

**LIST OF COURSES ADDRESSING ISSUES RELEVANT TO PROFESSIONAL ETHICS, GENDER, HUMAN VALUES, ENVIRONMENT AND SUSTAINABILITY INTO THE CURRICULUM**

DEPARTMENT	NAME OF THE PAPER	CODE
<b>GENDER VALUES</b>		
<b>ENGLISH</b>	Women's Writing	ENG3 E03
	Literary Criticism and Theory: Part 2	ENG3C10
	Voices of Women	ENG6B11
	Literary Theory	ENG5B08
	Litmosphere	ENG1A01
	Readings from the Fringes	ENG2A03
	Readings on Kerala	ENG2A04
	Readings on Indian Literature	ENG3A05
	Kaleidoscope: Songs and Stories of our World	ENG4A06
<b>HISTORY</b>	Gender Studies	HIS6B13
	Trends in Historiography	HIS1BO1
	Trends in Indian Historiography	HIS2BO2
	Social And Cultural History of Britain -I	HIS4C03
	Gender Studies	HIS6B14
	Contemporary Kerala	HIS6B13
<b>MALAYALAM</b>	Malayala Sahityam 1	MAL1A07(1)
	Malayala Bhashayum Sahithyavum	MAL1A07(3)
<b>PSYCHOLOGY</b>	Abnormal Psychology-I	PSY5BO1
	Abnormal Psychology-II	PSY6BO1
<b>HINDI</b>	Prose and Drama	HIN 1A07(1)
	Prose Forms in Hindi Literature	HIN 1A07(2)
	Poetry, Correspondence and Translation	HIN 2A08(2)
	Poetry and Short Stories	HIN 2A08(3)
	Poetry in Hindi	HIN 3A09
	Novel and Short Stories	HIN4A10
<b>ZOOLOGY</b>		ZOOG1
<b>AUDIT COURSE</b>	Gender Studies	AUD4EO6
<b>HUMAN VALUES</b>		
<b>ENGLISH</b>	Literature of the Marginalised	ENG6 B15
	Postcolonial writings	ENG2C08
	Dalit Studies	ENG4 E14
	Introduction to Cultural Studies	ENG3 E05
	Section on Post colonialism in Literary Criticism and Theory: Part 2	ENG3C10
	Litmosphere	ENG1A01

	Readings from the Fringes	ENG2A03
	Readings on Kerala	ENG2A04
	Readings on Indian Literature	ENG3A05
	Kaleidoscope: Songs and Stories of our World	ENG4A06
	Studies on Diaspora	ENGPHE1

<b>ECONOMICS</b>	Economics of Growth and Development	ECO6B14
<b>COMMERCE</b>	Human Resource Management	BCM3C03
<b>HISTORY</b>	Indian History-4	HIS6B11
	Indian Heritage and Plurality of Cultures-	HIS6B14
<b>FRENCH</b>	Culture & Civilization of France (in Comparison with Kerala Culture)	FRE4A 10
<b>PSYCHOLOGY</b>	Psychological Counseling	PSY5B04
	Social Psychology	PSY5B02
	Life Skill Applications	PSY5D02 & PSY6B04
	Applied Social Psychology	PSY5D02 & PSY6B05
<b>BUSINESS ADMINISTRATION</b>	Human Resource Management	BBA5B07
<b>POLITICAL SCIENCE</b>	Indian Constitution and Politics	1CP4(3) C02)
<b>HUMAN RESOURCE MANAGEMENT</b>	Human Resource Management	HRM 2B02
<b>MALAYALAM</b>	Malayala Sahityam 4	MAL1A10
	Malayala Sahithya Padanam	MAL1A07(2)
	Malayala Sahithya Padanam -2	MAL1A08(2)
	Malayala Bhashayum Sahithyavum	MAL1A08(3)
<b>POLITICS AND INTERNATIONAL RELATIONS</b>	Foundations of Political Science	PIR1IBO1
	Concepts of Political Science	PIR2IBO2
<b>HINDI</b>	Prose and Drama	HIN 1A07(1)
	Prose Forms in Hindi Literature	HIN 1A07(2)
	Prose and One Act Plays	HIN 1A07(3)
	Poetry, Correspondence and Translation	HIN 2A08(2)

	Poetry and Short Stories	HIN 2A08(3)
	Poetry in Hindi	HIN 3A09
	Novel and Short Stories	HIN 4A10
<b>ZOOLOGY</b>	Knowing the Indian Constitution	ZOOKIC
<b>AUDIT COURSE</b>	Human Rights	AUD3EO3
<b>BY THE INSTITUTION</b>	Value Education Course	PWCWE
	Catechism Course	PWCCC

<b>ENVIRONMENT &amp; SUSTAINABILITY</b>		
<b>ENGLISH</b>	Literary Theory	ENG5B08
	Literary Criticism and Theory: Part 2	ENG3C10
	Readings from the Fringes	ENG2A03
	Readings on Kerala	ENG2A04
	Readings on Indian Literature	ENG2A05
	Kaleidoscope: Songs and Stories of our World	ENG4A06
	Slow violence and Environmentalism: An EcoCritical Study of Select Indian Text	ENGPHE2
<b>ECONOMICS</b>	Economics of Growth Development	ECO6B14
		ECO6E01
<b>COMMERCE</b>	Business Environment and Policy	MCM1C01
<b>HISTORY</b>	Historical Tourism	HIS5D01
	Trends in Historiography	HIS1BO1
	Trends in Indian Historiography	HIS2BO2
	Indian History	HIS6B11
	Modern Indian History (1857 to the present)	HIS4CO1
	Contemporary Kerala	HIS6B13
	History of Contemporary India	HIS6B12
<b>CHEMISTRY</b>	Environmental Chemistry	CHE5DO1
	Chemistry –III	CHE5BO6
	Applied chemistry	CHE4CO4
<b>PHYSICS</b>	Non-Conventional Energy Sources	PHY5DO1
<b>TOURISM AND MANAGEMENT</b>	Tourism Planning & Policies	TTM6B13
<b>BOTANY</b>	Plant Ecology	BOT2C06
	Environmental Science	BOT6B13T
	Genetics	BOT6B16P
	Biotechnology	BOT6B11T

<b>MALAYALAM</b>	Malayala Sahithya Padanam	MAL1A07(2)
	Malayala Sahithya Padanam -2	MAL1A08(2)
	Malayala Sahityam 3	MAL3A09
	Malayala Bhashayum Sahithyavum	MAL1A08(3)
<b>HINDI</b>	Prose Forms in Hindi Literature	HIN 1A07(2)
	Prose and One Act Plays	HIN 1A07(3)
	Poetry, Correspondence and Translation	HIN 2A08(2)
	Poetry and Short Stories	HIN 2A08(3)
	Poetry in Hindi	HIN 3A09

<b>ZOOLOGY</b>	Environmental Biology, Wildlife Conservation	ZO5B06
	Animal Diversity: Non Chordata	ZOL1BO1
	Animal Diversity: Chordata Part 1	ZOL1BO3
	Animal Diversity: Chordata Part 1	ZOL1BO4
	Environmental and Conservation Biology	ZOL6B12
	Basics of Environmental Studies	ZOOBES
<b>AUDIT COURSE</b>	Environmental Studies	AUD1E01
	Disaster Management	AUD2EO2
<b>PROFESSIONAL ETHICS</b>		
<b>COMMERCE</b>	Business Management	BCM1B01
	Corporate Governance and Business Ethics	MCM1C02
<b>PSYCHOLOGY</b>	Basic Themes in Psychology	PSY1B01
	Psychological Measurement and Testing	PSY3B01
<b>BUSINESS ADMINISTRATION</b>	Management Theory and Practices	BBA1B01
	Professional Business Skills	BBA3A12
<b>RESEARCH CENTRES OF ENGLISH, BOTANY &amp; PHYSICS</b>	Research and Publication Ethics	RPE
<b>ZOOLOGY</b>	Personality Development Programme	ZOOPDP
A01, A03, A04, A05 & A06 (Common for all streams) taught by the Department of English have modules incorporating Human values and issues of Gender, Environment and Sustainability		

# **PROFESSIONAL ETHICS**

**SYLLABUS OF COURSES  
ADDRESSING ISSUES  
RELEVANT TO PROFESSIONAL  
ETHICS**

**Department of  
Business Administration**

**Core Course**  
**BACHELOR OF BUSINESS ADMINISTRATION**  
**BBA1B01: MANAGEMENT THEORY AND PRACTICES**

**Time: 6 Hours per week**

**Internal: 20,**

**Credits: 4**

**External: 80**

**Course Objective:**

This course intends to develop conceptual knowledge of Business Management. The study approach also enables students to understand and analyse practical aspects of management to become skilled manager in a corporate business set up.

**Learning outcomes:** On completing the course students will be able to:

1. Discuss different schools of management thought
2. Understand apply the concepts of planning, organizing, staffing and controlling for effective management
3. Aware and apply the ethically and socially responsible behaviour in Management, and
4. Aware and pursue the modern management practices in business.

**Module I : Evolution of Management:** Concept and nature of management -Approaches to management: Classical approach - Scientific, Administrative and Bureaucratic - Neoclassical approach: Human relation and Behavioural - Modern approach: Quantitative, System and Contingency. **15hours**

**Module II : Management Process:** Basic roles and skills of manager –Levels of management-Overview of functions of management: planning, organising, staffing, directing and control - Nature and elements of planning, planning types –MBO - Strategic planning and decision making-Organizing – Division of labour and work specialization, Delegation, Decentralization, Span of management and Departmentation. **20 hours**

**Module III : Staffing, Directing and Control:** Staffing-Meaning and Importance - Factors affecting and functions of staffing - Directing-Meaning, importance and features of directing - Controlling-Meaning and importance, characteristics and types of controlling-Steps in control process-Techniques of control **20hours**

**Module IV : Modern Practices in Management:** Total Quality Management (TQM), Kaizen, Lean Management - Business Process Re-engineering-Open Book Management. **10hours**

**Module V : Ethics and Social Responsibility:** Managerial ethics - Factors affecting ethical choices - Ethical issues and ethical dilemma in business - Corporate Social Responsibility (CSR) – Stakeholders - Corporate Philanthropy-Managing company ethics and social responsibility - Concept of Corporate Governance - Indian Ethos for Management - Value-oriented Holistic Management. **15hours**

**Reference Books:**

1. Koontz, Hand Wechrich, H. Management, Tata McGraw Hill, N. Y.
2. P. Robbins Stephen & Coulter Mary, Management, Pearson Education Asia, New Delhi.
3. Prasad, L. M. Principles and Practice of Management, Sultan Chand & Sons-New Delhi.
4. Sherlekar, Management (Value-Oriented Holistic Approach) Himalaya Publishing House, Mumbai.
5. Khandewal, N.M, Indian Ethos and Values for Managers, Himalaya Publishing House, Mumbai.



**Common Course**  
**BACHELOR OF BUSINESS ADMINISTRATION**  
**BBA3A12- PROFESSIONAL BUSINESS SKILLS**

Lecture Hours per week: 4

Credits: 4

External: 80,

**Internal:20**

**Objectives:**

To update and expand basic Informatics skills of the students.

To equip the students to effectively utilize the digital knowledge resources for their study.

**Module I : Professionalism :** Meaning -Definition – Characteristics - Traits and Qualities of a good professionals - Professionalism in business - Professional Skills: important soft skills for business success- Professionalism in Communication: Verbal Communication: Professional Presentation – Different Presentation Postures- Written Communication: Email - Significance of Email in business – Email etiquette: format - rules – dos and don'ts - Technical Documentation: Standards – Types **(14 Hours)**

**Module II ; E-Learning :**Introduction of electronic learning - benefits and drawbacks of e-Learning - Online education - Digital age learners - Knowledge resources on internet - E-books, Audio, Video and other means for e-learning- Introduction to e-content development and tools - Online libraries – MOOCs - The e-Learning as a service Industry - major technologies used in e-learning- different approaches for e-Learning delivery - E-learning in India **(12 Hours)**

**Module III : Business Data Analysis :** Features of New Generation Computers – Concept of data analysis – Business Data Analysis – Data Analyst – Types of analysts - organisation and source of data, importance of data quality, dealing with missing or incomplete data- Social Networking Analysis – Big Data Analysis - Role of Data Scientist in Business & Society - Role of Artificial Intelligence and Intelligent Agents in e-business - Ethical and Legal considerations in Business Analytics **(18 Hours)**

**Module IV : Socio\_Cyber Informatics:** IT and society - Digital Divide – Digital natives-Cyber space- New opportunities and threats - Cyber ethics - Cyber crimes -Types - Cyber Laws – Organisations related with cyber laws-Cyber addictions - Information overload - Health issues - e-waste and Green Computing –Recent E-governance initiatives in India **(10 Hours)**

**Module V : Digital Marketing :** Introduction to Digital marketing Environment –meaning & Concept – Need for digital marketing – Advantages and disadvantages of digital marketing -Trends in digital marketing- Types of digital marketing – Business models in digital marketing Business to Business (B2B), Business to Customer (B2C), Customer to Customer (C2C), Business to Employees (B2E), Business to Government (B2G) - Online advertising - types of online advertising. Top e-commerce websites around the world and its scenario in India. PPC (Pay Per Click) advertising – Search engine Analytics – search engine ads – social media channels and ads **(10 Hours)**

# **DEPARTMENT OF CHEMISTRY**



UNIVERSITY OF CALICUT

**Abstract**

General & Academic Branch - Faculty of Law- preparing the syllabi of Audit Courses of third and fourth semester, for UG Programmes - Implemented subject to ratification by Academic Council- Orders issued.

