innovations ‘, Tata McGraw Hill Publishing Company Limited, New Delhi (Latest edition)

6. Online resources:

i) www.nseindia.com

ii) www.bseindia.com

Activities/Assignments:

1. Ask students to visit SEBI website and collect data on purchase, sale and net investment in equity and debt instruments by FIIs in Indian Stock Market (Also available in financial dailies like Economic Times, Businessline etc.)
2. Ask students to visit the BSE website and note down the shares of companies included in SENSEX and their relative weightage in the index.
3. Ask students to visit the NSE website and note down the shares of companies included in NSE Nifty and their relative weightage in the index.
4. Students may be asked to find out other different indices published by BSE and make a short note of these indices from BSE website (eg: BSE PSU Index, BSE TECH Index etc.
5. Students may be directed to study the share holding pattern of some of the shares of companies listed at BSE or NSE. (Available also at www.moneycontrol.com)



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Note:

1. Students may be motivated to read financial dailies like Economic Times, Business Line, Business Standard, Dhanam etc regularly in order to get a proper understanding of the terms and concepts and the working of capital markets.
2. Students may be encouraged to watch exclusive financial channels like CNBC TV 18, NDTV PROFIT etc, to get an idea of stock trading and capital market activities.
3. If possible, students may be taken to a stock trading terminal so as to get an idea of the online buying and selling shares.

Additional Reading:

1. M. Y. Khan, _Indian Financial System ‘, Tata McGraw Hill Education Private Limited, New Delhi (Latest Edition)
2. L.M. Bhole and Jitendra Mahakud, _Financial Institutions and Markets – Structure, Growth and Innovations ‘, Tata McGraw Hill Educaiton Private Limited, New Delhi (Latest Edition)
3. Bharathi V. Pathak, _The Indian Financial System – Markets, Institutions and Services, Pearson, New Delhi (latest edition)
4. K.L. Garg, _Stock Exchanges in India ‘, Bookland Limited, Calcutta.
5. V.A. Avadhani, _Investment and Securities Market in India ‘, Himalaya Publishing House, Bombay (Latest edition)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Mathematical Economics

ECO6 B12 MATHEMATICAL ECONOMICS

Semester VI

Course Category: Core Course 12

No. of Credits: 4

No. of Contact Hours: 90

Introduction:

Mathematical economics is an approach to economic analysis where mathematical symbols and theorems are used. Modern economics is analytical and mathematical in structure. Thus, the language of mathematics has deeply influenced the whole body of the science of economics. Every student of economics must possess a good proficiency in the fundamental methods of mathematical economics. One of the significant developments in Economics is the increased application of quantitative methods and econometrics. A reasonable understanding of econometric principles is indispensable for further studies in economics.

Objectives:

This course is aimed at introducing students to the most fundamental aspects of mathematical economics and econometrics. The objective is to develop skills in these. It also aims at developing critical thinking, and problem-solving, empirical research and model building capabilities.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Learning Outcome:

The students will acquire mathematical skills which will help them to build and test models in economics and related fields. The course will also assist them in higher studies in economics.

Module I

INTRODUCTION TO MATHEMATICAL ECONOMICS (10 % weightage)

Mathematical Economics: Meaning and Importance- **Mathematical Representation of Economic Models- Economic functions: Demand function, Supply function, Utility function, Consumption function, Production function, Cost function, Revenue function, Profit function, saving function, Investment function**

Module II

MARGINAL CONCEPTS (25 % weightage)

Marginal utility, Marginal propensity to Consume, Marginal propensity to Save, Marginal product, Marginal Cost, Marginal Revenue, Marginal Rate of Substitution, Marginal Rate of Technical

Module III

Optimization

Module-IV

Production Function, Linear Programming, Input Output analysis

Module-V

Market Equilibrium



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

International Economics

ECO5 B10 INTERNATIONAL ECONOMICS

Semester V

Course Category: Core Course 10

No. of Credits: 4

No. of Contact Hours: 90

Introduction:

International economics deals with the economic relations among nations --- both trade and financial relations—A good understanding in international economics is necessary for a student of economics and those who wish to work in these areas or governmental organizations.

Objectives:

The basic aim of this introductory course on international economics is to present before the students the questions, and answers, related to international economic relations.

Learning Outcome: The students are expected to acquire skill that will help them to take rational decisions in issues related to international economics.

Module I

Introduction to International Economics: Subject matter and importance of International Economics - Internal trade and International trade - Importance of International trade – International trade and economic development – Basic concepts - **Terms of trade.**



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module II

Theories of International Trade: Mercantilist approach to trade - Classical Theory: Absolute and Comparative Cost Advantage theories - Heckscher – Ohlin Theory and Leontief Paradox.

Module III

Theory of Commercial Policy: Free trade - Arguments for and against free trade – Protection - Arguments for and against protection - Methods of Trade Restriction : Tariff and non-tariff trade barriers - Types of tariffs – New protectionism - export subsidy and countervailing duties - Dumping and anti-dumping duties – **Economic Integration** – WTO, EU, NAFTA, ASEAN, SAARC

Module IV

Foreign Exchange: **Foreign exchange market – functions - Defining foreign exchange and exchange rate – Exchange rate concepts – exchange rate changes (devaluation, revaluation, depreciation, appreciation overvaluation and undervaluation) – Different systems of exchange rate determination - fixed and flexible exchange rate – Hybrid exchange rate systems – Managed floating – Theories of exchange rate – Mint Parity theory – Purchasing Power Parity Theory – Balance of Payments Theory - Components of Foreign exchange .**

Module V

Balance of Payments: Defining Balance of Trade and Balance of Payments - Structure of balance of payments – Equilibrium and disequilibrium in BOP – Measures to correct BOP disequilibrium



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

– India ‘s BOP since 1991 – International financial flows – Foreign Direct Investment and Portfolio Investment – Currency Convertibility – IMF-Role and Functions.

Reference:

1. Salvatore, Dominick, _International Economics ‘, Wiley India, New Delhi.
2. C.P. Kindle Berger, _International Economics ‘
3. Bo Soderstein and Geoffrey Reed, _International Economics ‘, Macmillan
4. Carbaugh, _International Economics ‘, Cengage Learning
5. Francis Cherumilam - _International Economics ‘
6. Mannur, H.G. _International Economics ‘
7. Errol D ‘Souza, _Macro Economics ‘, Pearson Education 2008 (For BOP in India)
8. RBI Bulletin, Various issues. Substitution. Relationship between Average Revenue and Marginal Revenue- Relationship between Average Cost and Marginal Cost - Elasticity: Price elasticity, Income elasticity, Cross elasticity.

Module III

Optimisation (25 % weightage)

Optimisation of single / multi variable functions - Constrained optimisation with Lagrange Multiplier – significance of Lagrange Multiplier. **Economic applications: Utility Maximisation, Cost Minimisation, Profit Maximisation.**



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Module IV

Production Function, Linear Programming and Input Output analysis (25 % weightage)

Production function- homogeneous and non-homogeneous. Degree of homogeneity and returns to scale - Properties of Cobb-Douglas production function. Production possibility curve. Linear programming: – Basic concept, Nature of feasible, basic and optimal solution; Graphic solution - The Dual - Applications of linear programming in economics. Input-output analysis –Matrix of technical coefficients – the Leontief matrix – computation of total demand for a two/ three sector economy.

Module V

Market Equilibrium (15 % weightage)

Market Equilibrium: Perfect Competition- Monopoly- Discriminating Monopoly Note to faculty / question paper setter:

1. This course is for B.A. Economics course. The students of this course may not have studied mathematics at higher secondary level. Hence questions may be confined to intermediary level.
2. Kindly give due consideration and adhere to the weightages indicated in the syllabus while setting question paper also.

Reference:

1. Dowling E.T, Introduction to Mathematical Economics, 2nd Edition, Schaum's Outline Series, McGraw-Hill, New York, 2003(ETD)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

2. Chiang A.C. and K. Wainwright, Fundamental Methods of Mathematical Economics, Tata McGraw-Hill Education; Fourth edition (2013)
3. Henderson, J. M. and R.E. Quandt (1980), Microeconomic Theory: A Mathematical Approach, McGraw Hill, New Delhi.
4. James Bradfield, Jeffrey Baldani, An Introduction to Mathematical Economics, Cengage Learning India Pvt Ltd (2008)
5. A. Koutsoyiannis, Modern Microeconomics, Palgrave Macmillan; 2nd Revised edition edition (2003) (– see mathematical appendices for each topic given at the bottom of the page)



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Basic Econometrics

ECO5 B10 BASIC ECONOMETRICS

Semester V

Course Category: Core Course 10

No. of Credits: 4

No. of Contact Hours: 90

Objective:

The most striking developments in recent decades in Economics have been the increased emphasis on the development and use of econometric techniques for the analysis of economic problems. The study of Econometrics has become an essential part of every undergraduate course in Economics, and it is not an exaggeration to say that it is also an essential part of every economist 's training. Mastery over econometric tools helps the practitioner understand the problem at hand in its different dimensions. Econometric methods have proved particularly useful for understanding the inter-relationships among econometric variables. Hence, training in econometrics at UG level will enhance the analytical skill of students thereby they will attract wider demand in professional fields.

Module I

Introduction to Econometrics Definition and Scope of Econometrics – Why study Econometrics?
– Relationship between Economic theory, Mathematics and Statistics – Division of Econometrics



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

– Nature and sources of data for Econometric analysis – **Methodology of Econometric Research** –
Desirable properties of an Econometric model – Limitations of Econometrics. (15 hours)

Module II

Two variable regression analysis Stochastic and non-stochastic relations - The concept of Population regression function and its stochastic specifications –the meaning of the term Linear - The Sample regression function - Ordinary least squares (OLS) method - Assumptions - properties of OLS estimators: Gauss-Markov Theorem - **statistical testing of regression coefficient: coefficient of determination (r) - standard error test - the exact level of significance: p-value - regression analysis and ANOVA - F test of significance.**(25 hours)

Module III

Multiple regression analysis Multiple linear regression model – assumptions – OLS estimation – variance and standard error - Hypothesis testing – goodness of fit – Estimating three variable production function: Cobb-Douglas production function (20 hours) Module IV - Problems in OLS estimation: Violation of Classical assumptions of regression model Violation of Classical assumptions of regression model: **Multicollinearity – Heteroscedasticity – Autocorrelation** (Meaning and Causes only) (30 hours)

Reference Books

1. Greene, W. (1997), Econometric Analysis, Prentice Hall, New York.
2. Gujarati, Damodar (2004), Basic Econometrics, 4th edition, McGraw Hill, New York.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

3. Gujarati, Damodar (2006), Essentials of Econometrics, 3rd edition, McGraw Hill, New Delhi.
4. Gujarati, Damodar (2011): Econometrics by Example, Palgrave Macmillan, New York.
5. Koutsoyiannis A (1977), Theory of Econometrics, Palgrave, New York
6. Maddala G S (2002), Introduction to Econometrics, 3rd edition, John Wiley & Sons, New York
7. Ramanathan, Ramu (2002), Introductory Econometrics with Applications, Thomson Learning Inc, Singapore.
8. Upender M (2003), Applied Econometrics, Vrinda publication private limited, New Delhi.
9. Wooldridge. M. Jeffrey (2009), Econometrics, Cengage learning India private limited New Delhi.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Microeconomics: Theory and Applications I

PAPER-I- MICROECONOMICS: THEORY AND APPLICATIONS-I

Core Course- I MA Economics (CUCSS)

I Semester

Credit 4

Total Hours: 100

Lecture Hours: 80

Seminar Hours: 20

Module I

Consumer Behaviour under Uncertainty and Risk Choice under uncertainty-Bernoulli hypothesis- St. Petersburg paradox-Neumann Morgenstern hypothesis-Choice under risk- Probability and variability in measuring risk- Risk aversion- Economics of insurance-Risk pooling and risk spreading-Friedman Savage hypothesis- Markowitz hypothesis.