**G & A - IV - E**

U.O.No. 3396/2021/Admn

Dated, Calicut University.P.O, 18.03.2021

*Read:-*1 U O Note from GA IV J Section dated 17/12/2021.

2 Item No 1 of the Minutes of the meeting of BoS, Law (UG) dt. 24/02/2021

3 Remarks from the Dean, Faculty of Law dated 10/03/2021.

4 Order of the Vice Chancellor in file with even number dated 15/03/2021.

**ORDER**

1. As per the paper read (1) above, G A IV J Section has informed that, the Steering Committee on CBCSS UG 2019 considered the remarks of Dean, Faculty of Humanities, on the matter of preparing the syllabi of Audit Courses of third and fourth semester, for UG Programmes, in accordance with the CBCSS UG Regulations 2019 and recommended to approve the following remarks :
  - Syllabus/Question Bank of the course in Intellectual Property Rights in the third semester shall be prepared by the UG Board of Studies under the Faculty of Law.
  - Syllabus/Question Bank of the course in Consumer Protection, in the third semester, shall be prepared either by the UG Board of Studies under the Faculty of Law or by the UG Board of Studies in Commerce.
2. The above recommendation has been approved by the Vice Chancellor subject to ratification by the Academic Council.
3. The Board of Studies in Law (UG) considered the matter and resolved, vide paper read (2) above, to approve the SCHEME AND SYLLABUS of AUDIT COURSE in INTELLECTUAL PROPERTY RIGHTS as set out in APPENDIX-1 and the SCHEME AND SYLLABUS of CONSUMER PROTECTION as set out in APPENDIX-11. The meeting also constituted a committee comprising of Dr Preetha U, Dr Lawwellman P, Sri Anees P K, Dr Sheena S Dhar and Ms Suma P V to prepare the necessary Question Bank for the above audit courses and to submit the same to Chairman, BoS in Law (UG).
4. The Dean, Faculty of Law has approved the minutes of the Board of Studies in Law (UG ) meeting held on 24/02/2021, vide paper read (3) above.
5. Considering the urgency, the Vice chancellor has accorded sanction to implement the Regulation Scheme and syllabus of the AUDIT COURSE in INTELLECTUAL PROPERTY RIGHTS as set out in APPENDIX-1 and the SCHEME AND SYLLABUS of CONSUMER PROTECTION as set out in APPENDIX-11 subject to ratification by the Academic council.
6. Orders are issued accordingly.

Arsad M

Assistant Registrar

To

1 The Controller of Examinations. 2 DR-B.Com Branch.

Copy to: PS to VC/PA to PVC/PA to Registrar/PA to CE/PID A/KSAD

Forwarded / By Order

Section Officer

UNIVERSITY OF CALICUT

MINUTES OF THE MEETING OF THE BOARD OF STUDIES IN LAW (UG)  
HELD ON 24<sup>TH</sup> OF FEBRUARY, 2021

APPENDIX – I

**SCHEME & SYLLABUS OF AUDIT COURSE**

**IN**

***INTELLECTUAL PROPERTY RIGHTS***

**(CBCSS - UG – REGULATIONS - 2019)**

***Module I***

**Introduction to Property & Intellectual Property** – Meaning & Concept of Property – Corporeal and non-corporeal property – Tangible and Intangible Property – Meaning of intellectual property – Forms of intellectual property – International Conventions – World Intellectual Property Organization – World Trade Organization

***Module II***

**Copyright:** Copyright - Subject matter of Copyright - Economic and Moral Rights - Authorship and Ownership - Registration of Copyright - Term of Copyright - Assignment & Licensing -Infringement and Remedies - Exceptions: Fair dealing - International Copyright Order

***Module III***

**Trademarks** –Trademark - Grounds of Refusal – Absolute ground and Relative grounds – kinds of trademarks - Registration of Trademark - Passing Off - Infringement of trademark - Remedies - Assignment and Licensing - Intellectual Property Appellate Board - Domain Names.

***Module IV***

**Patent** - Patent - Criteria for Patentability - Non-Patentable Inventions - Procedure for Filing Patent Application - Revocation of Patent – Assignment & Licensing - Compulsory Licensing - Rights of Patentee, Patent Infringement, Defences & remedies.

***Module V***

**Other forms of Intellectual Property** - Industrial Designs – Semiconductor Chip Protection - Geographical Indication - Plant Verities Protection - Trade Secrets – legal framework and the fundamentals of these forms of intellectual property rights

UNIVERSITY OF CALICUT

MINUTES OF THE MEETING OF THE BOARD OF STUDIES IN LAW (UG)  
HELD ON 24<sup>TH</sup> OF FEBRUARY, 2021

APPENDIX – II

**SCHEME & SYLLABUS OF AUDIT COURSE**

IN

**CONSUMER PROTECTION**

**(CBCSS - UG – REGULATIONS - 2019)**

***Module I***

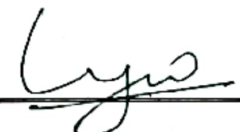
**Introduction to Consumer Protection Law and Policies:** – Development of market and consumer relations – Liberalization, Globalization and Consumerism - Consumer Movement in the Global context - Consumer Movement in India - Formation of consumer organizations and their role in consumer protection - Legal frame work and policy challenges - E-Commerce with reference to Indian market - Experiencing and voicing dissatisfaction - Consumer education - Role of media in consumer protection - Consumer complaining behaviour

***Module II***

**Legislative Framework for Consumer Protection in India:** - Consumer rights and UN Guidelines on consumer protection - Evolution of consumer protection laws in India: a historical perspective - Consumer Protection Act, 1986 - Consumer Protection Act, 2019 - Objectives and basic concepts – Consumer, goods, defect in goods, spurious goods and services, service, deficiency in service, unfair trade practice, restrictive trade practice, product liability etc. – Rights of consumers

***Module III***

**Organizational set-up under the Consumer Protection Act:** - Central Consumer Protection Authority: powers, functions and procedure - Consumer Protection Councils at the Central, State and District Levels - Adjudicatory Bodies: District Commissions, State Commissions and National Commission: composition, powers, and jurisdiction - Role of Supreme Court with important case law.



#### ***Module IV***

**Grievance Redressal Mechanism under the Consumer Protection Act: Procedural aspects:** - Who can file a complaint? - Grounds of filing a complaint - Limitation period - Procedure for filing and hearing of a complaint - Disposal of cases - Relief/Remedy available - Enforcement of orders – Appeal provisions - Transfer of cases – Mediation – consumer mediation cell - Offences and penalties

#### ***Module V***

**Role of Industry Regulators in Consumer Protection:** (i) Banking: RBI and Banking Ombudsman; (ii) Insurance: IRDA and Insurance Ombudsman; (iii) Telecommunication: TRAI; (iv) Food Products: FSSAI; (v) Electricity Supply: Electricity Regulatory Commission; (vi) Real Estate Regulatory Authority

#### ***Module VI***

**Contemporary Issues in Consumer Protection and Law:** WTO and Consumer Protection - Access to justice and consumer laws - ADR in resolution of consumer disputes - Data protection - Misleading advertisements - sustainable consumption - Comparative product testing - Quality and Standardization: Voluntary and mandatory standards - BIS, ISI, Ag-mark, Hallmarking, Licensing and Surveillance - International Standards

#### **SUGGESTED READINGS:**

1. D.N. Saraf, "Law of Consumer Protection in India", N.M. Tripathi.
2. Dr. Avtar Singh, "Consumer Protection Law and Practice", Eastern Book Company.
3. Dr. V.K. Agarwal, "Consumer Protection", 6th edition, Bharat.
4. G. Ganesan and M. Sumathy, "Globalisation and Consumerism: Issues and Challenges", Regal Publications.
5. Suresh Misra and Sapna Chadah, "Consumer Protection in India: Issues and Concerns", IIPA, New Delhi.
6. Rajyalaxmi Rao, "Consumer is King", Universal Law Publishing Company.
7. The Consumer Protection Act, 2019

  
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# **Department of Psychology**

## B.SC PSYCHOLOGY

SEMESTER I

PSY1B01

Credits :3

### BASIC THEMES IN PSYCHOLOGY-I

64 hours

#### Course Objectives:

- To generate interest in Psychology
- To make familiar the basic concept of the field of Psychology with an emphasis on applications of Psychology in everyday life.
- To understand the basics of various theories in Psychology
- To provide basic knowledge about systems and processes like attention, learning and Consciousness.

#### Course Outcomes :

- Understand how psychology was developed and became the field of science as we know it now
- Understand basic psychological processes like sensation & perception, states of consciousness and learning
- Students will be able to know how complex is human mind and each individual is unique
- Apply the learnt information in the practical day today life
- Able to analyze states of consciousness and can apply various techniques like meditation and mindfulness to improve their own and other's consciousness

#### Module 1 Introduction

16 hours

Psychology: A working definition.

Origin of Psychology: Philosophical origins; Early Indian and Greek thoughts, major ideas Descartes, Locke. Biological origins; Darwin, Genetics. Brief history of modern scientific psychology: structuralism, functionalism, behavioral, psychoanalytic, humanistic, cognitive perspectives, Gestalt psychology. Branches of Psychology, Scope of Psychology.

Methods of psychology: Observation-participant and non-participant observation, naturalistic observation; Interview methods-structured, semi structured and unstructured interviews; Surveys study; Questionnaires; Correlational studies; experimental method.

#### Module 2 Attention and Perception

16 hours

Attention: selective and sustained attention; Factors affecting attention; Phenomena associated with attention-span of attention, division of attention, distraction of attention.

Sensation and perception: Difference between sensation and perception: sensory threshold; absolute threshold; difference threshold; just noticeable differences; subliminal perception.

Perceiving forms, patterns and objects: perceptual set, feature analysis, bottom-up processing, top-down processing.



Visual illusions; Theories of colour vision; Theories of auditory perception.

**Module 3 States of Consciousness**

**14 hours**

Nature of consciousness; Biological rhythms: circadian rhythms; Sleep and waking cycle: stages of sleep; functions of sleep; functions of REM sleep; sleep disorders Dreams: psychodynamic, physiological and cognitive views.  
Altered states of consciousness: Hypnosis; Meditation. Altering consciousness with drugs- Brief outline on psychoactive drugs.

**Module 4 Learning**

**18 hours**

Concept of learning, Nature of learning, learning curve.  
Types of Learning; Associative learning (Classical and operant conditioning) and Cognitive learning. Classical conditioning: Basic experiment and basic terms; Principles of Classical conditioning- Acquisition, Higher order conditioning, Extinction, spontaneous recovery, Generalization and Discrimination. Applications of classical conditioning.  
Operant conditioning; Law of effect; Basic experiment of Skinner; Reinforcement, Punishment, Shaping and Chaining; Schedules of reinforcement. Applications of operant conditioning. Cognitive learning: Cognitive map; latent learning; sign learning. Observational learning/Modelling

**REFERENCES**

- Baron, R.A. (2004). Psychology, 5th ed. New Delhi: Pearson education.
- Bootzin, R., & Bower, G.H. (1991). *Psychology today- An Introduction*. 7th ed. New York: Mc Graw Hill Inc.
- Commer, R. & Gould, E. (2011). Psychology around Us. New Delhi: John Wiley & Sons Inc.
- Coon, D. & Mitterer, J.O. (2013) Introduction to Psychology: Gateways to Mind and Behavior, 13th ed. Wadsworth, Cengage Learning
- Feldman, R. (2011). Understanding Psychology, 10th edition. New Delhi: Tata McGraw Hill.
- Morgan, C.T., King, R.A., Weisz, J.R., & Schopler, J. (1993). Introduction to Psychology, 7th ed. New Delhi: Tata McGraw Hill.
- Weiten, W. (2002). Psychology: Themes and Variations, 5th ed. New York: Brooks/Cole Publishing co.

**Additional References:**

- Gerrig, R. J (2013) *Psychology and Life* (20th Edn) Boston: Pearson
- Kuppuswamy, B. (1990). *Elements of ancient Indian Psychology*, 3rd ed. New Delhi: Konark Publishers Pvt. Ltd.

## B.SC PSYCHOLOGY

SEMESTER III

PSY3B01

Credits:3

### PSYCHOLOGICAL MEASUREMENT AND TESTING

48 Hours

#### 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 principles in testing

#### Course Outcomes

- Understanding of measurement tools which is basic of Psychometry
- To identify psychometric properties of a psychological test .
- To familiar with various psychological tests that are in common use.
- Establish research attitude in students by teaching research fundamentals.

#### Module 1: 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 psychophysics: 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 2: Nature and Use of Psychological Tests

10 Hours

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.

**SUGGESTED READINGS:**

1. V K Ahuja, "Law relating to Intellectual Property Rights", LexisNexis Publication
2. N S Gopalakrishnan & T G Agitha, "Principles of Intellectual Property", Eastern Book Company.
3. P. Narayanan, "Intellectual Property Law", Eastern Law House
4. S.R. Myneni, "Law of Intellectual Property", Asia Law House
5. W.R. Cornish, "Intellectual Property, Patents, Copyright, trademarks and Allied Rights", Sweet & Maxwell

  
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**Module 3: 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 4: 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 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(3<sup>rd</sup> 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 (7<sup>th</sup> ed.).New Delhi: Prentice –Hall Of India.

Kaplan R. M.& Saccuzzo D. P,(2007), Psychological Testing –Principles, Applications And Issues. (6<sup>th</sup> Edition).New Delhi Thomson And Warsworth.