Module II

Recent Developments in Demand Theory Bandwagon Effect-Snob effect and Veblen effect- Characteristic approach of Kelvin Lancaster-Demand for durable and nondurable goods-Constant elasticity demand functionDynamic versions of demand functions-Nerlove, Houthakker and Taylor-Linear expenditure system.

Module III



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Theory of Production and Costs Homogeneous production function- Linearly homogeneous production function-Cobb-Douglas production function and CES production function and their properties-Technological progress and production function-Economies of scale-Cost functions-Modern theories of costs-Short run costs- Long run costs-Engineering costs-Economies of scope-Learning curve.

Module IV

Theory of Oligopoly Markets Oligopoly- Characteristics- Collusive versus noncollusive oligopoly- Noncollusive models-Cournot model- Bertrand's model- Chamberlin's model-Kinked demand curve model of Sweezy- Stackelberg's model- Collusive models- Cartels- Price leadership-Mergers- **Theory of Games** - Basic concepts-Cooperative versus noncooperative game-Zero sum versus non-zero sum game- Prisoner's dilemma- Dominant strategies- Mixed strategies- Repeated games-Sequential games- Nash equilibrium.

Module V

Managerial Theories and Theories of Limit Pricing Managerial theories of the firm-Baumol's model-Marris' model-Williamson's model-Theory of limit pricing-Models of Bain-Sylos-Labini-Franco Modigliani-Bhagwati and Pashigian.

References

1. A Koutsoyiannis (1979): Modern Microeconomics- 2nd Edition, Macmillan.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

2. Robert Y Awh (1976): Microeconomics: Theory and Applications- John Wiley & Sons.
3. Robert S Pindyck and Daniel L Rubinfeld (2009): Microeconomics- 7th Edition, Pearson India.
4. Dominick Salvatore (2003): Microeconomics: Theory and Applications- 4th Edition, Oxford University Press.
5. Christopher Snyder and Walter Nicholson (2008): Fundamentals of Microeconomics- 1st Edition, Cengage Learning.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Macroeconomics: Theories and Policies I

PAPER-II- MACROECONOMICS: THEORIES AND POLICIES-I

Core Course-II MA Economics (CUCSS)

I Semester

Credit 4

Total Hours: 90

Lecture Hours: 70

Seminar Hours: 20

Module I

Micro Foundations of Monetary Theory Classical dichotomy -Say's Identity-Say's Equality-Inconsistency between Say's law and the quantity theory of money-Walrasian system -Arrow-Debreu Model-Samuelson's overlapping generations' model- Money illusion-Keynes effect and Pigou effect.

Module II

Demand for and Supply of Money Demand for Money: Nominal versus real cash balances- The Neoclassical theory- Keynes liquidity preference theory-Friedman's restatement of the quantity theory of money- Baumol's inventory theory- Portfolio balance theory- Liquidity theory (Radcliff-Sayer's version and Gurley and Shaw version) - Patinkin's real balance effect- Supply of money-



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Measures of money supply- The H theory of money supply- Money multiplier process- Behavioural and endogenous money supply models- Fisher effect.

Module III

Theories of Consumption and Investment Consumption function: Keynes' psychological law- Absolute income hypothesis Permanent income hypothesis- Life cycle hypothesis and Relative income hypothesis- Kuznet's consumption puzzle- Fisher's inter-temporal choice model- Investment function- Neo-classical theory of investment- Tobin's q-ratio- Accelerator theory of investment (simple and flexible acceleration models).

Module IV

Macroeconomic Equilibrium and Policy Macroeconomic equilibrium analysis: One sector neo-classical model- One sector Keynesian model-Goods market and IS curve-Money market and LM curve- IS-LM general equilibrium-Neo-Classical and Keynesian versions- Neo-classical synthesis- Three sector IS-LM model- Macroeconomic policies- Objectives of macroeconomic policies- Target variable and instrument variable-Monetary Policy-Instruments- The issue of central bank autonomy-Rules versus discretion- The Taylor rule-Time inconsistency of policy- Fiscal policy- Instruments- Policy lags - Inside and outside lags- Fiscal policy and budget deficit- Crowding out effect and government budget- Effectiveness of monetary and fiscal policy using IS-LM framework Income policy- Stabilization policy.



CRITERION	I	Curricular Aspects
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References

1. Gregory Mankiw (2008): Macroeconomics- Worth Publishers NY, 6th ed.
2. Richard T Froyen (2005): Macroeconomics: Theories and Policies- Pearson (LPE), Seventh ed.
3. Rosalind Levacic and Alexander Rebman (1982): Macroeconomics: An Introduction to Keynesian-Neoclassical Controversies- 2nd ed. Macmillan.
4. Eric Pentacost: Macroeconomics-An Open Economy Approach- Macmillan.
5. Rudiger Dornbusch, Stanley Fisher and Richard Startz (2004): Macroeconomics- Tata McGraw Hill, 9th ed.
6. Errol D'Souza (2008): Macroeconomics- Pearson Education.
7. P.N Junankar (1972): Investment: Theories and Evidence- Macmillan.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Indian Economy: Problems and Policies

PAPER-III- INDIAN ECONOMY: PROBLEMS AND POLICIES

Core Course-III MA Economics (CUCSS)

I Semester

Total Hours: 90

Lecture Hours: 70

Seminar Hours: 20

Credit 4

Module I

Growth and Structural Changes of the Indian Economy Economic growth in India- Contribution of different sectors to GDP and employment- Trends in India's national income-Distribution of national income among four factors of production- Trends in savings and investment since reforms- Regional disparity in growth and development- Analysis of poverty in India- Migration- Unemployment and inequality since reforms-Environmental degradation- HDI related indicators of India-Millennium Development Goals- Inclusive growth in India.

Module II

Economic Planning in India Planning and economic development-Objectives of planning- Techniques of planning- Planning in a market oriented economy-Achievements of planning- Agricultural development under the plans- Industrial development under the plans- Foreign trade



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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under the plans- Population policy and demographic changes under the plans-Parallel economy in India- Evaluation of Five Year Plans-NITI Aayog.

Module III

Economic Reforms Since 1991 Background of economic reforms- Industrial policy reforms- Trade policy reforms- Fiscal policy reforms- Financial sector reforms- Foreign investment policy reforms- Second generation economic reforms-An appraisal of India's economic reforms.

Module IV

Kerala Economy Structural changes of Kerala economy- Kerala model of development- Agricultural Performance-Industrial backwardness- Health and education-Migration and foreign remittances- Economic impact of Gulf emigration on Kerala Economy- Decentralization- Achievements of decentralization- Poverty and unemployment in Kerala- State finances of Kerala- Fiscal crisis of Kerala-Causes and consequences.

References

1. Vijay Joshi and IMD Little: India: Macroeconomics and Political Economy: 1964-1991- Oxford University Press, New Delhi 1994.
2. Uma Kapila (ed): Indian Economy Since Independence- Academic Foundation, New Delhi 2004.
3. Vijay Joshi and I. M.D Little: India's Economic Reforms: 1991- 2001- Oxford University Press, New Delhi, 1996.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

4. VM Dandekar and Nilakant Rath: Poverty in India- Indian School of Political Economy, Pune, 1971.
5. Sanjeev Kumar: Foreign Direct Investment in India- BR Publishing Company Delhi, 1996.
6. Balasubramanyan: Selected Issues in Development Economics- Oxford University Press, London, 1993.
7. Jagdish Bhagwati: India in Transition- Oxford University Press, Delhi, 1994.
8. Dr. S Murthy: Structural Reforms of Indian Economy- Atlantic Publishers, 1995.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Quantitative Methods for Economic Analysis-I

PAPER-IV- QUANTITATIVE METHODS FOR ECONOMIC ANALYSIS-I

Core Course-IV MA ECONOMICS (CUCSS)

I SEMESTER

Credit 4

Total Hours: 90

Lecture Hours: 70

Seminar Hours: 20

Module I

Matrices & Determinants Types of Matrices- Operations of matrices- Determinants-Properties of determinants- Minors and cofactors- Adjoint of a matrix- Inverse of a matrix-Rank of a matrix- Solution of a system of linear equations using matrices- Crammer's rule- Characteristic equations Characteristic roots- Applications in economics.

Module II

Applications of Differential Calculus Applications-Rate of change and the derivative-Derivative and slope of a curve-Rules of differentiation involving functions of different variables-Partial and total differentiation Differentials and derivative-Differentials and point elasticity-Total Derivatives-**Economic applications of partial and total differentiation and differentials.**



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module III

Optimisation and Integration Unconstrained maxima and minima with single explanatory variables and its applications-Optimisation with equality constraints-Lagrange multiplier method-Methods of integration-Integration by parts-Simple applications.

Module IV

Probability Theory Concept-Permutations Combinations- Definition classical, empirical-Axiomatic approaches-Addition and multiplication laws- Conditional probability- Bayesian probability - Baye's theorem random variable- Probability functions-Mathematical expectation-Moments.

References

1. Taro Yamane (1973): Statistics: An Introductory Analysis- Harper & Row.
2. Hoel PG (1971): Introduction to Mathematical Statistics- John Wiley & Sons.
3. RGD Allen: Mathematical Analysis for Economics.
4. Simpson & Kafka: Basic Statistics.
5. Dowling E.T (1992): Introduction to Mathematical Economics- Schaum's Outline Series, McGraw Hill, New York.
6. Tulsian P.C and Vishal Pandey: Quantitative Techniques- Pearson Education, New Delhi.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Microeconomics: Theory and Applications II

ECO2 C05 - MICROECONOMICS: THEORY AND APPLICATIONS-II

Core Course-V

MA Economics (CBCSS)

II SEMESTER

(Credit 5)

Module I

Intertemporal Choice and Capital Decisions Capital and the rate of return- Determining the rate of return- Demand for future goods- Utility maximisation- Effects of changes in r- Supply of future goods- Equilibrium price of future goods- Rate of return- **Real interest rates and nominal interest rates- Pricing of risky assets-** The firm's demand for capital- The net present value criterion for capital investment decisions- Adjustment for **risks- Diversification versus non-diversifiable risks-** The capital assets pricing model.

Module II

General Equilibrium and Welfare Economics Elements of general equilibrium analysis-General equilibrium of exchange- General equilibrium of production- Efficiency of competitive markets- Welfare economics- Criteria of social welfare-Pareto optimality-Kaldor-Hicks compensation criterion- Scitovsky criterion- Deriving a Social welfare function- **Theory of second best- Arrow's**



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

impossibility theorem Rawls theory of justice- First Theorem of welfare economics- Second Theorem of welfare economics.

Module III

Externalities and Public Goods Externalities-Negative externalities in consumption and production-Positive externalities in consumption and production-Externalities and inefficiency- Ways of correcting market failure- Externalities and property rights-Coase theorem- Common property resources- Tragedy of commons-Public goods-Characteristics- Public goods and market failure- Provision of public goods- Free rider problem- Lindahl pricing.

Module IV

Asymmetric information Asymmetric information- Implications of asymmetric information- The lemons problem- Adverse selection- Hidden information- Moral hazard (hidden action)- Insurance markets- Market signalling- Principal-agent problem- The efficiency wage theory. Module V: Behavioural Economics Behavioural economics- Reference points and consumer preferences- Rules of thumb and biases in decision making.

References

1. Walter Nicholson and Christopher Snyder (2017): Microeconomic Theory- Basic Concepts and Extensions, 12th edition, Cengage Learning India Private Limited.
2. Andrew Schotter (2009): Microeconomics: A Modern Approach- 1st edition, South Western Cengage Learning.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

3. Michael E Wetzstein (2013): Micro economic Theory- Concepts and Connections, 2nd edition, Routledge.

4. Robert S Pindyck and Daniel L Rubinfeld (2017): Microeconomics- 8th edition, Pearson.

5. Thomas J Nechyba (2010): Microeconomics: An Intuitive Approach with Calculus- 1st edition, South Western Cengage Learning.

6. Andreu Mas-Colell, Michael D Whinston and Jerry R Greene (1995): Microeconomic Theory- 1st edition, Oxford University Press.

7. Geoffrey A Jehle (2010): Advanced Microeconomic Theory- 3rd edition, Prentice Hall

8. Hall R Varian (2014): Intermediate Microeconomics- A Modern Approach, WW Norton and Co.

9. Jeffrey M Perloff (2019): Microeconomics -7th edition, Pearson

10. Hugh Gravelle and Ray Rees (2007): Microeconomics- 3rd edition, Pearson Education

11. Edgar K Browning and Mark Zupan (2011): Microeconomics: Theory and Applications- 3rd edition.

12. Dominick Salvatore (2009): Principles of Microeconomics – 5th edition, Oxford University Press.

13. A Koutsoyiannis (1979): Modern Microeconomics- 2nd edition, Macmillan.

14. Robert Y Awh (1976): Microeconomics: Theory and Applications- John Wiley & Sons



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15. Watson and Getz (2004): Price Theory and its Uses- 5th edition, AITBS Publishers and Distributors.

16. James H Henderson and Richard E Quandt (1980): Microeconomic Theory: A Mathematical Approach- 8th edition, McGraw-Hill

17. G S Madalla and Ellen Miller (1989): Microeconomics: Theory and Applications- 1st edition, Tata McGraw-Hill.



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Macroeconomics: Theories and Policies II

II SEMESTER ECO2 C06 - MACROECONOMICS: THEORIES AND POLICIES II

Core Course-VI MA ECONOMICS (CBCSS)

(Credit 5)

Module I

Classical vs Keynes Classical Macroeconomics -Classical revolution, production, employment, equilibrium output and employment, **quantity theory of money**, classical aggregate demand curve, classical theory of interest rate, policy implications of the classical equilibrium model. Classical model of output and employment Keynes's General Theory: Keynes' main propositions, Keynes's analysis of the labour market, Keynes's rejection of Say's Law, Keynes and the quantity theory of money, Keynesian aggregate demand and supply schedules, Keynes and international macroeconomics- How to pay for the war, Causes and consequences of the Great Depression, Keynesian policy conclusions.

Module II

Monetarism The quantity theory of money approach, The expectations-augmented Phillips curve analysis, The monetary approach to balance of payments theory and exchange rate determination, The monetarist view of great depression, **fiscal and monetary policy effectiveness**.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Module III

New Classical Macroeconomics, Real Business Cycle School and Supply Side Economics The new classical macroeconomics: Rational expectations hypothesis, Lucas' surprise supply function, The inter-temporal substitution model, Policy ineffectiveness argument, The Lucas critique- Real business cycle school: central features of real business cycle models, a simple real business cycle model, macroeconomic policy in a real business cycle model - Supply-side macroeconomics: Supply shocks and stagflation, Laffer curve, Policy implications

Module IV

New Keynesian Economics The fall and rise of Keynesian economics- A Keynesian resurgence, New Keynesian economics, Core propositions and features of new Keynesian economics, Nominal rigidities, Real rigidities, **Small menu cost model, Implicit wage contract model- Efficiency wage theories-Insider-outsider model**, New Keynesian business cycle theory, Hysteresis and the NAIRU, Policy implications

Module V

The New Political Macroeconomics Political distortions and macroeconomic performance, Political influences on policy choice, **The role of government, Politicians and stabilization policy**, Alternative approaches to the political business cycle, The Nordhaus opportunistic model, The Hibbs partisan model, The decline and renaissance of opportunistic and partisan models, Rational



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political business cycles, Policy implications of politico-economic models: an independent central bank?, The political economy of debt and deficits, Political and economic instability.

References

1. Gregory Mankiw (2008): Macroeconomics- Worth Publishers NY, 6th ed.
2. Richard T Froyen (2008): Macroeconomics: Theories and Policies- Pearson (LPE), Seventh ed.
3. Brian Snowdown and Howard Vane (2005): Modern Macroeconomics: Its Origin, Development and Current State- Edward Elgar Cheltenham, UK. Northampton, USA.
4. Levacic, Rosalind and Rebman, Alexander (1982): Macroeconomics: An Introduction to Keynesian-Neoclassical Controversies- 2nd ed. Macmillan.
5. Eric Pentacost: Macroeconomics-An Open Economy Approach- Macmillan.
6. Rudiger Dornbusch: Stanley Fisher and Richard Startz (2004) Macroeconomics- Tata Mc Graw Hill, 9th ed.
7. Hargreaves Heap S.P (1992): The New Keynesian Macroeconomics: Time, Belief and Social Independence Edward Elgar Publishing.
8. D'Souza, Errol (2008): Macroeconomics- Pearson Education.
9. Fred R Glahe, (1985): Macroeconomics: Theory and Policy- Harcourt Publishers, New Delhi.
10. Veneries and Sebold, (1977): Macroeconomics: Models and Policies- John Wiley & Sons.
11. Samuelson and Nordhaus (1998): Macroeconomics- 16th ed. Irwin McGraw Hill.
12. Robert J Gordon: Macroeconomics- Eastern Economy Edition.



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13. Edward Shapiro: Macroeconomics- Golgotha Publications, New Delhi.

14. Brian Showdown, Howard Vane and Peter Wynarczyk (2001): A Modern Guide to Macroeconomics: An Introduction to Competing Schools of Thought- Edward Elgar.

15. Mervyn K.Lewis and Paul D Mizen (2000): Monetary Economics- Oxford University Press.

16. Jagdish Handa (2000): Monetary Economics- Routledge



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Advanced Econometrics

ECO4 E01 - ADVANCED ECONOMETRICS (Credit 4)

Elective Course V MA Economics (CBCSS)

IV Semester

Module I

Qualitative Response Regression Models The linear probability model (LPM)- The logit model- The probit model- The tobit model.

Module II

Dynamic Econometric Models and Panel Data Regression Models Autoregressive and distributed-lag models-Role of lag in economics-The Koyck approach- The adaptive expectations model- Stock adjustment model-Estimation of autoregressive models- The method of instrumental variable (IV)- Durbin h test- Almon approach to distributed lag models. Panel Data Regression Models Fixed effects regression model-The random effects model.

Module III

Simultaneous Equation Methods Simultaneous equation bias-The identification problem-Rules of identification- Rank and order condition- Simultaneous equation methods-Limited information versus full information methods-Recursive models and ordinary least squares-The method of indirect least squares (ILS)-The method of two stage least squares (2SLS)-Instrumental variable estimation- Properties of various estimators.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Module IV

Instrumental Variables Regression and Time Series Econometrics Instrumental variables estimator with a single regressor and a single instrument- The general IV model-Checking instrument validity, instrument relevance and instrument exogeneity. Time Series Econometrics Stochastic processes, stationary versus nonstationary stochastic processes-Unit roots- Trend stationary versus difference stationary stochastic processes- Spurious regression-Testing for unit roots- Dickey Fuller and Augmented Dickey Fuller tests-Cointegration and error correction models

Module V

Modelling Stochastic Processes, The Box Jenkins methodology -AR, MA, ARMA and ARIMA models-Estimation and forecasting- Vector autoregression (VAR)-Measuring volatility- The ARCH and GARCH models.

References

- 1: Damodar N Gujarati and Dawn C Porter (2009): Basic Econometrics- Fifth Edition, McGraw Hill International Edition.
- 2: James H Stock and Mark W Watson (2008): Introduction to Econometrics- Pearson, Addison Wesley.
- 3: Christopher Dougherty (2007): Introduction to Econometrics, Third Edition, Oxford University Press.



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4: Robert S Pyndick and Daniel L Rubinfeld (1998): Econometric Models and Economic Forecasts- Fourth Edition, McGraw Hill International Edition.

5: Jeffrey M Wooldridge (2006) -Introductory Econometrics: A Modern Approach- Third Edition, Thomson South Western

6: Chandan Mukherjee, Howard White and Marc Wuyts (1998): Econometric and Data Analysis for Developing Countries- First Edition, Routledge

7: Gary Koop (2005): Analysis of Economic Data- Second Edition, John Wiley and Sons.

8: Kerry Patterson (2000): An Introduction to Applied Econometrics: A Time Series Approach- First Edition, Palgrave.

9: Jack Johnston and John Dinardo (1998): Econometric Methods- Fourth Edition, The McGraw Hill Companies.

10: William H Greene (2003): Econometric Analysis- Fifth Edition, Pearson Education.

11: Walter Enders (2004): Applied Econometric Time Series- Second Edition, Wiley India Edition.

12: Richard Harris and Robert Sollis (2006): Applied Time Series Modelling and Forecasting- First Edition, Wiley Student Edition.



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Modern Banking and Insurance

ECO3 B04 MODERN BANKING AND INSURANCE

Semester III

Course Category: Core Course 4

No. of Credits: 4

No. of Contact Hours: 72

Objectives

This course provides students the latest development in the field of banking and financial system. It also helps to familiarise the students with the changing scenario of Indian banking. The insurance part of the course aims at providing a basic understanding of the mechanics of insurance. It explains the concept of insurance and how it is used to cover risk. Some commonly used insurance terms are included. An over view of major life insurances and general insurances products are added as well.

Module I

Brief history of banking - Unit banking - Branch banking - Mixed banking - Commercial banks - Central bank - Development banks, IFCI, IDBI, SFC - Money market, components and instruments.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Module II

Recent trends in banking - e-banking - Internet banking - Debit card - Credit card, ATM, EFTS - RTGS - Tele banking - Social banking - Banking ombudsman - Banking sector reforms- capital adequacy norms - NPA - Consortium banking - cheque truncation system - E - Purse.

Module III

Insurance - Definition, Nature, Evolution, Principle, kinds - Types of insurance organisations - Reinsurance

Module IV

RISK MANAGEMENT

Risk and uncertainty – need for security against economic difficulties - Risk management process – risk management and insurance (loss, permit, risk, hazard / types etc.) – risk management of life insurance companies – insurance company operations.

Module V

Life insurance - Kinds of Policies - Term insurance - Whole life - Endowment - Annuities - Surrender - Revival - Loans and claims - Motor insurance - Kinds of policies - Conditions - Settlement of claims - Personal accident insurance - Mediclaim - insurance - Burglary insurance - Fidelity guarantee insurance.



CRITERION	I	Curricular Aspects
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Reference:

1. K.P.M. Sundaram and E.N.Sundaram - Modern Banking - Sulthan Chand and sons - New Delhi.
2. Sekhar and Sekhar - Banking and financial system - Margham publication - Chennai.
3. K.C. Mishra and Mangala Bakshi (2009), Insurance Business Environment and Insurance Company Operations, National Insurance Academy | Cengage Learning, New Delhi.
4. Dr. V.Balu - Banking and financial system Sri. Venkiteswara publications - Chennai.
5. Rejda, Principles of Risk Management and Insurance, 9th Edition, Pearson Education.
6. Mishra.M.N - Insurance, Principles and practices - Sulthanchand and company New Delhi.
7. Gupta.O.S - Life Insurance - Frank Brothers - New Delhi.
8. Pamda.G.S. - Principles and practice of insurance - Kalyani publishers - New Delhi.