**Additional references**

Kothari, C. R. (2009). Research Methodology- Methods & Techniques. (2<sup>nd</sup> ed.). India: Repro India Limited

Goodwin.C J.(2002). Research in Psychology: Methods and design (3<sup>rd</sup> ed.) New York: John Wiley & Sons, Inc

Evans, A. N & Rooney, B. F. (2008).Methods in Psychological Research. USA: Sage Publications

Gregory,R.J .(2000).Psychological Testing:History,Principles,And Applications (3<sup>rd</sup> ed.) Boston: Allyn & Bacon.

**DEPARTMENT OF POLITICS  
AND INTERNATIONAL  
RELATIONS**



UNIVERSITY OF CALICUT

**Abstract**

General & Academic Branch - Faculty of Law- preparing the syllabi of Audit Courses of third and fourth semester, for UG Programmes - Implemented subject to ratification by Academic Council- Orders issued.

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**G & A - IV - E**

U.O.No. 3396/2021/Admn

Dated, Calicut University.P.O, 18.03.2021

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*Read:-*1 U O Note from GA IV J Section dated 17/12/2021.

2 Item No 1 of the Minutes of the meeting of BoS, Law (UG) dt. 24/02/2021

3 Remarks from the Dean, Faculty of Law dated 10/03/2021.

4 Order of the Vice Chancellor in file with even number dated 15/03/2021.

**ORDER**

1. As per the paper read (1) above, G A IV J Section has informed that, the Steering Committee on CBCSS UG 2019 considered the remarks of Dean, Faculty of Humanities, on the matter of preparing the syllabi of Audit Courses of third and fourth semester, for UG Programmes, in accordance with the CBCSS UG Regulations 2019 and recommended to approve the following remarks :
  - Syllabus/Question Bank of the course in Intellectual Property Rights in the third semester shall be prepared by the UG Board of Studies under the Faculty of Law.
  - Syllabus/Question Bank of the course in Consumer Protection, in the third semester, shall be prepared either by the UG Board of Studies under the Faculty of Law or by the UG Board of Studies in Commerce.
2. The above recommendation has been approved by the Vice Chancellor subject to ratification by the Academic Council.
3. The Board of Studies in Law (UG) considered the matter and resolved, vide paper read (2) above, to approve the SCHEME AND SYLLABUS of AUDIT COURSE in INTELLECTUAL PROPERTY RIGHTS as set out in APPENDIX-1 and the SCHEME AND SYLLABUS of CONSUMER PROTECTION as set out in APPENDIX-11. The meeting also constituted a committee comprising of Dr Preetha U, Dr Lawwellman P, Sri Anees P K, Dr Sheena S Dhar and Ms Suma P V to prepare the necessary Question Bank for the above audit courses and to submit the same to Chairman, BoS in Law (UG).
4. The Dean, Faculty of Law has approved the minutes of the Board of Studies in Law (UG ) meeting held on 24/02/2021, vide paper read (3) above.
5. Considering the urgency, the Vice chancellor has accorded sanction to implement the Regulation Scheme and syllabus of the AUDIT COURSE in INTELLECTUAL PROPERTY RIGHTS as set out in APPENDIX-1 and the SCHEME AND SYLLABUS of CONSUMER PROTECTION as set out in APPENDIX-11 subject to ratification by the Academic council.
6. Orders are issued accordingly.

Arsad M

Assistant Registrar

To

1 The Controller of Examinations. 2 DR-B.Com Branch.

Copy to: PS to VC/PA to PVC/PA to Registrar/PA to CE/PID A/KSAD

Forwarded / By Order

Section Officer

UNIVERSITY OF CALICUT

MINUTES OF THE MEETING OF THE BOARD OF STUDIES IN LAW (UG)  
HELD ON 24<sup>TH</sup> OF FEBRUARY, 2021

APPENDIX - I

**SCHEME & SYLLABUS OF AUDIT COURSE**

**IN**

***INTELLECTUAL PROPERTY RIGHTS***

**(CBCSS - UG - REGULATIONS - 2019)**

***Module I***

**Introduction to Property & Intellectual Property** – Meaning & Concept of Property – Corporeal and non-corporeal property – Tangible and Intangible Property – Meaning of intellectual property – Forms of intellectual property – International Conventions – World Intellectual Property Organization – World Trade Organization

***Module II***

**Copyright:** Copyright - Subject matter of Copyright - Economic and Moral Rights - Authorship and Ownership - Registration of Copyright - Term of Copyright - Assignment & Licensing -Infringement and Remedies - Exceptions: Fair dealing - International Copyright Order

***Module III***

**Trademarks** –Trademark - Grounds of Refusal – Absolute ground and Relative grounds – kinds of trademarks - Registration of Trademark - Passing Off - Infringement of trademark - Remedies - Assignment and Licensing - Intellectual Property Appellate Board - Domain Names.

***Module IV***

**Patent** - Patent - Criteria for Patentability - Non-Patentable Inventions - Procedure for Filing Patent Application - Revocation of Patent – Assignment & Licensing - Compulsory Licensing - Rights of Patentee, Patent Infringement, Defences & remedies.

***Module V***

**Other forms of Intellectual Property** - Industrial Designs – Semiconductor Chip Protection - Geographical Indication - Plant Verities Protection - Trade Secrets – legal framework and the fundamentals of these forms of intellectual property rights

**SUGGESTED READINGS:**

1. V K Ahuja, "Law relating to Intellectual Property Rights", LexisNexis Publication
2. N S Gopalakrishnan & T G Agitha, "Principles of Intellectual Property", Eastern Book Company.
3. P. Narayanan, "Intellectual Property Law", Eastern Law House
4. S.R. Myneni, "Law of Intellectual Property", Asia Law House
5. W.R. Cornish, "Intellectual Property, Patents, Copyright, trademarks and Allied Rights", Sweet & Maxwell

  
Bijju R.K.

BIJU R.K. B.Sc., LL.M  
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(PEN: 599664)



UNIVERSITY OF CALICUT

MINUTES OF THE MEETING OF THE BOARD OF STUDIES IN LAW (UG)  
HELD ON 24<sup>TH</sup> OF FEBRUARY, 2021

APPENDIX – II

**SCHEME & SYLLABUS OF AUDIT COURSE**

IN

**CONSUMER PROTECTION**

**(CBCSS - UG – REGULATIONS - 2019)**

***Module I***

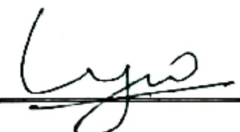
**Introduction to Consumer Protection Law and Policies:** – Development of market and consumer relations – Liberalization, Globalization and Consumerism - Consumer Movement in the Global context - Consumer Movement in India - Formation of consumer organizations and their role in consumer protection - Legal frame work and policy challenges - E-Commerce with reference to Indian market - Experiencing and voicing dissatisfaction - Consumer education - Role of media in consumer protection - Consumer complaining behaviour

***Module II***

**Legislative Framework for Consumer Protection in India:** - Consumer rights and UN Guidelines on consumer protection - Evolution of consumer protection laws in India: a historical perspective - Consumer Protection Act, 1986 - Consumer Protection Act, 2019 - Objectives and basic concepts – Consumer, goods, defect in goods, spurious goods and services, service, deficiency in service, unfair trade practice, restrictive trade practice, product liability etc. – Rights of consumers

***Module III***

**Organizational set-up under the Consumer Protection Act:** - Central Consumer Protection Authority: powers, functions and procedure - Consumer Protection Councils at the Central, State and District Levels - Adjudicatory Bodies: District Commissions, State Commissions and National Commission: composition, powers, and jurisdiction - Role of Supreme Court with important case law.



#### ***Module IV***

**Grievance Redressal Mechanism under the Consumer Protection Act: Procedural aspects:** - Who can file a complaint? - Grounds of filing a complaint - Limitation period - Procedure for filing and hearing of a complaint - Disposal of cases - Relief/Remedy available - Enforcement of orders – Appeal provisions - Transfer of cases – Mediation – consumer mediation cell - Offences and penalties

#### ***Module V***

**Role of Industry Regulators in Consumer Protection:** (i) Banking: RBI and Banking Ombudsman; (ii) Insurance: IRDA and Insurance Ombudsman; (iii) Telecommunication: TRAI; (iv) Food Products: FSSAI; (v) Electricity Supply: Electricity Regulatory Commission; (vi) Real Estate Regulatory Authority

#### ***Module VI***

**Contemporary Issues in Consumer Protection and Law:** WTO and Consumer Protection - Access to justice and consumer laws - ADR in resolution of consumer disputes - Data protection - Misleading advertisements - sustainable consumption - Comparative product testing - Quality and Standardization: Voluntary and mandatory standards - BIS, ISI, Ag-mark, Hallmarking, Licensing and Surveillance - International Standards

#### **SUGGESTED READINGS:**

1. D.N. Saraf, "Law of Consumer Protection in India", N.M. Tripathi.
2. Dr. Avtar Singh, "Consumer Protection Law and Practice", Eastern Book Company.
3. Dr. V.K. Agarwal, "Consumer Protection", 6th edition, Bharat.
4. G. Ganesan and M. Sumathy, "Globalisation and Consumerism: Issues and Challenges", Regal Publications.
5. Suresh Misra and Sapna Chadah, "Consumer Protection in India: Issues and Concerns", IIPA, New Delhi.
6. Rajyalaxmi Rao, "Consumer is King", Universal Law Publishing Company.
7. The Consumer Protection Act, 2019

  
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**PROGRAMS CONDUCTED  
RELATED TO PROFESSIONAL  
ETHICS**

## **PROFESSIONAL ETHICS**

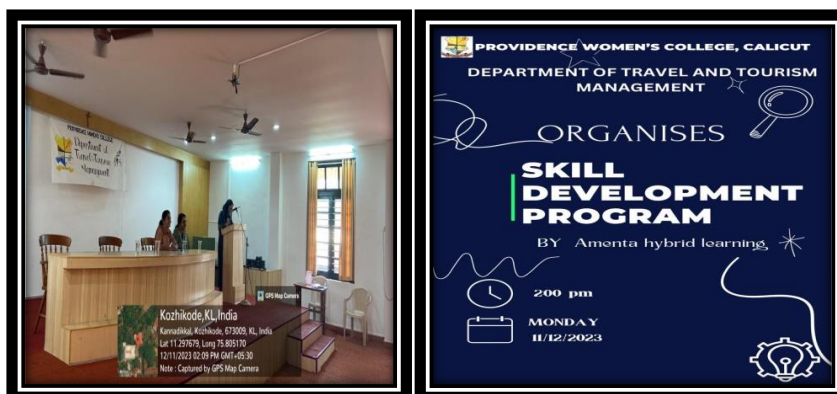
Sustainable Development Goals listed by the United Nations envisages quality education, decent work, and economic growth. These goals are intertwined and they must bear the stamp of professional ethics to guarantee durability and sustainability. Every effort is made by Providence Women's College (Autonomous) to impart this essential value in the areas of research, subject knowledge acquisition and employment. Various courses, sessions and activities are chalked out and conducted in this regard. Following are some of the few programmes organized to develop professional ethics in the institution

# PROFESSIONAL ETHICS

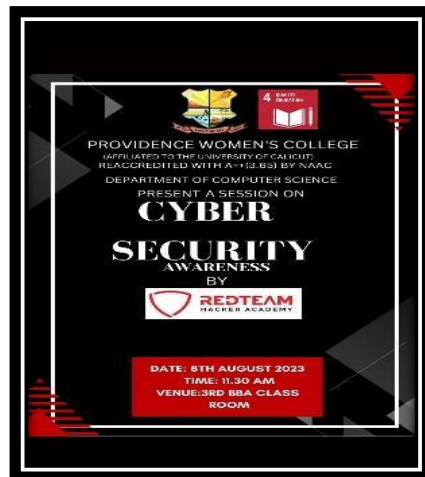
- The department of Business Administration organized a professional ethics program featured a talk on Intellectual Property Rights (IPR) titled "Protection for the Products of Your Mind" by Bhagyesh K P Advocate from the High Court of Kerala. This session emphasized the ethical responsibilities surrounding the creation, ownership, and protection of intellectual work. By addressing how IPR safeguards inventions, artistic creations, and ideas, the talk underscored the importance of integrity and respect for intellectual contributions in professional settings. Participants gained insight into ethical practices for using and sharing intellectual property, reinforcing values of honesty, accountability, and professionalism in their respective fields.



- Department of Travel & Tourism Management organized a "Skill development Program" by Amenta Hybrid Learning on 11<sup>th</sup> December 2023. First year, Second year and Third year BTTM students participated in the program.



- The department of Computer Science organized a Cyber security awareness session conducted by Sir Abhirath P from the RedTeam Hacker Academy on August 3, 2023, for the UG batch of Computer Science was both enlightening and interactive. Sir, Abhirath, an expert in Cyber Security, covered crucial topics such as common Cyber threats, preventive measures and the importance of ethical hacking.



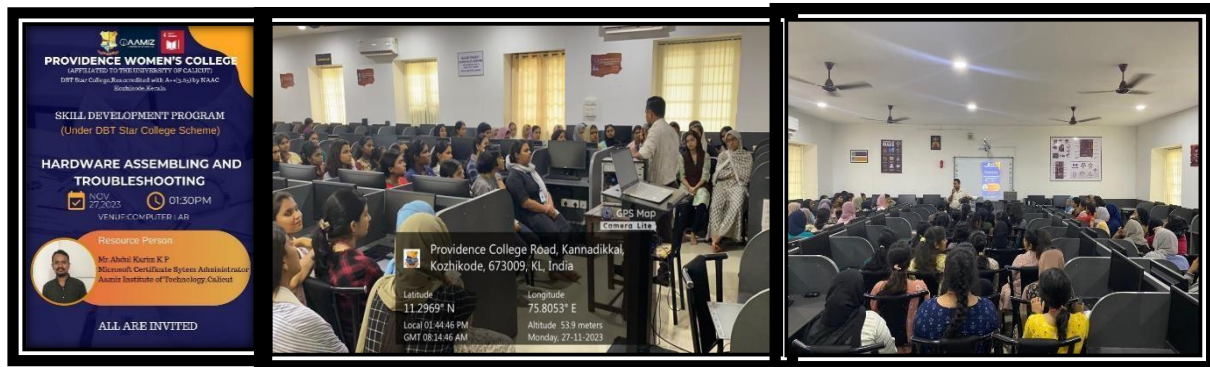
- The Computer Science department of Providence Women's college conducted a two day workshop on 25<sup>th</sup> and 26<sup>th</sup> on the topic Artificial Intelligence and Machine Learning. The workshop was conducted in association with Softronics. The event provided a basic knowledge about Artificial Intelligence and Machine Learning and the ethics of using AI for good cause as it could be destructive sometimes.



- Under the DBT Star College Scheme generously funded and hosted an impactful training session on "Employability Skill Training" was conducted for final year and postgraduate students on November 27, 2023, at 9:30 am in Caramel Hall. The session focused on honing essential skills crucial for professional success, including communication, teamwork, and problem-solving.



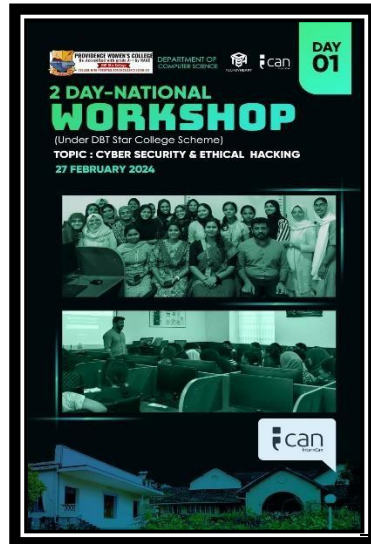
- As part of the DBT Star College Scheme generously funded and hosted a skill development training session on "Hardware Assembling and Troubleshooting" was successfully conducted for first and second- year students on November 27, 2023, at 1:30 pm in the Computer Lab.



- On February 16th, an Association Inauguration and Boot Magazine release event was hosted by Mr. Shakeel Ahammed, Associate Member at National Cyber Security Standards. The occasion also featured a session on Cyber Security and Ethical Hacking, led by Team Techbyheart. Attendees gained insights into cutting-edge practices in cybersecurity, emphasizing ethical hacking techniques.



- Team Techbyheart conducted a two-day workshop on Cyber Security and Ethical Hacking under the DBT Star College Scheme. The workshop, held on February 27th, also marked the launch of the Interncan Community. Participants gained valuable insights into cybersecurity practices and ethical hacking techniques, enhancing their skills in this critical field. The event aimed to promote awareness and collaboration among enthusiasts and professionals in the cybersecurity domain.



omote awareness and collaboration among enthusiasts and professionals in the cybersecurity domain.

- Faculties and selected students of BA HRM attended Malabar HR Meet organised by NIPM Calicut group on May 20th 2023. Experts talks by eminent personalities and interaction with HR professionals helped the students to get an actual picture of HR activities.



- The Department of Human Resource Management (HRM) proudly introduces the HR HUB, an innovative platform designed to elevate the learning experience and professional ethics for HR students through practical and



creative approaches. This initiative aims to bridge the gap between theoretical knowledge and real-world applications, nurturing well-rounded professionals equipped with both technical and creative skills.



- The HR HUB is thoughtfully divided into two integral parts, each serving a distinct purpose. The first segment functions as a dynamic conference room, providing students with a practical setting for honing essential skills. Here, students engage in mock interviews, simulate formal meetings, and participate in various role-playing exercises. This immersive environment allows them to develop effective communication, interpersonal, and decision-making skills, preparing them for the challenges of the professional world. The second segment of the HR HUB is exclusively dedicated to fostering creative discussions and promoting holistic well-being. The SDG tree is the major highlight over here. This space serves as a hub for brainstorming sessions, creative problem-solving, and reflective meditations. By encouraging a balance between structured learning and creative exploration, students have the opportunity to enrich their imaginative thinking, a vital aspect of modern HR practices that often require innovative solutions.



- HR HUB stands as a testament to the Department of HRM's commitment to providing a comprehensive and enriched learning experience and professional ethics. By embracing both the practical and creative dimensions of HRM, the HR HUB prepares students to emerge as versatile and forward-thinking HR professionals, ready to make a meaningful impact in the ever-evolving landscape of the corporate world.



- On 16 June 2023, as a part of “Institutional Visit” 2nd year psychology students visited the Department of Psychology and Disability Centre. Students interacted with faculty members of Department of Psychology, wherein teachers explained about different programs offered by department, activities of department and ethical practices to be followed by a psychologist.



**GENDER**

**COURSES ADDRESSING ISSUES  
RELEVANT TO GENDER VALUES**

# **Department of English**

# **DEPARTMENT OF ENGLISH**

## **List of Courses Addressing Issues of**

### **GENDER**

<b>WOMEN'S WRITING</b>	<b>ENG3 E03</b>
<b>LITERARY CRITICISM AND THEORY: PART 2</b>	<b>ENG3C10</b>
<b>VOICES OF WOMEN</b>	<b>ENG6B11</b>
<b>LITERARY THEORY</b>	<b>ENG5B08</b>
<b>LITMOSPHERE</b>	<b>ENG1A01</b>
<b>READINGS FROM THE FRINGES</b>	<b>ENG2A03</b>
<b>READINGS ON KERALA</b>	<b>ENG2A04</b>
<b>READINGS ON INDIAN LITERATURE</b>	<b>ENG3A05</b>
<b>KALEIDOSCOPE: SONGS AND STORIES OF OUR WORLD</b>	<b>ENG4A06</b>

## ENG3 E03 WOMEN'S WRITING (5 credits)

### Course Description

This course examines a selection of women's writing in different genres, across diverse cultures enabling students to discuss the theoretical, historical, thematic concerns that distinguish women's expression. Readings include theoretical and critical texts that shall introduce students to a range of feminist perspectives on literature and writing.

### Course Content

#### Section A

Mary Wollstonecraft	Introduction to A Vindication of the Rights of Women
Spivak	Gayatri Can the Subaltern Speak?
Chimamanda Ngozi Adichie	Dear Ljeawele or a Feminist Manifesto in fifteen suggestions
Tejaswini Niranjana	Feminism and Cultural Studies in Asia
J. Devika and Mini Sukumaran	'Making Space for Feminist Social Critique in Contemporary Kerala'

#### Section B

Adrienne Rich	Diving in to the Wreck
Maya Angelou	The Phenomenal Woman
Meena Alexander	Question Time
Imtiaz Dharker	A Century Later
Kamala Das	The Looking Glass
Sylvia Plath	Mirror
Kiswar Naheed	I am not That Woman

#### Section C

Soujourner Truth	Ain't I a Woman?
Lalithambika Antharjanam	Prathikara Devatha
Alice Munroe	Lives of Girls and Women
Zadie Smith	White Teeth
Anita Nair	Ladies Coupe

#### Section D

Charlotte Keatley	My Mother Said I Never Should
Mahasweta Devi	Mother of 1084

### Further Readings

1. Harriet Taylor Mill	The Enfranchisement of Women
2. Simon de Beauvoir	Second Sex
3. Virginia Woolf	A Room of One's Own
4. Helene Cixous	The Laugh of the Medusa
5. Susie Tharu and K Lalitha (ed)	Women Writing in India: 600 BC to the present

### Course Outcomes

The students are expected to chart out the relationship between gender and writing in the histories of English and Indian literatures. Texts have been chosen from diverse spatial temporal frameworks to alert the students to the pluralities of women's literary engagements in terms of form and theme. The students are expected to identify the differences in women's writing across cultures even as it has certain commonalities in certain specific experiences of patriarchy. The students are also expected to be able to draw a relationship between herself as a woman reader and the text emerging from a different historical context.

## ENG3C10 Literary Criticism and Theory- Part 2 (5 credits)

### Course Description

This course is structured to provide an introduction to modern critical strategies/ap- proaches to literary texts and to familiarize students with basic theoretical concepts underlying contemporary approaches to literature and the major differences between them. Since the course is an introduction/orientation, a substantial amount of materials and schools of thought have to be discussed within the time limit of one semester. Therefore not much time will be spent on attempting to penetrate dense theoretical texts. Instead, after brief introductions that will provide overviews of the various schools of literary theory, representative pieces from practitioners of various schools will be discussed.

### Course Content

#### 1. Structuralism: An Overview

Major theorists: Ferdinand de Saussure, Claude-Lévi-Strauss, Roland Barthes, Gérard 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 theorists: 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 theorists: 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 theorists: Virginia Woolf, Kate Millet, Elaine Showalter, Helene 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 theorists: 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 theorists: 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"

## 7. Ecocriticism: An Overview

Major theorists: Jonathan Bate, Cheryll Glotfelty, Laurence Coupe, Patrick D Murphy, 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"

## Course Outcomes

At the end of the course, the students are expected to read literary and critical texts with judicious appreciation and build up the competence to generate and articulate personal responses to literary and critical texts, as well to explain the premises and assumptions underlying such personal responses.

## VOICES OF WOMEN

COURSE CODE	ENG6B11
TITLE OF THE COURSE	VOICES OF WOMEN
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 hrs (5 hrs per week)

AIM OF THE COURSE: To introduce students to experiences unique to women and to the fundamental precepts of the feminist movement and to identify the polyphonic quality of women's voices.

### OBJECTIVES OF THE COURSE:

- a. To equip students to steer clear of misconceptions regarding women and to evolve a human perspective about them.
- b. To arouse a keen interest in analysing critically the diversity of women's experiences across the world and to marvel at their creative skills.
- c. To perceive gender as a social construct

### COURSE DESCRIPTION:

#### A. COURSE SUMMARY:

Module 1: 18 hrs

Module 2: 18 hrs

Module 3: 30 hrs

Module 4: 12 hr5

Evaluation: 12 hrs

**Total: 90 hrs**

#### B. COURSE DETAILS:

##### Module 1: Essays

1. Chimamanda Ngozi Adichie: We Should All Be Feminists

2. Virginia Woolf: Shakespeare's Sister

##### Module 2: Poetry

1. Eunice D Souza: Bequest

2. Amy Lowell: Vintage

1. Sappho: To Anactoria in Lydia
2. Inez Hernandez Avila: To Other Women Who Were Ugly Once
3. Judith Wright: Eve to her Daughters

### **Module 3: Fiction**

Novel: Kate Chopin : The Awakening Short stories

1. Clarice Lispector : Preciousness
2. Alice Walker: The Flowers

### **Module 4: Drama and Film**

Thozhilkendrathilekku

At Five in the Afternoon : dir. Samira Makhmalbaf Mustang : dir Denize Gamze Erguven

READING LIST:

CORE TEXT: A text containing the above lessons will be made available FURTHER READING:

Kamala Bhasin---What is Patriarchy? Nivedita Menon--Seeing like A Feminist  
Naomi Wolf--Beauty Myth  
Alice Walker ---Color Purple Caryl Churchill---Vinegar Tom  
Deepa Mehta's films---Earth, Fire, Water Rina Das' Film---The village Rockster

## LITERARY THEORY

COURSE CODE	ENG5B08
TITLE OF THE COURSE	LITERARY THEORY
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 hrs (5 hrs/ week)

AIM OF THE COURSE: To introduce the students to the history and principles of literary theory and thereby to enhance the vision of students by introducing them to newest developments in theory.

### OBJECTIVES OF THE COURSE:

- a. To cultivate among the students an understanding of important texts and movements in the history of literary theory.
- b. To enable the learners to critically approach literature and culture in the context of theory.
- c. To enrich the students through various perspectives of thinking and critique the major arguments presented in theory.
- d. To promote a pluralistic perspective of culture and literature in a multicultural society.

### COURSE DESCRIPTION:

#### A. COURSE SUMMARY

Module 1:	12 hrs
Module 2:	18 hrs
Module 3:	18 hrs
Module 4:	12 hrs
Module 5:	18 hrs
Evaluation	12 hrs

**Total            90 hrs**

#### B. COURSE DETAILS:

### Module 1: Liberal Humanism versus Theory

1. Liberal Humanism: Dominant aspects of Liberal humanism with examples
2. Literary Theory: Dominant aspects of literary theory with examples.