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Computer Application for Economic Analysis

ECO4 B06 COMPUTER APPLICATION FOR ECONOMIC ANALYSIS

Semester IV

Course Category: Core Course 6

No. of Credits: 4

No. of Contact Hours: 90

Objectives:

Information technology has revolutionised the way we live and work. This course will provide the students with skills that are useful for using computer related technologies in academics and career.

Learning Outcome:

It is expected to provide the students with computing skills that are, necessary for easy use of IT. This course will arm the students with the knowledge of fundamentals of computers, word processors, spread sheet, data analysis and the digital economy.

Module I

Introduction to Computers and Peripherals. (20 % weightage)

Computer – meaning, types, features and limitations – Basic components of computer – Input and output devices – Primary memory and secondary storage – Computer software – types – malicious softwares – protecting computer – Operating systems – functions and types.



CRITERION	I	Curricular Aspects
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Module II

Word Processing (20 % weightage)

MS Word 2007– word basic tool bars - Overview of word menu options — Working with Ribbon, Tabs, Groups and Buttons - Creating a new document – Manipulation of the first document – Editing the document Inserting a table, graph, image and video – inserting header, footer and page number – inserting equations (equation editor) – inserting, activating and deactivating a hyperlink - Records and mail merge.

Module III

Data Analysis (20 % weightage)

MS Excel 2007 – Excel environment – Excel toolbars – insertion of rows and columns – entering data/text – editing data/text. Data – Autofill–Sort – Filter - Creation of charts and graphs – Manipulation of Data – Formula Syntax - entering and editing Formula – AutoSum- Insert Functions - Function Library - Mathematical, Statistical and financial – Descriptive statistics - Correlation and Regression using data analysis ToolPak – Trend lines: Linear and non-linear -Use of Excel in economics and business analysis. (overview only)

Module IV

Preparation of Presentations (10 % weightage)

PowerPoint 2007 –Introduction to PowerPoint–creating a new presentation –using autocontent wizard –using blank presentation option –using design template option –adding slides –deleting /



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duplicating a slide –inserting /importing images, videos, graphs –transition / animation effects - starting a slide show.

Module V

The Digital Economy (30 % weightage)

The World Wide Web – Evolution of Internet - Basic Internet Terminologies – Creating, sending and receiving email – social networks.

E-commerce – Meaning and concept– History of E-commerce – importance, features & benefits of E-commerce – impacts, challenges and limitations of E-commerce – Online shopping - Electronic Payment system

Note I:

Note to faculty / question paper setter:

1. This course is for B.A. Economics course. The students of this course may not have studied computer applications at higher secondary level. Hence questions may be confined to intermediary level and should be of non-technical nature.
2. Kindly give due consideration and adhere to the weightages indicated in the syllabus while setting question paper also.

Note II:

Internal marks may be awarded based on practical examinations depending on the facilities available in each college. Expected practical sessions for teaching: 20 hours.



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Reference

1. Introduction to computer science, ITL Educational Solutions Limited. Pearson, Education – India, Second Edition. (ISBN:9788131760307)
2. Fundamentals of Computer: For undergraduate courses in commerce and management, ITL Educational Solutions Limited. Pearson, Education – India, Second Edition. (ISBN:9788131733349)
3. Microsoft Office Excel 2007 For Dummies, Greg Harvey, PhD, Wiley Publishing, Inc., (ISBN–13: 978–0–470–03737–9)
4. Statistics made simple – do it yourself on PC, K.V.S. Sharma, PHI, 4th Edition
5. Electronic Commerce: A Managerial Perspective, Turban, Efraim, David King et. al.: Pearson Education Asia, Delhi.
6. Modern Database Management; Hoffer, Jeffrey A, Marry B.Prescott, and Fred R.McFadden: Pearson Education, New Delhi 2004
7. Microsoft Office Word 2007 Plain & Simple, Joyce Moon, PHI(2007), ISBN–13–9788120331631, 1st Edition
8. Microsoft Office Word 2007 for Dummies, Dan Gookin, ISBN–13–9780470036587
9. Microsoft Office Powerpoint 2007: Visual Quick Tips, Paul Mcfedries, Wiley India Pvt Ltd (2007), ISBN–13–9788126512713
10. VikasGuptha – Comdex Computer Course Kit – Dream Teck Press



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Online resources

1. <http://www.gcfllearnfree.org/excel2007>
2. <http://office.microsoft.com/en-us/powerpoint-help/powerpoint-2007-training-courses-HA010218498.aspx?CTT=1>
3. http://www.housing.wisc.edu/docs/tlc_quicktip_excel.pdf
4. <http://economictimes.indiatimes.com/tech/software/indian-software-product-sales-double-to-2-2-bn-in-2013nasscom/articleshow/24827813.cms>
5. <http://economictimes.indiatimes.com/tech/ites/indian-it-industry-seeing-a-turnaround-will-witness-good-growth-r-chandrasekaran-cognizant/articleshow/24988713.cms>
6. <http://www.livemint.com/Industry/9NgcztgP98azLAAwqfQNeI/Indian-domestic-IT-market-to-grow-at-1518-in-2013-report.html>
7. <http://www.nasscom.in/indian-itbpo-industry>
8. <http://www.nasscom.in/knowledge-professionals>

Besides the above references a number of resources are available online in the form of companion websites, websites to help users by software companies, lecture notes by faculty members etc. For some topics text book references are not available. For topics such as ‘the impact of outsourcing on the Indian economy’, ‘the Indian IT industry’ etc refer the Internet.



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Suggestions for assignments / seminars / practical sessions

Teaching of this paper may be made more useful by training the student to use word processor, spread sheet and presentation software. Assignments may be insisted to be typed by the student and sent to the faculty by email. Assignment topics may include issues related to the digital economy and available on the internet. Assignments could be given to identify data sources on the Indian economy. Students may be encouraged to do data analysis based on this data. Familiarization of other data analysis software like SPSS, gretl, EViews, Minitab, M-Stat, R, STATA, SAS may be done as part of assignment. Seminar presentations may be insisted using PowerPoint. This course may be used to equip the student to be self-sufficient to do the data analysis, word processing and presentation of the project report of the final semester.



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Macroeconomics I

Course Category	Core Course 2
Course Title and Code	ECO2B02
No. of Credits	5
No. of Contact Hours	6 Hours per week

ECO2B02 MACROECONOMICS I

Preamble: Macroeconomics emerged as a separate discipline following the failure of classical economics to diagnose the reasons of the Great Depression in the 1930s. ‘The General Theory of Employment, Interest and Money’ published by John Maynard Keynes in 1936 was the influential book which laid the foundation of Macroeconomics. Today, principles of macroeconomics help us understand the trends in aggregate variables like national income, employment, price level and investment. It also helps us explore and understand the determinants of short run fluctuations and long run movements in these variables. The course is designed to give a rigorous overview of macroeconomics to the undergraduate students. It will give the necessary ideas and tools to understand the working of an economy at the aggregate level. The course is also expected to give an idea about the need for and the way in which government intervention is required in a modern economy. After completing this course, the student will be able to appreciate the context in which Macroeconomics emerged as a separate



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discipline. The student will be able to explain how output and employment are determined in classical and Keynesian systems. Student should also be able to explain why actual output will fall short of the productive capacity of the economy.

Module I

INTRODUCTION TO MACROECONOMICS

Nature, scope and limitations of macroeconomics – Macroeconomic model – Types of variables:

Stock and flow, endogenous and exogenous, ex-ante and ex-post – static, comparative static and dynamic – equilibrium and disequilibrium - Circular flow of income and output- national income and its measurement-Production approach, Expenditure approach, Income approach--Real and Nominal GDP.

Module II

CLASSICAL MACROECONOMICS

Classical Economy – Say’s Law of Market – Wage-price flexibility – Classical model of output and employment – Classical theory of price level determination – Quantity theory of Money –Fisher’s Equation of Exchange – Cash Balance Approach - Neutrality of Money – Money illusion-Classical dichotomy-Classical response to the Great Depression-Crisis in the discipline of Economics.

Module III

KEYNESIAN MACROECONOMICS



CRITERION	I	Curricular Aspects
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Effective demand - Aggregate demand and aggregate supply – Consumption, Investment and Government Expenditure (C+I+G)- -Autonomous Consumption and Induced Consumption- Keynesian Consumption function-investment function-MEC and MEI- Sticky prices and wages- Assumption of fix price-Keynesian Cross model and determination of equilibrium output- Multiplier-Inflationary and Deflationary gaps-Fiscal Policy-Understanding fiscal policy using Keynesian Cross model-tax multiplier-government expenditure multiplier-balanced budget multiplier.

Module IV

Nature of money-types-functions-time preference-interest rate: real and nominal- bond-relationship between bond price and interest rate-Theories of Demand for money-Liquidity Preference theory and Keynesian Liquidity Trap-Friedman's re-statement of Quantity Theory of Money. Theories of Supply of money-Measuring supply of money-High powered money-money multiplier.

Suggested Readings:

1. Edward Shapiro – 'Macro economics' Oxford University press.
2. Gregory Mankiw – 'Macro economics' – 6th Edn. Tata McGraw Hill.
3. Richard T. Froyen – 'Macro economics', Pearson education.
4. Eugene Diulio – Macro economic Theory, Shaum's Outline series. Tata McGraw Hill
5. Errol D'Souza – 'Macro Economics' – Pearson Education 2008.



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6. AbhijitKundu (2009): Methodology and Perspectives of Social Science – Pearson Education 8

7. Dornbusch, Fischer and Startz-MacroEconomics-Tata McGraw –Hill

Additional References:

1. Lipsey R. and A Chrystal – Economics (11th Edition) Oxford University Press New Delhi.
2. NicoliNattrass and G.VisakhVarma, ‘Macroeconomics simplified: understanding Keynesian and Classical Macroeconomic Systems’, Sage India Publications, 2014



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India's Economic Development: National and Regional

ECO5 B08 INDIA'S ECONOMIC DEVELOPMENT: NATIONAL AND REGIONAL

Semester V

Course Category: Core Course 8

No. of Credits: 4

No. of Contact Hours: 108

Objectives:

To expose the learners to some of the key issues facing the Indian economy both at national and regional levels. In this process, as young adults, students are expected to be sensitised about these issues, appreciate and learn to critically assess the role of the government in various economic spheres. The learners are also exposed to numerical information relating to various aspects of Indian economy and India's economic policies. They are expected to develop analytical skills, interpret the economic events and visualise the economic future of India. For all these to happen, teachers are requested to take special care to instruct the students to read the suggested reference books, collect clippings and articles from newspapers and magazines and also develop the habit of following economic survey, economic review and RBI Bulletin. Besides, as against the conventional assignments, each module has 'Suggested Additional Activities' at the end. Teachers need to encourage the learners to explore beyond the texts while attempting these activities.



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Report Based on Study Tour: A study tour is recommended because it may add direct experience to learners about different economic culture of the country. All the final year students need to prepare a report of the tour that includes the places they visited, its importance etc and submit it to the Head of the Department soon after the completion of the tour.

Module I

DEVELOPMENT POLICIES AND EXPERIENCE (1947-1990).

Low Level of Economic Development under the Colonial Rule- Development and Structural Change of Indian Economy Since Independence: Economic policies Perused between 1950's and 1980's: Mixed Economic framework; Market intervention policy and import substitution; Objectives and strategy of planning: **Failures and achievements of plans** – Performance of 11th plan – Current plan. Suggested Additional Activities 1. Find out and prepare a list of items that India used to import and export during 1950-51 and 1990-91 a. Observe the difference b. Do you see the impact of self-reliance? Discuss. Details can be collected from latest Economic Survey. 2. Find out the Deputy Chairman and members of the first Planning Commission of India 3. Find out the commodities which India Government permitted to import till 1980. 4. Explain how import substitution can protect domestic industry?

Module II

Economic Reforms since 1991 Background for the introduction of New Economic Reforms of 1991; Liberalisation, Privatisation and Globalisation: An Appraisal- Indian Economy during



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Reforms with Special focus on trends in **FDI, FII and Disinvestment- Centre-State Financial Relations: Finance Commission, its structure and Functioning** (with emphasis on Latest Finance Commission).

Suggested Additional Activities

1. Prepare arguments for and against subsidies. Explain your view.
2. Do you think only loss-making companies should be privatised? Why?
3. Construct a pie chart for the sectoral contribution of GDP for the period 1950-51 and 2012- 13. What would you observe? Is there a structural change? Explain in your own words
4. Prepare a list showing the latest data on the number of banks- nationalised, private, private foreign and New Generation Banks.
5. Discuss the different formulae used for Finance Commission awards. 6. Find out who all are there in the First Finance Commission of India?

Module III

Gross Domestic Product and Sectors. a. Indian Agriculture: The place of Agriculture in the National Economy; Recent Trends in Investment, Credit and Agricultural Subsidy Policy, Agricultural Marketing and Price- New Agricultural Strategy of 1960s (Green Revolution)- Food Security, PDS and TPDS in India; The Need, Scope and Appraisal of Land Reforms in a Developing Country like India. b. Indian Industries: Review of Industrial Growth under Planning- Industrial Structure: Traditional, SSI, Village, Cottage and Modern Industries- Industrial Sickness-



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
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Industrial Policy Resolutions: 1956, 1977, 1980, 1991; an Analysis of Current Industrial Policy-
Infrastructure Development in India.

Suggested Additional Activities.

1. Why, despite the implementation of green revolution, 65% of our population continued to be engaged in the agricultural sector till 1990?
2. Why was public sector given a leading role in industrial development during the plan period?
3. „Losses incurred by public sector undertakings are to be met out of the public budget“- Do you agree with this statement? Discuss.
4. Find out the method of estimating inflation in India. Compare it with other countries.

Module IV

Current Challenges Facing the Indian Economy.

- a. Poverty: Who are Poor? Causes and Measurement of Poverty, Number of Poor in India; Policies and Programmes Towards Poverty Alleviation with Special Emphasis on Recent Policies like- Food as a Right: The Food Security Act of 2013 & MGNREGS.
- b. Unemployment: Nature, Trends and Estimates of Unemployment in India, Informalisation of Indian Work Force; Employment Prospective of the latest Five-Year Plan; Recent Schemes to Reduce Unemployment and Underemployment.

Suggested Additional Activities.

1. Find out from your parents and teachers' types of tax payments they are making.



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Classify the taxes and observe the differences.

2. On the basis of the definition of poverty line, analyse whether categorisation of people into BPL/APL is done in the correct way. Explain in your own words.

3. Analyse whether the dream programme of MGNREGP is carrying out in the right way. If „No“, suggest ways to make the programme more effective.

4. In some communities, you might have noticed that even if the males do not earn high income, they do not send women to work. Why?

5. Prepare a list of recent schemes and objectives to strengthen the rural areas from the government website <http://www.rural.nic.in>

Module V

Kerala's Economic Development Growth and Structure- Primary, Secondary and Tertiary Sectors- Economic Development Vs Social Development-Poverty Profile of Kerala- Indicators of Human Development: PQLI and HDI- Demographic Transition of Kerala- Trends in Employment and Unemployment in Kerala- Sustainability of —Kerala Model of Development|| with a Special Mention on Recent Sen- Bhagawati Debate- Decentralised Planning and Development of Kerala- Land Reforms in Kerala- Migration: Concepts in Migration- Emigration to the Gulf- Remittance and its Impact on the Economy of Kerala- Return Migration: Causes, Problems and Policies.



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Suggested Additional Activities. 1. Find out the history of emigration from Kerala. 2. „Foreign remittance is the backbone of Kerala’s socio-economic development“. Discuss. 3. What is Nitaqat and Saudization? In what ways it is harmful to the economy of Kerala. 4. Find out the reasons for the existing controversy in poverty estimation. 5. Observe the functioning of „ayalkoottams“ (SHGs) in your locality and write how far it is successful in empowering women.

Basic Readings

1. ECONOMIC DEVELOPMENT IN INDIA-Problems and Prospects, N.P. Abdul Azeez (Ed), Regal Publications, New Delhi.
2. Indian Economy, Gopalji Gupta, PEARSON, New Delhi.
3. Ahulwalia, I.J. and I.M.D. Little (Eds) (1999), India’s Economic Reforms and Development, (Essays in honour of Manmohan Singh), Oxford University Press, New Delhi.
4. Bardhan, P.K. (1999), The Political Economy of Development in India, Oxford University Press, New Delhi
5. Chakravarty S, (1987), Development Planning: The Indian Experience, Oxford University Press, and New Delhi
6. Acharya Shanker, Mohan Rakesh (Eds) (2011), India’s Economy: Performance and Challenges, Oxford University Press, New Delhi
7. Uma, Kapila (2013), Indian Economy: Performance & Policies, Academic Foundation, New Delhi.



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8. Amit Badhuri, Development with Dignity (2005), NBT New Delhi.
9. Brahmananda, P.R. and V.R. Panchmukhi (Eds) (1987), The Development Process of Indian Economy, Himalaya Publishing House, Bombay.
10. M.P Todaro, Economic Growth (2nd Edition), PEARSON, New Delhi
11. Jalan, B. (1992), The Indian Economy – Problems and Prospects, Viking, New Delhi.
12. Joshi, V. and I.M.D. Little (1999), India: Macro Economics and Political Economy, 1964-1991, Oxford University Press, New Delhi.
13. Kaushik Basu (Ed) (2004), India's Emerging Economy, Oxford University Press, New Delhi.
14. Centre for Development Studies, 1977, Poverty, Unemployment and Development Policy: A case study of selected issues with reference to Kerala, Orient Longman, Bombay.
15. B.A. Pakash (Ed) 2004, Kerala's Economic Development: Performance and Problems in the post liberalization period, Sage Publications, New Delhi.
16. B.N Ghosh & Patmaja D. Namboodiri, 2009 (Eds), The Economy of Kerala Yesterday, Today and Tomorrow, Serial Publications, New Delhi.
17. K.C. Zachariah, K.P. Kannan, S. Irudaya Rajan, 2002 (Ed). Kerala's Gulf Connections, C.D.S, Trivandrum.
18. Rajasenan, D. and Gerard De Groot (Ed) 2005, Kerala Economy: Trajectories, Challenges and Implications, CUST, Kochi



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Development Economics

ECO6 B14 DEVELOPMENT ECONOMICS

Semester VI

Course Category: Core Course 14

No. of Credits: 4

No. of Contact Hours: 90

Introduction:

This course on the political economy of development and planning attempts to answer questions related to economic development in a comprehensive manner. Students who wish to take up position in formulation and implementation of public policy must have a reasonably good understanding of its political economy aspects

Objectives:

The main objective of this course is to introduce the students of such fundamental topics in development and planning with their inter relations. This course is expected to provide students a comprehensive approach towards issues related to development and planning.

Learning Outcome:

The students are expected to develop an interrelated approach to resource use, the relationship between man and man and man and nature.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module I

Perspectives on Development Economics Why Study Development economics? - **Meaning of Growth and Development-measurement of development – Alternative measures of development: GDP, PCI, PQLI, HDI, HPI, GDI, GEM, Multi-Dimensional Poverty index etc -**
(15 hours)

Module II

Theories of Development Rostows (stage theory) - Balanced versus Unbalanced growth theory, Low-level equilibrium trap, vicious circle of poverty, critical minimum effort, Big Push theory.
(25 hours)

Module III

Economic Planning Concept, meaning and types of planning, Relevance of planning in the context of globalization- Economic Planning in India: Indian planning in a historical perspective: - Bombay plan, Gandhian Plan, People 's plan. Five-year plans in India – an overview - Details of current five-year plan (25 hours)

Poverty – measurement and classification, Inequality and its measurement (Kuznet's Ratio, Lorenz curve and Gini coefficient), Gender issues – the concept of missing women. Environment versus development – the concept of sustainable development, limits to growth, global warming. (25 hours)



CRITERION	I	Curricular Aspects
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METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

References Books

1. Amartya kumar Sen, Growth Economics, Penguin Education, 1970
2. Daron Acemoglu, Introduction to modern economic growth, 2008, Princeton university press
3. A N Agarwala and S P Singh, The economics of underdevelopment, Oxford university press, 1958.
4. Neri salvadori, Old and New growth theories An Assessment, Edward Elgar Publishing limited, 2003
5. A P Thirlwall, Growth and development, with special reference to developing countries, (8 ed), Palgrave Macmillian, 2006
6. Debraj Ray, Development Economics, Oxford university press, 2009.
7. Partha Das Gupta, Economics A very short introduction, OUP, 2007.
8. Kaushik Basu, The new oxford companion to Economics in India, OUP, 2012.
9. M.A Oommen(ed), Kerala's development experience Volume I&II, Institute of social sciences.
10. B A Prakash(ed), Kerala economy problems and prospects, sage publications, New Delhi.
11. Utsa Patnaik, Poverty Trends in India 2004-05 to 2009-10, Updating Poverty Estimates and Comparing Official Figures, Economic and Political Weekly, vol-XLVIII No.40, October 05, 2013.
12. Utsa Patnaik, Trends in urban poverty under economic reforms: 1993-94 to 2004-05, Economic and Political Weekly, vol-XLV No.4, January 23, 2010.
13. Kaushik Gangopadhyay and Kamal singh, Extent of poverty in India A different Dimension, Economic and Political Weekly, vol-XLVIII No.06, February 09, 2013



CRITERION	I	Curricular Aspects
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METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

14. Radhicka Kapoor, Inequality matters, Economic and Political Weekly, vol-XLVIII No.02, January 12, 2013
15. Himanshu, Towards new poverty lines for India, Economic and Political Weekly, vol-XLV, No.01, January 02, 2010
16. Partha Das Gupta, Nature of economic development and economic development of nature, Economic and Political Weekly, vol-XLVIII No.51, December 21, 2013
17. Prachi Mishra, Has India's growth story withered? Economic and Political Weekly, vol-XLVIII No.15, April 13, 2013
18. Pulapre Balakrishnan, Economic Growth in India: History and prospect, Oxford University Press, 2010.
19. Prabath Patnaik, Economic growth and employment, Economic and political weekly, Vol: XLV1, No: 26-27, June 25, 2011.
20. Amitava Bose, The analytics of changing growth rates, Economic and political weekly, Vol: XLV, No: 28, July 10, 2010.
21. Jean Dreze and Reetika Khera, The BPL census and Possible alternative, Vol: XLV, No: 9, February 27, 2010.
22. Michael P Todaro and Stephen C Smith, Economic Development (8th ed), Pearson Education Ltd, 2009.