Linguistic Turn – Critical turn – Paradigm shift

## **Module 2: Structuralism, Poststructuralism and Psychoanalysis**

1. Structuralism: Saussure - Sign, Signifier, Signified – Claude Levi-Strauss and Roland Barthes – Structuralist narratology
2. Poststructuralism: Derrida, Logocentrism, Aporia, Decentering
3. Psychoanalytic Theory: Unconscious. Freud – Id, Ego, Superego, Oedipus Complex. Lacan – Imaginary, Symbolic, Real, Mirror Stage

## **Module 3: Marxism, Cultural Studies, Cultural Materialism and New Historicism**

1. Marxism: Base, Superstructure, Materialism, ideology. The Frankfurt School – Culture industry. Antonio Gramsci – The formation of the intellectuals, Subaltern. Louis Althusser – Ideological State apparatus and Interpellation.
2. Cultural Studies: Culturalism, New Left, CCCS, Raymond Williams' definition of Culture, Structure of feeling, Stuart Hall and the 'popular', and the two paradigms of Cultural Studies.
3. Cultural Materialism & New Historicism: Marxist framework of Culture and History, Historiography, Foucauldian notion of Power, Difference with Old Historicism, Stephen Greenblatt, Louis Montrose

## **Module 4: Feminism and Queer Theory**

1. Feminism: The three waves in feminism, Gynocriticism, French Feminism - *Ecriture feminine*, Sexual Politics, Marxist Feminism, Lesbian Feminism, Backlash, Black Feminism, Dalit Feminism, Post-feminism, Womanism.
2. Queer Theory: Social constructionism of gender and sexuality, LGBTIQ, Transgender identity

## **Module 5: Postmodernism, Postcolonialism, and Ecocriticism**

1. Postcolonialism: Eurocentrism, Orientalism, Alterity, Diaspora, Hybridity, Uncanny, Strategic Essentialism, Subaltern Studies, Postcolonial Critique of Nationalism.
2. Postmodernism: Critique of Enlightenment and Universalism, Habermas's notion of Modernity as an Incomplete Project, Lyotard's concept of incredulity towards metanarratives, Baudrillard's ideas of Simulation, Simulacra and hyperreality, Brian McHale's concept of Postmodernist literatures.
3. Ecocriticism: Anthropocentrism, Shallow Ecology vs Deep Ecology, Environmental Imagination, Ecofeminism

READING LIST:

CORE TEXT: A text containing the above lessons will be made

available

FURTHER READING

Hans Bertons. *Literary Theory*.  
Terry Eagleton. *Literary Theory: An*

*Introduction.* Aijaz Ahmad. *In Theory: Classes, Nations, Literatures.*

Jonathan Culler. *Literary Theory: A Very Short Introduction.* Terry Eagleton. *After Theory.*

Peter Barry. *Beginning Theory.*

## ENG1A01

### LITMOSPHERE: THE WORLD OF LITERATURE

<b>COURSE CODE</b>	<b>ENG1A01</b>
<b>TITLE OF THE COURSE</b>	<b>LITMOSPHERE: THE WORLD OF LITERATURE</b>
<b>SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT</b>	<b>1</b>
<b>NO. OF CREDITS</b>	<b>3</b>
<b>NO. OF CONTACT HOURS</b>	<b>72 (4 Hours/Week)</b>

#### AIM OF THE COURSE:

This course aims to introduce the nature and types of literature to undergraduate students. This course is envisaged in such a way as to help students gain some insights into the art of creative thinking and writing and also to assist them in approaching literature in an analytical way. This eventually leads to develop the students' ability to understand various perspectives on life and literature. Another major purpose of the course is to familiarise the students with English language and literature so that they can appreciate and embrace the creative side of life too.

#### COURSE OBJECTIVES

- To develop the ability to appreciate life and literature
- To cultivate an interest in society and culture
- To envisage creative approach to life and literature

#### COURSE OUTCOME

At the end of the course, the students will be able to:

- develop the qualities necessary to become good, kind and responsible human being
- attain confidence to ask questions
- apply logical and analytical skills in various situations
- understand and apply problem solving skills
- assimilate new perspectives on life
- enhance the ability to express themselves through writing

## COURSE DESCRIPTION:

### A. COURSE SUMMARY

Module 1: 14 hrs

Module 2: 16 hrs

Module 3: 14 hrs

Module 4: 16 hrs

Evaluation: 12 hrs

**Total: 72 hrs**

### B. COURSE DETAILS:

#### MODULE 1: Literature- Initiation

1. To Posterity (poem)- Louis MacNeice
2. The Rocking Horse Winner (Short Story) -D H Lawrence
3. "Memoirs of A Mad Man (Prose excerpts from Autobiography)-Gustave Flaubert

#### MODULE 2: Creative Thinking and Writing

1. The Thought Fox (poem)-Ted Hughes
2. Poetry (poem)-Marianne Moore
3. Excerpt from *An Autobiography*(Prose)-Agatha Christie
4. Half a Day (Short story)-Naguib Mahfouz

#### MODULE 3: Critical Thinking

1. To a Reason (Poem)- Arthur Rimbaud
2. The Adventures of the Retired Colourman (Short Story)--Arthur Conan Doyle
3. Trifles (One-Act Play)-Susan Glaspell

#### MODULE 4: Perspectives

1. Body Without the "d" (Poem)-Justice Ameer
2. Sleeping Fool (Poem)-Suniti Namjoshi
3. The Cockroach (Short Story)-Luis Fernando Verissimo; translated by Anna Vilner
4. About Dalit Literature" (Prose)-Sharankumar Limbale



5. Purl (Short Film)-Kristen Lester

CODE	TITLE	AUTHOR	PUBLISHER
ENG1A01	LITMOSPHERE:THE WORLD OF LITERATURE	BoS English (UG) University of Calicut	University of Calicut

**FURTHER READING:**

Koshy, A V- *A Treatise On Poetry for Beginners*. CreateSpace Independent PublishingPlatform, 2012

Rilke, Rainer Maria -*Letters to a Young Poet*. Yogi Impressions, 2003.

Esplugas, Celia & Landwehr, Margarete. "The Use of Critical Thinking Skills In LiteraryAnalysis".  
*Foreign Language Annals*, 2008. 29. 449 - 461.  
10.1111/j.1944-9720.1996.tb01256.x.

LaPlante, Alice - *The Making of a Story: A Norton Guide to Creative Writing*. WWNorton, 2009.

Michael Michalko- *Cracking Creativity*. Ten Speed Press, 2001.

## ENG2A03

### READINGS FROM THE FRINGES

<b>COURSE CODE</b>	<b>ENG2 A03</b>
<b>TITLE OF THE COURSE</b>	<b>READINGS FROM THE FRINGES</b>
<b>SEMESTER IN WHICH COURSE IS TO BE TAUGHT</b>	<b>2</b>
<b>NO. OF CREDITS</b>	<b>4</b>
<b>NO. OF CONTACT HOURS</b>	<b>72 (4hrs/week)</b>

#### **Aim of the Course:**

This course aims to make the student understand the gender inequality, marginalization, disability studies, racism and casteism in our society. Though this engagement has been part of literary academic analysis, it has just begun making its foray into the syllabus of English departments of Indian universities. This paper hopes to introduce undergraduate students to perspectives within literatures that acquaint them with both experiences of marginalization, as well as the examination of modes of literary stylistics that offer a variation from conventional practice.

#### **COURSE OBJECTIVES**

- To inculcate and apply the concepts of democracy and freedom in life and understand the basic tenets of our constitution
- To critically think and examine various social issues prevailing in our society

#### **COURSE OUTCOME**

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

- discuss and contemplate on the areas of gender inequality, marginalization, disability studies, racism and casteism
- develop sensitivity towards environmental concerns and feel responsible towards protecting nature.
- understand the everyday realities of the marginalized sections of the society and negate the stereotypes surrounding them and accept them as allies.
- To develop scientific temper and scientific thinking

COURSE DESCRIPTION:

**A. COURSE SUMMARY**

Module 1: 15 hrs

Module 2: 15 hrs

Module 3: 15 hrs

Module 4: 15 hrs

Evaluation: 12 hrs

**Total: 72 hrs B.COURSE**

**DETAILS:**

**Module 1: Constitution, Democracy and Freedom**

1. "The Objectives Resolution"(Speech excerpt)- Jawaharlal Nehru
2. "How Many More Days, Democracy"(Poem) - Sameer Tanti
3. "When Salihan took on the Raj"(Article) - P. Sainath

**Module 2: Ecology and Science**

1. "Knowledge is Power"(Excerpt from Chapter 14 of *Sapiens: A Brief History of Humankind*)- Yuval Noah Harari
2. "A White Heron"(Short story) - Sarah Orne Jewett
3. "The Fish"(poem) - Elizabeth Bishop
4. "Everything I Need to Know I Learned in the Forest"(essay) - Vandana Shiva

**Module 3: Gender Equality**

1. "Fire" - Nikita Gill - Poem
2. "Accept Me" from *I am Vidya: A Transgender's Journey* - Living Smile Vidya
3. Dear Ijeawele (Letter-excerpt ) - Chimamanda Ngozi Adichie

**Module 4: Human Rights**

1. "Entre-vous to Adulthood" from *One Little Finger* - Malini Chib
2. "The Body Politic" (Poem) - Hiromi Goto
3. "Love- lines in the time of Chathurvarna" (Article) - Chandra Bhan Prasad
4. "The History Lesson "(Poem) - Jeanette Armstrong

## READING LIST:

### CORE TEXT:

CODE	TITLE	AUTHOR	PUBLISHER
ENG2A03	Readings from the Fringes	BoS (UG) University of Calicut	University of Calicut

### FURTHER READING:

Ambedkar, B. R. *Annihilation of Caste: An undelivered Speech*. New Delhi: Arnold Publishers, 1990.

Adichie, Chimamanda Ngozi. *We Should all be Feminists*. New York: Anchor Books, 2015.

Shiva, Vandana. *Water Wars: Privatization, Pollution and Profit*. Cambridge: South End Press, 2002.

Fanon, Frantz. *Black Skin, White Masks*. London: Pluto, 2008.

Gearty, Conor. *Can Human Rights Survive?*. Cambridge: Cambridge UP, 2006.

Girma, Haben. *Haben: The Deafblind Woman Who Conquered Harvard Law*. New York: Twelve, 2019.

## ENG2AO4 READINGS ON KERALA

<b>COURSE CODE</b>	<b>ENG2AO4</b>
<b>TITLE OF THE COURSE</b>	<b>READINGS ON KERALA</b>
<b>SEMESTER IN WHICH COURSE IS TO BE TAUGHT</b>	<b>2</b>
<b>NO OF CREDITS</b>	<b>4</b>
<b>NO OF CONTACT HOURS</b>	<b>90(5HRS / WEEK)</b>

### **Aim of the Course:**

This course aims to give an overview of Malayalam literature and provides a detailed understanding of the cultural and historical tradition of the society and the development of literary sensibility. The course also provides a detailed analysis of the evolution of Malayalam literature through various genres.

### **COURSE OBJECTIVES**

- To enable the students to read and critically appreciate the different varieties of Kerala literature, writings and films
- To read and understand the diversity of Malayalam literature and understand its distinctions

### **COURSE OUTCOME**

By the end of the course, the learner will be able to:

- develop critical understanding of literature of Kerala
- interrelate the cultural and historical tradition of the society and the development of literary sensibility
- Identify the diversity of literary endeavours and the cultural representations
- identify and apply the insights and values in everyday life as a Keralite
- critically analyse and interpret the present cultural production

## COURSE DESCRIPTION:

### A. COURSE SUMMARY:

Module 1: Formation	15 hrs
Module 2: Evolution	22 hrs
Module 3: Stimulation	16 hrs
Module 4: Propagation	25 hrs
Evaluation	12 hrs
Total 90 hrs	

### B. COURSE DETAILS:

#### Module 1: Formation

1. "History" (Prose) excerpt from *Malabar Manual* – William Logan
2. "Tribal Tale of Kerala" (Prose) excerpt from *Kerala Culture* – Prof S Achutha Warriar
3. "Ghoshayatra" (Poem excerpt) – Kunchan Nambiar

#### Module 2: Evolution

1. Excerpt from *Indulekha* (Novel) -O. Chandu Menon
2. Excerpt from "Atmopadeshathakam" (Poem) - Sree Narayana Guru
3. "Not an Alphabet in Sight" (Poem) –  
Poykayil Appachan
4. "Ayyankali: A Dalit Leader of Organic Protest" (Prose-excerpt) -

M. Nisar, Meena Kandasamy

5. "Vakkom Moulavi: My Grandfather, the Rebel" (Prose) - Sabin Iqbal

#### Module 3: Stimulation

1. "Daughter of Humanity" (Story) - Lalithambika Antharjanam
2. "Kuttippuram Paalam" (Poem) – Edasseri
3. "Christian Heritage" (Story) - Vaikom Muhammad Basheer

#### Module 4: Propagation

1. "Myth and Literature" (Speech) -M T Vasudhevan Nair

2. “Rain at Heart” (Poem) –Sugathakumari
3. “Fifty years of Malayalam Cinema” (Prose) - VC Harris
4. “Malayalam’s Ghazal” (Poem) – Jeet Thayil
5. “Agni” (Story) - Sithara A
6. "Pictures Drawn on Water"( poem) - K.Satchidanandan

**READING LIST:**

**CORE TEXT:**

CODE	TITLE	AUTHOR	PUBLISHER
ENG2A04	Readings on Kerala	BoS English (UG), University of Calicut	University of Calicut

**Further reading:**

- Logan, William. *Malabar Manual*. New Delhi: Low Price Publications, 2009 Prasad,  
Muni Narayana. *Narayana Guru: Complete Works*. New Delhi: NBT, 2006  
Appachan, Poykayil. *Poykayil Appachante Paatukal (Unknown Subjects: Songs of Poykayil Appachan)*. Tiruvalla: IPRDS Eraviperur, 2008  
Antherjanam, Lalithambika. *Cast Me Out If You Will*. Calcutta: Stree, 1998  
Tharakan K M (Ed.). *Malayalam Poetry Today*. Thrissur: Kerala Sahitya Akademi, 1984  
Abdulla, V, Asher, R E (Ed.). *Wind Flowers*. New Delhi: Penguin, 2004

## READINGS ON INDIAN LITERATURES

<b>COURSE CODE</b>	<b>ENG3 A05</b>
<b>TITLE OF THE COURSE</b>	<b>READINGS ON INDIAN LITERATURES</b>
<b>SEMESTER IN WHICH COURSE IS TO BE TAUGHT</b>	<b>3</b>
<b>NO.OF CREDITS</b>	<b>4</b>
<b>NO.OF CONTACT HOURS</b>	<b>90 (5hrs/week)</b>

### **Aim of the Course:**

The aim of this course is to familiarize the students with the emerging trends and growth of regional literatures in India. This course offers a choice selection of significant modern Indian literary works, produced in regional languages.