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Banking

ECO1(2) C03 BANKING-I

Semester I/II

Course Category: Complementary Course

No. of Credits 4

No. of Contact Hours 6 Hours per week

Preamble: Banking has a long history in the world. It has undergone profound changes in recent years especially after the far-reaching banking sector reforms in India and elsewhere. The present course is designed to acquaint the students with the working of banks and to familiarize them with the basic principles and concepts which are often used in banking literature.

Module I

Origin of Banking – Role and Importance of banks in Economic Development -Brief history of commercial banking in India – **Structure of commercial banks – Functions – Credit creation, New banking entities in India – Payment banks and Small Finance Banks.**

Module II

Commercial Banking-Branch Banking Vs Unit Banking-Group Banking- Chain Banking, Mixed Banking- Balance sheet- Rules of Management of funds-Assets and Liabilities-Bank FailuresDeposit Insurance- Nationalisation of Banks in India - An overview of Changes after Nationalization- Merger of banks and their problems.



CRITERION	I	Curricular Aspects
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Module III

Negotiable Instruments: Types – cheque, Crossing, Dishonouring of cheque, Draft, Bill of Exchange, promissory note. Money market. Money market instruments: Money at call and short notice, Inter-bank term money, Commercial paper, Certificate of Deposit, Treasury Bill.

Module IV

Electronic banking-Debit card, Credit card, Online banking, Mobile banking, UPI Electronic Fund Transfer: NEFT, RTGS, IMPS. -Digital Wallet-Core Banking, SWIFT, Cheque Truncation System- Electronic Clearing services

Suggested Readings:

1. R.S. Sayers, Modern Banking. – Macmillan
2. M.D. Decock, CentralBanking.
3. S.K. Basu, Banking in India.
4. Milnes Holdern, Studies in PracticalBanking.
5. I.C. Dhingra, Indian Economy. Sulthan Chand andsons.
6. Rangarajan C. (1998), Indian Economy: Essays on Money and Finance, UBS Publishers and Distributors, New Delhi.
7. M.R. Baye, D.W. Jansen (1996), Money, Banking and Financial Markets, AITBS (Indian e



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Macroeconomics: Theories and Policies II

ECO2 C06 - MACROECONOMICS: THEORIES AND POLICIES II

Core Course-VI MA Economics (CBCSS)

II Semester

(Credit 5)

Module I

Classical vs Keynes Classical Macroeconomics -Classical revolution, production, employment, equilibrium output and employment, quantity theory of money, classical aggregate demand curve, classical theory of interest rate, policy implications of the classical equilibrium model. Classical model of output and employment Keynes's General Theory: Keynes' main propositions, Keynes's analysis of the labour market, Keynes's rejection of Say's Law, Keynes and the quantity theory of money, Keynesian aggregate demand and supply schedules, Keynes and international macroeconomics- How to pay for the war, Causes and consequences of the Great Depression, Keynesian policy conclusions.

Module II

Monetarism The quantity theory of money approach, The expectations-augmented Phillips curve analysis, The monetary approach to balance of payments theory and exchange rate determination, The monetarist view of great depression, fiscal and monetary policy effectiveness.



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Module III

New Classical Macroeconomics, Real Business Cycle School and Supply Side Economics The new classical macroeconomics: Rational expectations hypothesis, Lucas' surprise supply function, The inter-temporal substitution model, Policy ineffectiveness argument, The Lucas critique- Real business cycle school: central features of real business cycle models, a simple real business cycle model, macroeconomic policy in a real business cycle model - Supply-side macroeconomics: Supply shocks and stagflation, Laffer curve, Policy implications

Module IV

New Keynesian Economics The fall and rise of Keynesian economics- A Keynesian resurgence, New Keynesian economics, Core propositions and features of new Keynesian economics, Nominal rigidities, Real rigidities, Small menu cost model, Implicit wage contract model- Efficiency wage theories-Insider-outsider model, New Keynesian business cycle theory, Hysteresis and the **NAIRU**, Policy implications

Module V

The New Political Macroeconomics Political distortions and macroeconomic performance, Political influences on policy choice, The role of government, Politicians and stabilization policy, Alternative approaches to the political business cycle, The Nordhaus opportunistic model, The Hibbs partisan model, The decline and renaissance of opportunistic and partisan models, Rational



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political business cycles, Policy implications of politico-economic models: an independent central bank?, The political economy of debt and deficits, Political and economic instability.

References

1. Gregory Mankiw (2008): Macroeconomics- Worth Publishers NY, 6th ed.
2. Richard T Froyen (2008): Macroeconomics: Theories and Policies- Pearson (LPE), Seventh ed.
3. Brian Snowdown and Howard Vane (2005): Modern Macroeconomics: Its Origin, Development and Current State- Edward Elgar Cheltenham, UK. Northampton, USA.
4. Levacic, Rosalind and Rebman, Alexander (1982): Macroeconomics: An Introduction to Keynesian-Neoclassical Controversies- 2nd ed. Macmillan.
5. Eric Pentacost: Macroeconomics-An Open Economy Approach- Macmillan.
6. Rudiger Dornbusch: Stanley Fisher and Richard Startz (2004) Macroeconomics- Tata Mc Graw Hill, 9th ed.
7. Hargreaves Heap S.P (1992): The New Keynesian Macroeconomics: Time, Belief and Social Independence Edward Elgar Publishing.
8. D'Souza, Errol (2008): Macroeconomics- Pearson Education.
9. Fred R Glahe, (1985): Macroeconomics: Theory and Policy- Harcourt Publishers, New Delhi.
10. Veneries and Sebold, (1977): Macroeconomics: Models and Policies- John Wiley & Sons.
11. Samuelson and Nordhaus (1998): Macroeconomics- 16th ed. Irwin McGraw Hill.
12. Robert J Gordon: Macroeconomics- Eastern Economy Edition.



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13. Edward Shapiro: Macroeconomics- Golgotha Publications, New Delhi.

14. Brian Showdown, Howard Vane and Peter Wynarczyk (2001): A Modern Guide to Macroeconomics: An Introduction to Competing Schools of Thought- Edward Elgar.

15. Mervyn K.Lewis and Paul D Mizen (2000): Monetary Economics- Oxford University Press.

16. Jagdish Handa (2000): Monetary Economics- Routledge



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Public Finance: Theory and Practice

PAPER-III- PUBLIC FINANCE: THEORY AND PRACTICE

Core Course-VII MA Economics (CUCSS)

II Semester

Credit 4

Total Hours: 100

Lecture Hours: 80

Seminar Hours: 20

Module I

The Case for Public Sector The role of government in economic activity-Allocation, distribution and stabilisation functions- Market failure and rationale for government intervention-Concepts of private, public and merit goods-Club Goods-Externalities-Tiebout hypothesis-merit goods-Pigovian tax- Property rights and Coase theorem.

Module II

Budgeting Performance, programme and zero-based budgeting-Stages involved in the preparation, presentation and execution of government budget-Budget deficit concepts and its measures-Problem of fiscal deficit-Corrective measures-FRBM Act.

Module III

Public Revenue Theory of tax- Partial and general equilibrium analysis- Shifting and incidence



CRITERION	I	Curricular Aspects
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of tax Musgrave's approach-Elasticity and buoyancy-Taxable Capacity-Theory of optimal taxation Distributional considerations in public finance-Compensatory Finance-Functional finance- Balanced budget multiplier.

Module IV

Public Expenditure and Debt Theories of public expenditure- Wagner's law- Wiseman- Peacock hypothesis-Critical limit hypothesis-Structure and growth of public expenditure of centre and states - Developmental and non-developmental-Plan and non-plan expenditure- Control and management of public expenditure-Concept of subsidy-Financing social infrastructure and human development-Public debt-Sources, burden and its management-Macroeconomic impacts of deficits-Debt burden and inter-generational equity-Sustainability of public debt-Domar stability condition.

Module V

Fiscal Federalism: Theory of fiscal federalism-Theory of intergovernmental transfers-Fiscal decentralization- Centre state financial relations- Problems of centre-state financial relations in India- Vertical and horizontal imbalance in inter-governmental transfers in India- Reports of finance commissions in India.

Module VI

Indian Public Finance Indian tax system: Revenue of the union, states and local bodies-Major taxes



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in India Non tax revenue of centre, state and local bodies- Reforms in direct and indirect taxes- Trends in revenue, expenditure and public debt in the post reform period- Fiscal crisis- Analysis of the latest union and Kerala budgets.

References

1. Robin.W. Boadway: Public Sector Economics.
2. Due and Fridlander: Government Finance.
3. P.H.Jackson and C.V. Brown: Public Sector Economics.
4. David Hyman (2005): Public Finance- Thomson Southwestern.
5. Musgrave and Musgrave (1989): Public Finance in Theory and Practice- McGraw Hill Book Company.
6. Richard.A. Musgrave: Theory of Public Finance.
7. Mankar: Public Finance in Theory and Practice.
8. Browning, J.M and Browning E.K (2004): Public Finance and the Price System- Pearson Education.
9. Sudipto Mundle: Public Finance: Policy Issues for India- OUP, 1997.
10. Divedi. D.N: Readings in Public Finance.
11. Duff L. (1997): Government and Markets- Orient Longman- New Delhi.
12. R.Goode (1986): Government Finance in Developing countries- Tata McGraw Hill.
13. Atkinson A and J Stiglitz (1980): Lectures in Public Economics- McGraw Hill.



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14. Bailey S.J (2004): Public Sector Economics- Macmillan.
15. Ragabendara Jha (1999): Modern Public Economics- Routledge, London.
16. Singh S K (1986): Public Finance in Developed and Developing Countries- S. Chand and Company Ltd, New Delhi.
17. Rosan S Harve: Public Finance- Irwin Publications in Economics, USA.
18. John Cullis and Philip Jones (2010): Public Finance and Public Choice- Oxford.
19. S K Singh: Public Finance in Theory and Practice-S Chand Publishing.
20. Harvey Rosen and Ted Gayer (2012): Public Finance-Tata McGraw Hill.
21. Holley Ulbrich (2011): Public Finance in Theory and Practice-Routledge.
22. RBI Bulletins.



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Quantitative Methods for Economic Analysis-II

PAPER-IV- QUANTITATIVE METHODS FOR ECONOMIC ANALYSIS-II

Core Course-VIII MA Economics (CUCSS)

II Semester Credit 4

Total Hours: 90

Lecture Hours: 70

Seminar Hours: 20

Module I

Probability Distributions Discrete distribution- Distribution function- Properties of distribution functions Mathematical Expectation-Binomial distribution- Mean of binomial distribution- Variance of binomial distribution-Skewness and kurtosis of binomial distribution- Fitting of binomial distribution- Poisson distribution- Mean of Poisson distribution- Variance of Poisson distribution- Fitting of Poisson distribution (concept and applications only).

Module II

Continuous and Normal Distributions Concept of continuous distribution- Normal distribution- Properties of normal distribution-Importance of normal distribution- Area under normal distribution- Problems in normal distribution using normal distribution tables- Lognormal distribution (concept and applications only).

Module III

Sampling Distributions Sample-Theory of sampling distributions-Standard error- Sampling distribution of Sample mean- Chi square distribution-Student t distribution-F distribution- Central



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limit theorem.

Module IV

Estimation Theory Point estimation- Properties of point estimation- Interval estimation- Confidence intervals- Test of hypothesis- Null and alternative hypothesis-Type I and Type II errors- Critical region- Level of significance- Power of a test- Critical value- Neymann Pearson Lemma.

Module V

Testing Mean of a population- Testing equality of means of two populations- Test of proportion of success of a population- Testing of equality of two population proportions- t test for the population mean- t test for the equality of two population means -Paired t test- χ^2 test for independence and goodness of fit-ANOVA.

References

- 1.Taro Yamane: Statistics: An Introduction.
2. Hoel PG: Introduction to Mathematical Statistics.
3. YP Agarwal: Basic Statistics, Statistics for Behavior Sciences.
4. K X Joseph: Quantitative Techniques.
5. Tulsian P.C and Vishal Pandey: Quantitative Techniques- Pearson Education, New Delhi.
6. S.P. Gupta: Statistical Methods- S Chand and Sons, New Delhi.



CRITERION	I	Curricular Aspects
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International Trade

PAPER-I- INTERNATIONAL TRADE Credit 4

Core Course-IX MA Economics (CUCSS)

III Semester

Total Hours: 90

Lecture Hours: 70

Seminar Hours: 20

Module I

International Trade and Economic Development Importance of trade to development-Trade as an engine of growth-Contributions of trade to development- Terms of trade-Types- Terms of trade and economic development.

Module II

Developments in Trade Theories Offer Curves- Reciprocal demand theory- Opportunity cost analysis- Factor intensity Factor abundance-Heckscher-Ohlin Theory- Leontief Paradox- Factor intensity reversal-Factor Price Equalization Theorem- Stolper Samuelson theorem- Metzler Paradox- Economies of scale and international trade- Imperfect competition and international trade-Product differentiation and international trade- Technological gap and product cycle models- Transportation cost and international trade.



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Module III

Economic Growth and International Trade Growth of labour and capital- Rybczynski theorem- Technical progress (neutral, labour saving and capital saving)-The effect of growth on trade- Immiserising growth- Dutch disease Prebisch - Singer Thesis-Myrdal's views-Two gap analysis- **Foreign trade multiplier.**

Module IV

International Trade Policies Import substitution versus export orientation - Export instability and economic development- Trade restrictions-Tariffs- Partial and general equilibrium analysis- Optimum tariff-Effective rate of protection-Non tariff barriers and new protectionism-Import quotas Effects of an import quota-Comparison of quota and tariff-International cartels- Dumping and anti-dumping duties-Exchange control- Export subsidies- Countervailing tariff- Voluntary export restraints- Technical standards- Administrative and other regulations- Strategic trade policy.

Module V

Economic Integration Economic Integration - Theories of customs union- Trade creating customs union-Trade diverting customs union-Static welfare effects of customs union-Dynamic benefits from customs union- European union-NAFTA-WTO-South Asian Association of Regional Co-operation (SAARC) - Association of South East Asian Nations (ASEAN).



CRITERION	I	Curricular Aspects
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References

1. Dominick Salvatore: International Economics-11th Edition John Wiley & Sons (2014).
2. Bo Sodersten and Geoffrey Reed: International Economics- Macmillan (2008).
3. Paul. R. Krugman and Maurice Obstfeld: International Economics- Pearson Education (2009).
4. Kindleberger, C.P: International Economics- R.D. Irwin, Homewood.
5. Bhagwati, J.N(Ed): International Trade: Selected Readings- MIT Press, 1987.
6. Robert J Carbaugh (2011): Global Economics- Cengage Learning.
7. Giancarlo Gandolfo: International Trade- Springer International Edition- 2006.
8. Dennis R Appleyard and Alfred J Field: International Economics- McGraw Hill.
9. Appleyard and Field: International Trade: Theory and Policy.
10. Richard.E. Caves and Harry G. Johnson: Readings in International Economics.
11. Corden. W.M: Recent Developments in the Theory of International Trade- Princeton University Press.
12. Thomas A. Pugel: International Economics-McGraw Hill.
13. James C Ingram and Robert M Dunn: International Economics-John Wiley and Sons.
14. Richard Caves, Jeffrey Frankel and Ronald Jones: World Trade and Payments-Pearson Education.
15. Theo Eicher, John Mutti and Michelle Turnovsky (2009): International Economics Routledge.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Growth and Development

PAPER-II- GROWTH AND DEVELOPMENT

Core Course-X MA Economics (CUCSS)

III Semester Credit 4

Total Hours: 90

Lecture Hours: 70

Seminar Hours: 20

Module I

Concept and Measurement of Economic Growth and Development Concepts of growth and development-Indicators of economic development-National income-Per capita income-PQLI-Human development index-Gender related development index Gender empowerment index-Human poverty index and deprivation index-Inequality in income distribution- Kuznets inverted U hypothesis- Lorenz Curve and Gini-coefficient-Development gap-Development as freedom-Perpetuation of underdevelopment-Structural view of underdevelopment-Vicious circle of poverty.

Module II

Grand Theories of Economic Growth Theories of Adam Smith- David Ricardo- Thomas Malthus- Karl Marx and Joseph Schumpeter-Comparison of the theories of economic growth-Ricardo and Marx- Schumpeter and Marx- Schumpeter and Ricardo- Marx and Schumpeter.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module III

Models of Economic Growth Harrod-Domar growth model-Knife-edge equilibrium-Neo Classical model of SolowGrowth models of Joan Robinson, Meade and Kaldor-Convergence Hypothesis- Extensions of simple growth model- Vintage model-Solow-Phelps model-Dependency theory of developmentArguments against the neoliberal propositions- Institutions and economic growth- Endogenous growth theory-Plan models in India.

Module IV

Partial Theories of Economic Growth and Development Critical minimum effort thesis - Balanced vs unbalanced growth- Surplus labour and Lewis's theory-Fei-Ranis model- Theory of big push- Concept of dualism- Technological, social, geographical and financial- Myrdal- Backwash and spread effect- Circular and cumulative causation- Centre- periphery thesis-Todaro model.

Module V

Environment and Development The limits to growth- The techno centre approach- Brudtland commission approach to suitable development- Sustainable development- International environmental issues (Trade and environment- Rio declaration- Kyoto Protocol)-Climate-economy interaction-Martin Weitzman's Dismal Theorem.

References

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CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

2. B.H. Dholakia, R.H. Dholakia: Theory of Economic Growth and Technical Progress: An Introduction -Macmillan 1998.

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4. Debraj Ray (2003): Development Economics- Oxford India Paperbacks, OUP.

5. Rune Skarstein (1997): Development Theory: A Guide to Some Unfashionable Perspectives OUP.

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7. Benjamin Higgins (1976): Principles of Economic Development- Universal Book Stall, New Delhi.

8. R.T.Gill: Economic Development: Past and Present- Prentice Hall of India Pvt.Ltd, New Delhi.

9. Meir.G M and Riuch.J.E (2000): Leading Issues in Economic Development- Oxford. 10. Everette Hagen (1975): The Economics of Development.

11. Ghatak, S (2003): An Introduction to Development Economics- Routledge (4th edn).

12. Irma Adelman (1961); Theories of Economic Growth and Development- Stanford University Press.

13. Todaro and Smith, S.C: Economic Development- Pearson.

14. Amartya Sen (1970): Growth Economics: Selected Readings- Penguin Books.

15. Hywel Jones (1976): Introduction to Modern Theories of Economic Growth- McGraw-Hill.

16. Charles P Kindleberger (1958): Economic Development- Tata McGraw-Hill, New York.



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Banking: Theory and Practice

PAPER-III- BANKING: THEORY AND PRACTICE

Core Course-XI MA Economics (CUCSS)

III Semester

Credit 4

Total Hours: 90

Lecture Hours: 70

Seminar Hours: 20

Module I

Central Banking Structure and functions of central banks-Federal Reserve System-Bank of England- European Central Bank-Reserve Bank of India- Monetary policy- Objectives and instruments- Liquidity management- Autonomy of the RBI-Monetary sector reforms in India since 1991- Recent monetary and credit policy of RBI-Impact of RBI's monetary policy on economic growth and inflation.

Module II

Commercial and Cooperative Banks Structure of commercial banks-Public sector banks-Private sector banks-New generation banks-Foreign banks-Functions of commercial banks-Commercial



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

banks and credit creation Branch expansion programme and policy-Deposit mobilization and sectoral allocation of bank credits- Priority sector lending- Social banking-Lead bank scheme-Cooperative banks-Central cooperative banks-State cooperative banks-Land development banks-Regional rural banks.

Module III

Specialized Financial and Investment Institutions Development financial institutions (IFCI, IDBI, IIBI, SIDBI) - Specialized financial institutions (EXIM Bank-National Housing Bank-NABARD-MUDRA bank)-Specialized investment institutions (Pension Funds-Hedge Funds-Mutual funds-UTI)- Non-Banking Financial Companies-Investment Banks-Merchant banks.

Module IV

Innovations in Banking Transactions Mail Transfer-Telegraphic transfer-MICR clearing-Automated clearing system-Electronic funds transfer-Digital payment system-E-banking-Virtual payments systems-Internet banking Mobile Banking-Home Banking-Tele-Banking-Core banking.

Module V

Banking Sector Reforms in India Banking sector reforms since 1991- Context, need and objectives-Implementations of the Narsimham Committee recommendations- Issues in banking sector reforms-Priority sector lending-Asset classification-Non-performing assets-Capital



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

adequacy norms-Regulation of the banking sector-Board for Financial Supervision-Credit Information Bureau of India Limited (CIBIL)-Banking Ombudsman.

Module VI

International Banking: International Banking-Reasons for the growth of international banking- Offshore banking Multinational Banking-Bank for International Settlements (BIS)-World Bank- Asian Development Bank-New Development Bank (BRICS bank).

References

1. M H de Kock: Central Banking-Universal Book Stall, New Delhi.
2. Meir Kohn (1996): Financial Institutions and Markets-Tata McGraw Hill.
3. Roger LeRoy Miller and David VanHoose (1993): Modern Money and Banking-McGraw-Hill International.
4. Jawed Akhtar and Shabbir Alam: Banking System in India: Reforms and Performance Evaluation- New Century Publications, New Delhi.
5. Y.V. Reddy: Monetary and Financial Sector Reforms in India- UBSPD, New Delhi.
6. Suraj.B. Gupta: Monetary Planning for India.
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CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

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9. N.S. Kher: Non-Performing Advances in Banks, Skylark, New Delhi.

10. Hansen and Kathuria (ed.) A Financial Sector for the 21st Century OUP.

11. Muraleedharan (2009) Modern Banking: Theory and Practice- PHI Learning Private Limited.

12. Shekhar and Shekhar: Banking Theory and Practice-Vikas Publishing House Limited.

13. Bharati V Pathak (2011): The Indian Financial System- Pearson Education.

14. RBI: Report on Trend and Progress of Banking in India.

15. Report of the Committee (Narsimham) on the Financial System Nov., 1991.

16. Raghuram Rajan Committee Report on Financial Sector Reforms- Planning Commission.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Basic Econometrics

PAPER-IV- BASIC ECONOMETRICS

Core Course-XII MA Economics (CUCSS)

III Semester

Credit 4

Total Hours: 100

Lecture Hours: 80

Seminar Hours: 20

Module I

Nature and Scope of Econometrics- Economic theory and mathematical economics-**Methodology of econometrics**-Uses of econometrics.

Module II

Simple Linear Regression Model The concept of PRF -Significance of stochastic error term-The SRF-**Problem of estimation**- Method of ordinary least squares-Assumptions underlying the method of least squares-Properties of estimators- Gauss Markov theorem- Coefficient of determination, **r²** Normality assumption-**Hypothesis testing**- t and F test procedures-**Prediction-Method of maximum likelihood**-Maximum likelihood estimation of two variable model.

Module III

Extensions of the Two Variable Regression Model Regression through the origin-Functional forms



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

of regression models, log-log, log-lin, lin-log and reciprocal models.