### **COURSE OBJECTIVES**

- To enable the students to read and critically appreciate the different varieties of Indian literature, writings and films
- To read and understand the diversity of Indian writings and comprehend its nuances

### **COURSE OUTCOME**

- Students learn to appreciate the multiple genres of Indian writings cutting across different sections of Indian Society
- Students can understand how social issues are represented in Indian literature



- Students will gain the knowledge of ‘Indianness’ through the works of Indian writers from different parts of India.
- Students will understand the pluralistic aspects of Indian culture and identity

## **COURSE DESCRIPTION**

### **A. COURSE SUMMARY**

Module 1: Poems	20 hrs
Module 2: Short stories	20 hrs
Module 3: Prose narratives	20 hrs
Module 4: Plays and Films	18 hrs
Evaluation	12 hrs

**Total 90 hrs**

### **B. COURSE DETAILS:**

#### **Module 1- Poem**

- 1.Small Towns and the River -- Mamang Dai
- 2.Dream: Midnight -- Sridala Swami
- 3.What you do? -- Omprakash Valmiki
4. Munda & Kondh songs
5. (Other) Wordly Folk Tale - Geet Cathurvedi

#### **Module 2--Short story and Fiction**

- 1.Scorn - Bama
- 2.Two in the next world - Rajendra Yadav
3. The Bride’s Pyjamas- Akhtar Mohi- Ud-Din
4. The Night Train at Deoli - Ruskin Bond

### Module3- Prose narratives

1. The Future of the Past - (Editorial)
2. On University Education (Speech excerpt) – Bhupesh Gupta
3. World as One Economic and Cultural Unit - Meghnad Saha

### Module4 --Theatre and films

1. Beyond the Land of Hattamala (play) - Badal Sirkar

2. The Burning – ( short film )- V.S Sanoj

3. That Day After Every Day –( short film)- Anurag Kashyap

4. An Excerpt from *Abhijnanasakuntalam*

### READING LIST

#### CORE TEXT:

CODE	TITLE	AUTHOR	PUBLISHER
ENG3AO5	READINGS ON INDIAN LITERATURES	BoS (UG) University of Calicut	University of Calicut

#### FURTHER READING:

Kumar, Shiv K. *Contemporary Indian Short Stories in English*. New Delhi: Sahitya Akademi, 1991. Print

Peeradina, Saleem. *Contemporary Indian Poetry in English: An Assessment and Selection*. Bombay: Macmillan Co. of India, 1972. Print.

Contemporary Kashmiri Poetry: 1947-2010 (An Anthology of Post - Independence Indian Poetry in Kashmiri) Compiled by Aziz Hajini

Kambar, Chandrasekhara. *Modern Indian Plays*. New Delhi: National School of Drama, 2000. Print.

Sen, Amartya. *The Argumentative Indian: Writings on Indian History, Culture, and Identity*. New York: Farrar, Straus and Giroux, 2005. Print.

## ENG4 A06:

### SONGS AND STORIES OF OUR WORLD

<b>COURSE CODE</b>	<b>ENG4 A06</b>
<b>TITLE OF THE COURSE</b>	<b>SONGS AND STORIES OF OUR WORLD</b>
<b>SEMESTER IN WHICH COURSE IS TO BE TAUGHT</b>	<b>4</b>
<b>NO OF CREDITS</b>	<b>4</b>
<b>NO OF CONTACT HOURS</b>	<b>90 (5 hrs/wk)</b>

#### **Aim of the course:**

The course aims to provide students an overview of literary works from around the world. Through a selection of literary texts from different parts of the world and from different eras, the course offers an insight into the varied ways of self-expression of different peoples of the world.

#### **COURSE OBJECTIVES**

- To enable students to read, appreciate, and critically respond to literature of different cultures.
- To introduce a variety of literary texts from around the world from ancient to contemporary times.

#### **COURSE OUTCOME**

At the end of the course, the students will

- Gain familiarity with a variety of classical and marginal literatures.
- Acquire knowledge of literatures from around the world and from different eras.
- Have an awareness of the ways in which different cultures perceive the world around them and how they capture these experiences in literature.
- Develop empathy and understanding on the face of diverse peoples and their experiences.

#### **COURSE DESCRIPTION**

##### **A. COURSE SUMMARY**

Module I

24 Hours

Module II	24 Hours
Module III	15 Hours
Module IV	15 Hours
Evaluation	12 Hours
<b>Total</b>	<b>90 Hours</b>

## B. COURSE DETAILS

### Module I: Poetry

1. *The Odyssey* Book I, Lines 1-20 (Excerpt) – Homer
2. “In Kyoto” and “The Old Pond” (Haiku) – Basho
3. “I Have a Broom” – Zhai Yongming
4. “Won’t you celebrate with me” – Lucille Clifton
5. “To See Him Again” – Gabriela Mistral
6. “A Century Later” – Imtiaz Dharker
7. “Text” – Carol Ann Duffy
8. “Revolving Days” – David Malouf
9. “Threshold” – Ocean Vuong

### Module II: Stories

1. “The Barber’s Story of Himself”-The Thousand and One Nights (Arabian Nights)
2. “Uncle Podger Hangs a Picture” – Jerome K. Jerome
3. “Diary of a Madman” (Excerpt) – Nikolai Gogol
4. “War” – Luigi Pirandello
5. “The Green Leaves” – Grace Ogot

### Module III: Plays

1. *Faust* (Excerpt) – Johann Wolfgang von Goethe
2. *The Tempest*, Act III Scene I (The Log Scene) – William Shakespeare (Video)

### Module IV: Prose and Speech

1. “Getting Up on a Cold Morning” – Leigh Hunt
2. “Crediting Poetry” (Excerpts) – Seamus Heaney
3. “Commencement Speech 2016 at UC Berkley” – Sheryl Sandberg (Video)

## READING LIST

Core Text:

CODE	TITLE	AUTHOR	PUBLISHER
ENG4A06	Kaleidoscope: Songs and Stories of Our World	BoS English (UG) University of Calicut	University of Calicut

Further Reading:

Ferguson, Margaret, Tim Kendall, and Mary Jo Salter (Editors). *The Norton Anthology of Poetry*.

W. W. Norton and Company, 6<sup>th</sup> Edition, 2018.

Kaminsky, Ilya and Susan Harris (Editors). *The Ecco Anthology of International Poetry*. HarperCollins, 2010.

Dolley, Christopher (Editor). *The Penguin Book of English Short Stories*. Penguin, 2011.

# **Department of History**

## HIS6 B13-GENDER STUDIES

Course Category: Core Course -13

No. of Credits: 4

No. of Contact Hours: 5 Hours per week

The syllabus primarily aims to introduce the area of gender studies to graduate students. The present course explains the socio-historical constructions of sexual differences in Indian society by emphasizing the plural backgrounds. The Course is designed in such a way that the students will be able to understand the concept of gender, how genderization takes place in society, how it creates inequalities, and how these inequalities become the basis for gender-based violence, and provides an outline of how gender norms can be altered for better human relationships in society. The course is designed to prepare students to challenge the conventional social norms about gender.

### Course Outcomes

- CO 1. Explain conventional social norms about male-female dichotomy and can device policies and strategies to foster gender equality and gender justice
- CO 2. Contribute to creative interventions that may result in a world with less inequality
- CO 3. Critically interrogate and actively engage in social processes related to the construction of gender
- CO 4. Analyse social and cultural phenomena through the lens of gender in a way that appreciates a range of disciplinary perspectives

### Module I: Key Terminologies and Concepts

- ♥ Conceptualising Gender; define gender and sex- sexuality and sexism- gender as social construction- concept of masculinity and femininity-gender discrimination
- ♥ Patriarchy and Matriarchy; concept and practice, Gerda Lerner., The Creation of patriarchy
- ♥ Origin and concept of feminism; black feminism-dalit feminism-eco feminism
- ♥ Judith Butler., Gender Performativity Theory

### Essential readings

Jane Pilcher and Imelda Whelehan. *Fifty,Key Concepts in Gender Studies*  
Judith Butler.*Gender Trouble: Feminism and Subversion of Identity*  
Kamla Bhasin.*What is Patriarchy?*



Gerda Lerner. *Creation of Patriarchy*

## References

Ruth Vanita and Saleem Kidwai (eds.). *Same Sex Love in India: Readings in History and Literature*

Sushila Agarwal. *Status of Women*

Uma Chakravarti. *Gendering Caste through a Feminist Lens*

Vandana Shiva. *The Violence of Green Revolution*

Leela Dube. *Anthropological Explorations in Gender*

Kamla Bhasin. *Understanding Gender*

Simon de Bouver. *The Second Sex*

Luce Irigaray. *This Sex Which is Not One*

## Module II: Indian Society through Gender Perspective

- ♥ Division of labour in pre- proto historic period- women in agriculture- involvement in technology and tool making-women images and ideas in Indus seals and crafts
- ♥ Gender order in Brahmanical patriarchy- Uma Chakravarty- women in Buddhism and Jainism
- ♥ Medieval Islamic law and women- rights of women in marriage and inheritance- women in royal courts- life in Mughal harem-cunbubinage- marginalised women- slave girls
- ♥ British rule of law and women- Colonialism and discussion of women question
- ♥ Gayatri Chakravorty Spivak on women

## Essential Readings

Kunkum Roy(eds.). *Women in Early Indian Societies: Readings in Early Indian History*

Thomas. P. *Indian Women through the Ages*

Uma Chakravarti. *Gendering Caste through a Feminist Lens*

Gayatri Chakravorty Spivak. Can subaltern speak?

## References

A.S. Altekar, *The Position of Women in Hindu Civilization.*

Thomas. P, *Indian Women through the Ages.*

Kiran Pawar, *Women in India History: Vision and Venture*

Madhu Vij, et al. *Women Studies in India, A journey of 25 Years*

Sushila Agarwal. *Status of Women*

Vandana Siva. *Staying Alive*

Uma Chakravarti. *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanasof 'Ancient India'*

### **Module III: Social, labour, educational and health issues of women at present**

- ♥ Changing concept of family and marriage- labour and health issues- participation of women in politics-women literacy

#### **Law Relating to Crimes against Women and transgender (study main features only)**

- ♥ Indian Penal Code -1860, 1983
- ♥ Dowry Prohibition Act,1961
- ♥ Protection of Women from Domestic Violence Act, 2005
- ♥ Indecent Representation of Women [Prohibition]Act,1986

#### **Essential readings**

Nivedita Menon. *Gender and Politics in India*

Sushila Kaushik. *Panchayati Raj in Action: Challenges to Women's Role*

Usha Sharma. *Women Education in Modern India*

Reshmi.G. and Anil Kumar K.S, *Transgender, Charithram, Samskaram, Pradinidanam*

A comprehensive Guide to Women's Legal Rights for Indian Institute of Technology,

IIT Kanpur

#### **References**

Indian Law related to Women and Children, Wikigender, [www.wikigender.org](http://www.wikigender.org)

[www.legalservicesindia.com](http://www.legalservicesindia.com)

[www.ncw.nic.in](http://www.ncw.nic.in)

<https://wcd.nic.in>

Law Relating to Women, <https://shodganga.inflibnet.ac.in>

#### **Module IV: Contemporary Issues (short answer only)**

- ♥ Gender Identity- Heterosexuality-Queer Theory-Third Gender – Cross Dressers- - problems of Sexual Minorities- Coming Out- MIX- Organizations of Sexual Minorities; Queerala- Queerythm-SGMFK.

#### **Essential Readings:**

Ruth Vanita and Saleem Kidwai (eds.). *Same Sex Love in India: Readings in History and Literature*

Richard Ekins and Dave King. *Blending Genders: Social Aspects of Cross Dressing and Sex Changing*

Reshmi.G and Anil Kumar K.S. *Transgender, Charithram, Samskaram,Pradinidanam*

A comprehensive Guide to Women's Legal Rights for Indian Institute of Technology, IIT Kanpur

#### **References**

Judith Butler, *Gender Trouble: Feminism and Subversion of Identity*

KumKumSangari and Uma Chakravarthi,(eds.)*From Myths to Markets;Essays on Gender*

Reshmi.G, and Anil Kumar,K.S *Transgender, Charithram, Samskaram,Pradinidanam*(Mal.)

Vina Mazumdar, "Emergence of Women's Question in India and the Role of Women's Studies", Occasional Paper, No. 7, Centre for Women's Development Studies, New Delhi, 1985.

# HIS1B01 TRENDS IN HISTORIOGRAPHY

**Course Category: Core Course 1**

**No. of Credits: 5**

**No. of Contact Hours: 6 Hours per week**

This course is designed to expose first semester students, to the basic understanding regarding the development of History as a discipline. The emphasis will be on the major trends in the arena of Historical Writing and Thought. The course will illustrate how the methodological and philosophical shifts have contributed for the development of History as a discipline.

## Module I

- ♥ Meaning of Historiography – Quasi History
- ♥ Past and History- Differentiation and Conceptualization
- ♥ Nature and Character of Greek Historical Writings- Herodotus
- ♥ Nature of Medieval Historical Writings- St: Augustine – Ibn Khaldun

## Books for Study

1. R G Collingwood, *The Idea of History*, OUP, 1994.
2. Shashi Bhushan Upadhyay, *Historiography in the Modern World: Western and Indian Perspectives*, OUP, 2016.