Module IV

Multiple Regression Analysis The three variable model-OLS estimation of partial regression coefficients-Multiple coefficient of determination R^2 and adjusted R^2 -Hypothesis testing- Testing the overall significance of the regression model- F test-Testing the equality of two regression coefficients Restricted least squares- General k variable regression model- Matrix approach to estimation and derivation of the properties of OLS estimators.

Module V

Dummy Variable Regression Models ANOVA models-ANCOVA models-Dummy variable trap- Dummy variables and seasonal analysis-Piecewise linear regression.

Module VI

Econometric Problems Multicollinearity- Nature, consequences, detection and remedial measures Autocorrelation- Nature, consequences, detection, and remedial measures- Heteroskedasticity Nature, consequences, detection and remedial measures.

Module VII

Model Specification and Diagnostic Testing Types of specification errors- Detection and consequences-Errors of measurement- Consequences, remedies.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

1. G S Maddala (2002): Introduction to Econometrics, Third Edition, John Wiley and Sons.
2. Robert S Pyndick and Daniel L Rubinfeld (1998): Econometric Models and Economic Forecasts- Fourth Edition, McGraw Hill international Edition.
3. Jeffrey M Wooldridge (2006): Introductory Econometrics: A Modern Approach, Third Edition, Thomson South Western.
4. Chandan Mukherjee, Howard White and Marc Wuyts (1998): Econometric and Data Analysis for Developing Countries- First Edition, Routledge.
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References

1. Damodar N Gujarati and Dawn C Porter (2009): Basic Econometrics, Fifth edition, McGraw Hill International Edition.
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3. Christopher Dougherty (2007): Introduction to Econometrics, Third edition, Oxford University Press.



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International Finance

PAPER-I- INTERNATIONAL FINANCE

Core Course-XIII MA Economics (CUCSS)

IV Semester

Credit 4

Total Hours: 90

Lecture Hours: 70

Seminar Hours: 20

Module I

Balance of Payments Balance of payments- Components- Equilibrium and disequilibrium in BOP- Methods of correcting BOP deficit-Adjustment Mechanisms-Automatic, price and income adjustments Elasticity approach- Marshall-Lerner condition- Absorption Approach-Monetary approach- J curve effect- Currency convertibility- Current and capital account convertibility-The Indian experience-FEMA.

Module II

Exchange Rate and Theories of Exchange Rate Exchange Rate-Nominal, Real, Effective, NEER, REER- Exchange rate systems- Relative merits and defects of fixed and flexible exchange rates-



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Hybrid exchange rates- Exchange rate in India-Purchasing power parity theory-Monetary approach- **Asset market (portfolio balance) model**- Exchange rate overshooting.

Module III

Foreign Exchange Market Foreign exchange market-Functions-Participants- Stability of **foreign exchange markets** Spot and forward market- Currency futures and options- Swap market- Foreign exchange risk Hedging- Speculation- Stabilizing and de-stabilizing- Currency arbitrage-Policy adjustments Expenditure changing and expenditure switching policies- Internal and external **balance under alternative exchange rate regimes**- Assignment problem- Swan diagram- Mundell-Fleming model- The policy mix under fixed and flexible exchange rates.

Module IV

International Capital Flows Portfolio investment and direct investments- Motives for capital flows- Effects of international capital flows- Multinational corporations- Advantages and disadvantages of **MNCs** Foreign investment in India since 1991.

Module V

International Monetary System International monetary system-The gold standard and its breakdown-Bretton Woods system and its breakdown- Present international monetary system-European monetary union Euro-Optimum currency areas- **Currency boards- Dollarization.**



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References

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2. Keith Pilbeam: International Finance-Macmillan.
3. Bo Sodersten and Geoffrey Reed: International Economics- Macmillan, London.
4. Paul R Krugman and Maurice Obstfeld: International Economics: Theory and Practice Pearson Education, Singapore.
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7. James C Ingram and Robert M Dunn: International Economics- JohnWiley and Sons.
8. Keith Pilbeam: Finance and Financial Markets- Palgrave.
9. Dennis R Appleyard and Alfred J Field: International Economics-McGraw Hill.
10. Robert J Carbaugh (2011): Global Economics- Cengage Learning.
11. Giancarlo Gandolfo: International Finance and Open Economy Macroeconomics Springer.
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METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

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CRITERION	I	Curricular Aspects
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Financial Markets

PAPER-II- FINANCIAL MARKETS

Core Course-XIV MA ECONOMICS (CUCSS)

IV SEMESTER

Credit 4

Total Hours: 90

Lecture Hours: 70

Seminar Hours: 20

Module I

Financial Markets Functions of financial markets-Types of financial markets- Participants in financial markets- Role of financial intermediaries-Financial Innovation-Financial inclusion and inclusive growth.

Module II

Money Market Functions of money market-Instruments of the money market-Call money-Bill of exchange-Commercial bills-Treasury bills- Commercial paper-Interbank market-Federal funds Negotiable certificate of deposits- Banker's acceptance-Repurchase agreements-Money market



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

mutual funds- Features of a developed money market-Structure of Indian money market- Money market reforms in India since 1991.

Module III

Capital Market Functions of capital market-Primary market-Instruments of the primary market
Secondary market-Functions- Instruments of the secondary market-Demutualisation of stock exchanges- Trading mechanism of the stock exchanges- Liquidity products (margin trading, short sales, securities lending and borrowing)-Foreign institutional investment-Participatory notes (P-notes)-Insider trading-Investor protection- Credit rating-Capital market institutions Depositories- Discount and Finance House of India-Stock Holding Corporation of India Securities Trading Corporation of India-SEBI-Functions and powers- Capital market reforms in India since 1991.

Module-IV

Derivatives Market Types of derivatives-Participants in the derivative markets-Uses of derivatives- Options Types of options-Uses of options-Platforms for options trade-Trading mechanics-Option premium-Profits and losses with options-Stock options and stock index options in India-Futures Types of futures (stock index futures-foreign currency futures-interest rate futures-commodity futures)-Uses of futures-Market mechanics-Market participants- The clearing process- Stock futures and stock index futures in India-Difference between options and futures- Swaps-Interest rate swaps-Foreign currency swaps.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Module V

Global Financial Markets Instruments- American Depository Receipts (ADR)-Global Depository Receipts (GDR)Foreign Currency Convertible Bonds (FCCB)-External commercial borrowings- International bonds-Eurobonds-Euronotes-Euro commercial papers-Eurodollars-Eurocurrency marketReasons for the growth-Features-Effects of the eurocurrency market.

References

1. Anthony Santomero and David Babbel (2001): Financial Markets, Instruments and Institutions- McGraw Hill Higher Education.
2. Keith Pilbeam (1998): Finance and Financial Markets- Palgrave.
3. Anthony Saunders and Marcia Millon Cornett (2007): Financial Markets and Institutions: A Modern Perspective- TATA McGraw Hill.
4. Fabozzi, Modigliani, Jones and Ferri (2002): Foundations of Financial Markets and Institutions- Pearson Education.
5. Jeff Madura (2008): Financial Markets and Institutions-Cengage Learning.
6. Stephen Valdez and Julian Wood (2003): An Introduction to Global Financial MarketsPalgrave Macmillan.



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

7. Robert A Strong (2002): Derivatives: An Introduction- Thomson South-Western.
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15. Y.V. Reddy: Monetary and Financial Sector Reforms in India- UBSPD, New Delhi.
16. Bharati V Pathak (2011): The Indian Financial System- Pearson Education.
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CRITERION	I	Curricular Aspects
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Agricultural Economics

PAPER-II- AGRICULTURAL ECONOMICS

Elective Course II MA ECONOMICS (CUCSS)

IV SEMESTER

(Credit 4)

Total Hours: 90

Lecture Hours: 70

Seminar Hours: 20

Module I

Agriculture in Economic Development Nature and scope of agricultural economics- Agriculture and economic development, Models of agricultural development (Schultz, Lewis, Fei & Ranis, Jorgenson, Todaro, Mellor, and Boserup) - Interdependence between agriculture and industry- Terms of trade between agriculture and industry.

Module II

Economic Decisions in Agriculture Production- Factor-product relationship - Production functions- Cobb Douglas, CES & Spillman- Factor-factor relationship- Product-product relationship- Resource-use efficiency- Farm-size productivity debate- Capital formation in



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

agriculture- Public versus private investment- Complimentarily versus substitutability debate-
Classification of costs- Farm planning and farm budgeting- Systems of farm organization.

Module III

Behaviour of Demand, Supply and Agricultural Prices Price determination of agricultural commodities-Elasticity of demand and supply of agricultural commodities- Cob-web theorem- Nerlovian supply response model-Prices instability- Role of public intervention in price determination and distribution of agricultural commodities- Agricultural price policy in India- Instruments of price policy- Crop insurance- CACP- Output subsidy- PDS- Food inflation.

Module IV

Agricultural Marketing Agribusiness- Market structure of agricultural commodities- Marketed and marketable surplus- Distress sales- Defects of markets- Regulated markets- Co-operative markets- Market intelligence- Futures trading.

Module V

Structural and Institutional Changes in Indian Agriculture Area, production & productivity trends- Changing cropping pattern- Factors affecting cropping pattern- Agricultural development under five year plans- Green revolution- Agricultural inputs- HYV seeds- Farm mechanization- Fertilizer use efficiency- Crop irrigation technology- Input subsidies- Second green revolution- Ever green



CRITERION	I	Curricular Aspects
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revolution- ICAR-Land reforms- Institutional and non-institutional sources of agricultural credit- NABARD- Co-operative credit, Rural indebtedness- Agricultural labour and wages- National Agricultural Policy 2000- National Commission on Farmers- WTO and Indian agriculture- DOHA Agreement.

References

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2. Christopher Ritson: Agricultural Economics- Gosby Lockwood Staples, London, 1977.
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6. Hanumantha Rao C.H: Agricultural Production Function, Costs and Returns in India- Tata McGraw Hill 1965.
7. Joshi P.C: Land Reforms in India: Trends and Prospects- Allied Publishers, New Delhi, 1975.
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CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

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CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

Research Methodology and Computer Applications

PAPER-XIII- RESEARCH METHODOLOGY AND COMPUTER APPLICATIONS

Elective Course XIII MA Economics (CUCSS)

IV Semester

(Credit 4) Total Hours: 90

Lecture Hours: 70 Seminar Hours: 20

Module I

Fundamentals of Research Methodology Meaning of research- The relation between theory and research- Scientific and social research- Pure and applied research- Special features of social research- Different approaches in social research.

Module II

Formulation of Research Problem Formulation of null and alternative hypothesis- Research design and methods Exploratory, diagnostic and experimental studies- Deductive and inductive method- Static and dynamic method- Historical and dialectical method- Case study method- Interdisciplinary research.

Module III

Sampling Methods Random, stratified, multistage, systematic, cluster, quota and judgment



CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum

samples- Data analysis techniques- Drawing inferences from analysis- Report writing procedures.

Module IV

Computer Applications Estimation of mean, median and mode-Standard deviation and coefficient of variation Presentation of graphs- Line, sub divided, multiple, pie graphs- Estimation of growth rates Estimation of trend equations- Estimation of regression equations- Introduction to EXCEL, SPSS.

References

1. William J Goode and Paul K Hatt (1981): Methods in Social Research- McGraw- Hill.
2. Pauline V Young: Scientific Social Surveys and Research- Prentice Hall India Pvt Ltd.
3. C R Kothari (2004) Research Methodology: Methods and Techniques- New Age International.
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CRITERION	I	Curricular Aspects
KEY INDICATOR	1.3	Curriculum Enrichment
METRIC	1.3.1	Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, Human Values into the Curriculum