## Module II

- ♥ Vico and New science – Positivism- Auguste Comte and Ranke
- ♥ Marx and Historical Materialism
- ♥ Cultural History- Jacob Burckhardt
- ♥ A J Toynbee and the Study of Civilizations

## Books for Study

1. R G Collingwood, *The Idea of History*, OUP, 1994.
2. Shashi Bhushan Upadhyay, *Historiography in the Modern World: Western and Indian Perspectives*, OUP, 2016.

### Module III

- ♥ The Annales – Marc Bloch, Fernand Braudel
- ♥ History of Mentalities- Philippe Aries
- ♥ History from Below- E P Thompson
- ♥ Post Modernism – Keith Jenkins

#### Books for Study

1. Peter Burke, *The French Historical Revolution: The Annales School, 1929-89*, Polity Press, Cambridge, 1990.
2. Patrick H Hutton, 'The History of Mentalities: The New Map of Cultural History' In *History and Theory*, Vol. 20, No. 3 (Oct. 1981), pp. 237-259.
3. R G Collingwood, *The Idea of History*, OUP, 1994.
4. Shashi Bhushan Upadhyay, *Historiography in the Modern World: Western and Indian Perspectives*, OUP, 2016.

### Module IV

#### ♥ Gender History – Gerda Lerner

- ♥ Food History – Felipe Fernandez- Armesto
- ♥ Environmental History – Alfred W Crosby
- ♥ Oral Tradition and Oral History – Jan Vansina and Allan Nevins

#### Books for Study

1. Shashi Bhushan Upadhyay, *Historiography in the Modern World: Western and Indian Perspectives*, OUP, 2016.
2. Gerda Lerner, *The Creation of Patriarchy*, OUP, 1987.
3. Felipe Fernandez- Armesto, *Near A Thousand Tables: A History of Food*, The Free Press, 2002
4. Alfred W Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*, Cambridge University Press, 2004.
5. Jan Vansina, *Oral Tradition as History*, The University of Wisconsin Press, 1985.
6. Gerald L Fetner, *Immersed in Great Affairs: Allan Nevins and the Heroic Age of American History*, State University of New York Press, 2004.

## **HIS2 B02 Trends in Indian Historiography**

**Course Category: Core Course 2**

**No. of Credits: 5**

**No. of Contact Hours: 6 Hours per week**

This course is designed to expose Second semester students, to the basic understanding regarding the development of Historical consciousness in India. It will also provide a basic understanding regarding the major trends in the arena of Historical Writing and Thought in India. It will also expose the students to the major paradigms associated with the study of Indian History, which will help them to understand the Indian History Courses in the following semesters.

### **Module I Historical Consciousness in Pre- British India**

- ♥ Concept of time in early India
- ♥ Jain and Buddhist Tradition
- ♥ Ithihasa – Purana Tradition
- ♥ Charithas and Kavyas- Harshacharitha – Mooshakavamsa- Rajatharangani
- ♥ Kitab-al- Hind- Al- Biruni
- ♥ Historical Writings of Sultanate Period- Barani- Amir Khusrau
- ♥ Historiography of Mughal period -AbulFazal
- ♥ Historical consciousness in other parts of India - Ferishta- Sheikh Zainuddeen- Mangalkabya

### **Module II Colonial and Nationalist Historiography**

- ♥ Indology- William Jones- Max Muller
- ♥ James Mill and the Division of Indian History- The History of British India
- ♥ Vincent A Smith- Great Men History
- ♥ Nationalist Historiography- K.P Jayswal- R.C Majumdar- R.C Dutt- K.A.N Sastri- Elamkulam♥P N Kunjan Pillai

### **Module III Critique of Paradigms**

- ♥Oriental Despotism
- ♥Asiatic Mode of Production
- ♥Hydraulic Society
- ♥Aryan Racial Supremacy Theory
- ♥Romila Thapar's Critique on Colonial and Nationalist Historiography

### **Module IV Historiographical Trends in Independent India**

- ♥Marxist Approach to Indian History- D.D Kosambi- R.S Sharma- Irfan Habib- Bipan Chandra
- ♥Subaltern Studies- Ranajith Guha- Dipesh Chakraborty
- ♥Cambridge and new Cambridge school- Anil Seal- C A Bayly
- ♥Gender History- Uma Chakravarti
- ♥Environmental History- Ramachandra Guha

### **Books for Study**

- Dr. S P Sen, Historians and Historiography in Modern India, Institute of Historical Studies, 1973
- Elliot and Dowson, History of India as told by its own Historians
- Romila Thapar, The Past and Prejudice NBT 1975
- Romila Thapar, Time as a Metaphor of History: Ancient India, OUP 1997
- James Mill, The History of British India
- Ranajit Guha (ed), Subaltern Studies, Vol. 1, OUP 1996
- Shashi Bhushan Upadhyay, Historiography in the Modern World: Western and Indian Perspectives, OUP, 2016.
- Henry Schwarz, Writing Cultural History in Colonial and Postcolonial India, University of Pennsylvania Press, 1997

## **HIS4(3) C03 SOCIAL AND CULTURAL HISTORY OF BRITAIN: II**

This course is the second of the two courses designed to be introduced to the students of allied disciplines of History as complementary course. The focus of this course is on the Social and Cultural History of Britain, from the age of Anglican Reformation to the developments associated with BREXIT. Students will acquire basic understanding regarding the major historical situations and the major thinkers who contributed to enrich the historical situations which contributed to design the socio- political and economic atmosphere of the Colonial and Post- colonial Britain.

### **Module I Age of Transitions**

- ♥ Anglican Reformation
- ♥ University Wits – Marlowe – John Lyle – William Shakespeare
- ♥ Development of Science – Isaac Newton
- ♥ Growth of Royal absolutism
- ♥ Civil War – Puritan Revolt – Oliver Cromwell
- ♥ Glorious Revolution – the philosophy of Locke – Constitutional Monarchy
- ♥ The American Revolution
- ♥ Impacts of French Revolution
- ♥ Romantic Revival – William Blake – Wordsworth – Walter Scot – Jane Austen

### **Module II The Consolidation of the British Empire**

- ♥ Colonialism and Imperialism
- ♥ Ideology and Implementation
- ♥ Major trends and Writings – Whiteman’s Burden – Orientalism – Utilitarianism
- ♥ New technology – Agrarian, Industrial and Commercial Revolutions
- ♥ Factory System
- ♥ Trade Unionism
- ♥ Chartism
- ♥ Development of party system
- ♥ Laissez-faire – English Economists



### **Module III British Society, Culture and Achievements**

- ♥ Nature of Victorian society
- ♥ Religion
- ♥ Impact of Social Darwinism
- ♥ Oxford movement
- ♥ Socialist movement – Ideology and practice – Christian socialism- Marxian socialism – Fabian socialism
- ♥ England after the World Wars – Nationalism
- ♥ De-colonization – Post-war socio-economic problems
- ♥ Concept of welfare state

### **Module IV Britain and the World**

- ♥ The concept of British Commonwealth – foundation and history
- ♥ Aspects of contemporary culture and society
- ♥ Globalization
- ♥ **New World order – Terrorism – Feminism – Gender issues**
- ♥ European Union
- ♥ BREXIT

### **Books for Reading**

1. G. M. Travelyan, A Social History of England, Vol. I
2. G. M. Travelyan, Illustrated English Social History
3. Carter and Mears, A History of England
4. H. A. L. Fischer, History of Europe
5. E J Hobsbaum, Age of Capital
6. E J Hobsbaum, Age of Empire
- G. B. Adams, Constitutional History of Englan

# **Department of Psychology**

# B.SC PSYCHOLOGY

SEMESTER V

PSY5B01

Credits : 3

## ABNORMAL PSYCHOLOGY-I

48hours

### 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.
- Course Outcomes**

- Discuss the historical antecedents to modern understandings of abnormal behavior
- Understand the major classification of mental disorders
- Describe etiology related to various abnormal behaviour
- Explain the clinical features of mental disorders such as Stress disorders and anxiety disorders, Somatoform and dissociative disorder and Personality disorders

### Module 1: Basic concepts

8hours

Mental disorder, classification, Historical views of abnormal behaviour, causal factors- Biological- psychosocial and socio cultural

### Module 2: 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 3: Somatoform and dissociative disorder

16 hours

Somatic Symptom Disorders, Hypochondriasis, Somatization Disorder, Pain Disorder, Conversion Disorder; Dissociative Disorders - Depersonalization/ Derealization Disorder, Dissociative Amnesia and Dissociative Fugue, Dissociative Identity Disorder (DID). causal factors

### Module 4: 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* (16<sup>th</sup> ed.). U.S.A : Pearson Education, Inc.

Carson, R. C., Butcher, J. N., & Mineka, S. (1996). *Abnormal Psychology and Modern life* (10<sup>th</sup>ed.). Newyork :Harper Collins College Publishers.

Seligman, M. E. P., Walker, E. P., & Rosenhan, D. L. (2001). *Abnormal Psychology* (4<sup>th</sup>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* ( 11<sup>th</sup> ed.). U.S.A: WoltersKluwer.

## B.SC PSYCHOLOGY

**SEMESTER VI**

**PSY6B01**

**Credits : 3**

**ABNORMAL PSYCHOLOGY-II**

**64hours**

### Objectives:

- To develop awareness about major psychological disorders
- To acquaint the students with causes of major psychological disorders

### Course Outcomes

- Describe the characteristics and clinical features of Substance abuse disorder, Schizophrenia and psychotic disorder , mood disorders
- Explain the Major developmental disorders
- Examine the impact of biological , psychological and social factors on the development of psychological disorders

### Module 1: Substance abusedisorder

**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 2: 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 3: Mood Disorder

**16 hours**

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 4: 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.

**AUDIT COURSE RELATED TO  
GENDER**



**UNIVERSITY OF CALICUT**

**Abstract**

General and Academic - Faculty of Humanities -Syllabus and Question Bank of the Audit Course, Gender Studies (4 credits) for fourth semester CBCSS UG Programmes -Implemented wef 2019 Admn onwards - Subject to ratification by the Academic Council - Orders issued

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**G & A - IV - B**

U.O.No. 7236/2021/Admn

Dated, Calicut University.P.O, 23.07.2021

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- Read:-*1. U.O.No. 4368/2019/Admn dated 23.03.2019  
2. U.O No. 10662/2020/Admn dated 13.11.2020.  
3. Item No.1 of the minutes of the meeting of Board of studies in Women's Studies ,held on 04.02.2021  
4. Remarks of the Dean, Faculty of Humanities dated 20.06.2021.  
5. Orders of the Vice Chancellor dated 21.06.2021.

**ORDER**

1. The Regulations for Choice Based Credit and Semester System for Under Graduate (UG) Curriculum- 2019 (CBCSS UG Regulations 2019) for all UG Programmes under CBCSS-Regular and SDE/PrivateRegistration w.e.f. 2019 admission have been implemented vide paper read (1) and the same was modified vide paper read (2) above. As per the Clause 4.10 of the CBCSS UG Regulations 2019, there shall be one Audit Course each in the first four semesters and at the end of each semester there shall be examination conducted by the college from a pool of questions (QuestionBank) set by the University.
2. The Board of Studies in Women's Studies SB, vide paper read as (3) above , has resolved to approve the syllabus and question bank of the Audit Course, Gender Studies (4 credits) for fourth semester CBCSS UG Programmes.
3. The Dean, Faculty of Humanities vide paper read as (4) above has approved the Item no. 1 of the minutes of the meeting of the Board of Studies in Women's Studies, held on 04.02.2021 .
4. Considering the urgency, the Vice Chancellor has approved Item no. 1 of the minutes of the meeting of the Board of Studies in Women's Studies, held on 04.02.2021 and has accorded sanction to implement the Syllabus and Question Bank of Audit Course- Gender Studies, subject to the ratification by the Academic Council.
5. The Syllabus and Question Bank of the Audit Course, Gender Studies (4 credits) for fourth semester CBCSS UG Programmes is therefore implemented wef 2019 Admission onwards.
6. Orders are issued accordingly. (Syllabus and Question Bank appended)

Ajitha P.P

Joint Registrar

To

The Principals of all Affiliated Colleges.

Copy to: PS to VC/ PA to Registrar/PA to CE/JCE I/JCE II/JCE III/JCE IV/JCE VIII/ Digital Wing/SF/DF

Forwarded / By Order

Section Officer



## AUD4E06-Gender Studies

### Audit Course for UG Programme in CBCSS

#### Semester IV

#### Credits -4

#### Aim

Aim of this course is to introduce the significance and relevance of gender studies

#### Objectives

- To provide the relevance and significance of the ideas of gender equality and gender justice in our society
- To develop an understanding about the basic concepts of gender studies
- To provide a historical background of women's movements and its relevance
- To understand the major debates around gendered ways of violence and to introduce gender perspectives on popular culture

#### Course - Outcomes

1. It helps the student to acquire knowledge about the importance of gender equality and women's rights
2. It helps the student to develop gender sensitivity through an analysis of contemporary social issues at the global, national and local levels
3. It helps the student to familiarise with analysing the popular culture and media with a gender perspective
4. It equips the student to acquire knowledge about the various organs, conventions, constitutional provisions and redressal systems to combat gender discrimination

#### Module I

Introducing the concepts of sex and gender, gender division of labour, patriarchy, sexualities and sexual orientations, gender stereotypes, masculinities, intersectionalities of race, class, caste and gender in family and society

#### Suggested Readings

1. *50 Key concepts in Gender Studies*, Jane Pilcher and Imelda Whelehan, Sage Publications, 2005
2. *Understanding Gender*: Kamala Bhasin, Women Unlimited, New Delhi, 2003.
3. *What is Patriarchy?* Kamala Bhasin, Women Unlimited, New Delhi, 2003.
4. ജന്മനായ ലിംഗവൽക്കരണമെന്തെന്ന്, ഉമ്മ ചക്കവർത്തി, മലയാളം ബുക്കിംഗ്, മകുടംകുടം
5. *Exploring Masculinity*, Kamala Bhasin, Women Unlimited, New Delhi, 2003.

#### Module II

Women's Experiences in family & work, community, public sphere kinship structures, various forms of violence against women – female foeticide, infanticide, dowry, domestic violence, sexual assaults, rape, sexual harassment at workplace, honour killings – Government mechanisms to combat Violence against women in India

1. *An overview of the status of women in India:* Neera Desai and Maithreyi Krishnaraj, P 296-319, *Class, Caste, Gender- Readings in Indian Government and Politics-5*, Ed. Manoranjan Mohanty, Sage Publications, New Delhi, 2004
2. '*Towards Equality*', Report of the Committee on the Status of Women in India, 1975
3. തറവാട്ടിൽ പഠിക്കാൻ ചെന്നപ്പണി ഉണ്ടായതെങ്ങനെ?; കലസായ ചെന്നപ്പണി ഉണ്ടായതെങ്ങനെ?, യജ. മദവരക, യസനർ മഹജർ ഡവലപമന: സഡസുക, തരവനനപര

### Module III

Historical Roots of Women's Movements in India and global – Right to vote –Women's Question and social reform in 19th early 20th Century in India and Kerala –Women in National Movement – Left Movement- The Contemporary Women's Movements in India – Queer movements – International human rights instruments & UN conventions on gender rights, Indian Constitutional guarantees of equality and citizenship rights – gender in higher education

1. History of Doing, Radha Kumar, Kali for Women, New Delhi
2. *Mapping of Women's Movement*, Threfall. M. (Ed.). Verso, London
3. *Women, Ecology and Culture:* Gabriele Dietrich, P. 72- 95, Gender and Politics in India, Kali for Women
4. തരവനനപരവമടമടണ വരവവന, മഡജ. ഗനജകമജരി, മകരള ശജസസജഹരതകയ പരിഷ്കരി
5. Saksham Report on Measures for Ensuring the Safety of Women and Programmes for Gender Sensitisation on Campuses, 2013, [https://www.ugc.ac.in/pdfnews/5873997\\_saksham-book.pdf](https://www.ugc.ac.in/pdfnews/5873997_saksham-book.pdf)

### Module IV

Gender perspectives on popular culture, discourse and practices of cinema, television, popular music, magazines and advertisements, representations of women and gender/sexual minorities in media, gendered dimensions of social media – analysis of gender in news – print, television, web and women's media initiatives

#### Suggested Readings

1. Whose News: The Media and Women's Issues, Ammu Joseph & Kalpana Sharma (Ed), Sage Publishing, 2006
2. *Films and Feminism - Essays in Indian Cinema* - Jasbir Jain and Sudha Rai (Ed.), Rawat Publications.

#### Suggested Activities

1. Analysis of popular films – films for analysis: (1) The Great Indian Kitchen (Malayalam), Thappad (Hindi)

2. Analysis of (1) commercial television advertisements (2) Matrimonial Classifieds in Malayalam News papers

## References

3. Understanding Gender: Kamala Bhasin, Women Unlimited, New Delhi
4. What is Patriarchy? Kamala Bhasin, Women Unlimited, New Delhi
5. Exploring Masculinity, Kamala Bhasin, Women Unlimited, New Delhi
6. History of Doing, Radha Kumar, Kali for Women, New Delhi
7. Gendering caste through a feminist lens, Uma Chakravarti, Sage Publications
8. Feminism in India, Maitreyi Chaudhuri (Ed.), Women Unlimited, New Delhi 2005
9. 50 Key concepts in Gender Studies, Jane Pilcher and Imelda Whelehan, Sage Publications
10. Feminism, Jane Freedman, Buckingham Open University Press, Buckingham, 2001, pp. 1-44.
11. Mapping of Women's Movement, Threfall. M. (Ed.). Verso, London
12. Anila Agarwal, Human Rights for survival of civilization, Kalinga Publication, Delhi (2004).
13. V.N. Shukla's Constitution of India, Eastern Book Company, 13th edn.
14. Who's News? Ammu Joseph and Kalpana Sharma, Sage Publications, New Delhi, 1994.
15. Women in Malayalam Cinema: Naturalising Gender Hierarchies, (Ed.) Meena T Pillai, Orient BlackSwan, New Delhi, 2010.

# **PROGRAMS RELATED TO GENDER**

## **GENDER**

As part of the effort to achieve the **Sustainable Development Goals** listed by the United Nations, the college strives for gender equity. Providence Women's College, established in 1952, was ahead of its time, being the first college, to cater exclusively to the needs of higher education of the women in northern Kerala. With that, many who would have been denied higher education were brought into the fold, marking a major milestone in the journey towards gender equity. Apart from the courses prescribed by the affiliating university, certificate courses, along with curriculum enriching activities contribute to the dissemination of the concept of gender equity. Following are some of the few programmes organized by the institution to promote gender parity.

# GENDER

- A skill development program was organized by the students of the Ddepartment, featuring workshops on a range of practical and creative skills, including mehandi design, baking, makeup artistry, and more. This initiative aimed to empower girls by equipping them with valuable skills that could open up opportunities for personal growth and financial independence.



- A Webinar was organised on the topic 'Women's Political Representation' on 6th August 2023. Dr.Pournamy of Christ University handled the session.



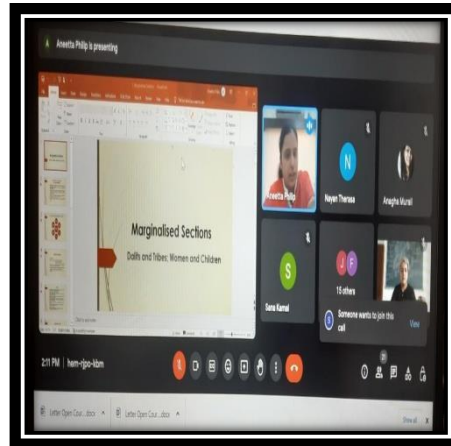
- In an endeavour to cultivate a culture of academic excellence and research prowess among women, Dept. Of HRM organizing a research methodology lecturer Series named, "Empowering the Research Minds" continuing for this whole academic year. This series inaugurated by Dr. Sravana, Associate Professor of Department of Commerce and International Business, Central university of Kerala on August 09<sup>th</sup> 2023



- The Department of Politics and International Relations at Providence Women’s College conducted a workshop on July 31, 2023, starting at 10 am in 3rd DC. The topic was “Everyday Feminism: Engaging in Dialogue on Academic and Real-world Issues.” NAYANA K. JOSE and DR. SYAMILI C. graced the program as chief guests. The session proved to be highly interactive, providing a comprehensive understanding of feminism within a broader scope. Both students and teachers enthusiastically engaged, contributing actively to the workshop's success.



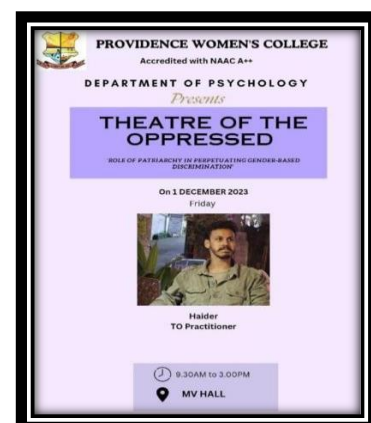
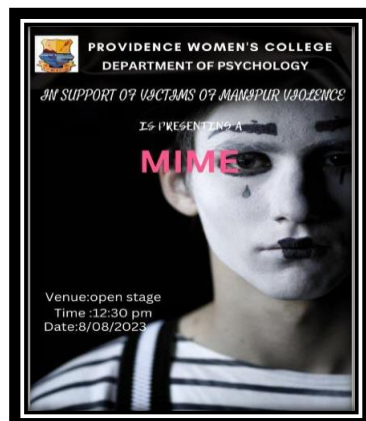
- The Department of Politics and International Relations of Providence Women’s College hosted an enlightening seminar on the topic "**Marginalised Sections**". Dr.Aneetta Philip, an esteemed academic and Assistant Professor from GITAM University, served as the keynote speaker for the seminar. The seminar successfully created a platform for meaningful discussion on a crucial topic.



- On 30 June 2023, department of psychology celebrated “Pride Month” with various activities to celebrate diversity and inclusion. In support of the victims of Manipur violence, department of Psychology conducted a mime on 8 August 2023 from open stage.

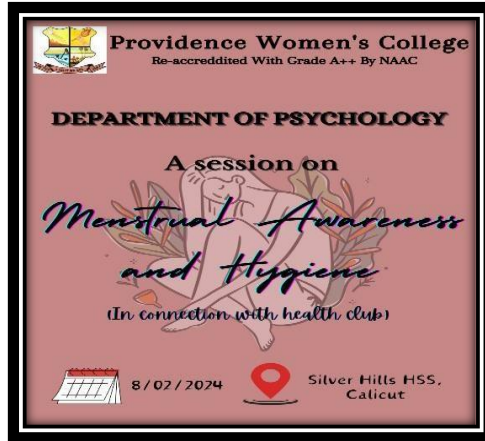


- December 2023 started with a workshop on theatre of oppressed with the theme “Role of Patriarchy in perpetuating gender-based discrimination” on 1 December. Session was handled by Mr. Heider TO practitioner.

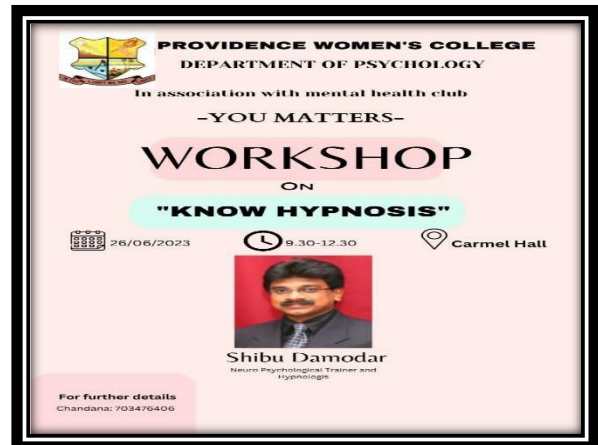




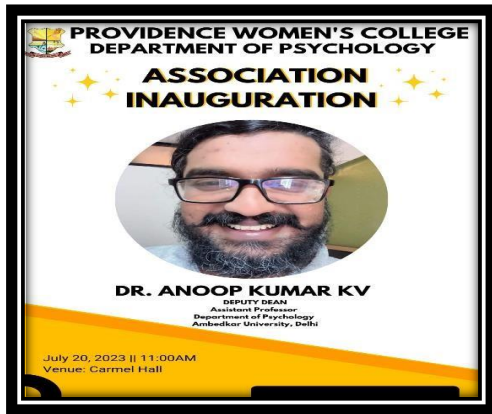
- Session on menstrual hygiene was taken by students of Department of Psychology on 8 February 2023 for high school students of Silver Hills Higher Secondary School, Paroppady.



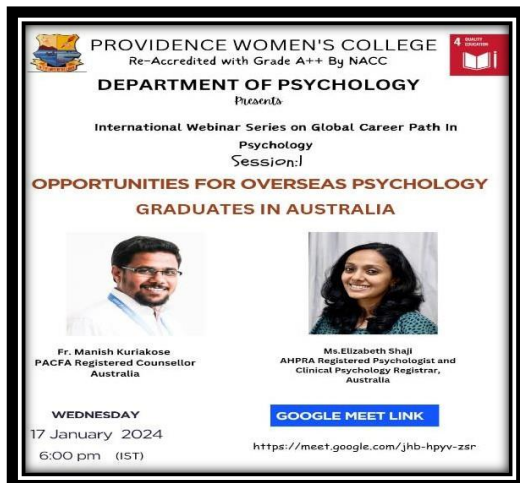
- On 26 June 2023 a workshop on "Hypnosis," was conducted by Mr. Shibu Damodar, Neuro Psychological Trainer and Hypnotist for psychology students of Department of Psychology. Session provided insights into hypnosis.



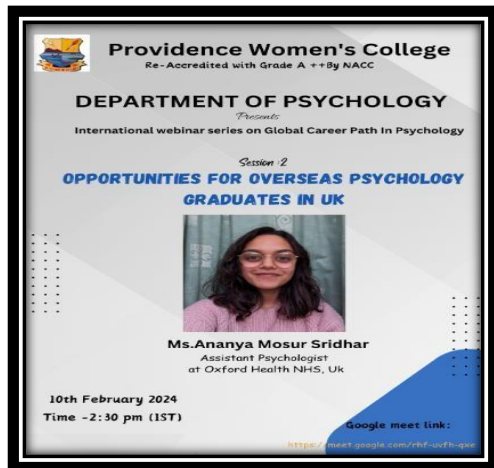
- On 20 July 2023 psychology association was inaugurated by Dr Anoop Kumar, Deputy Dean, Department of psychology, Ambedkar University, Delhi. Resource person spoke about the Importance of ethics in professional practise.



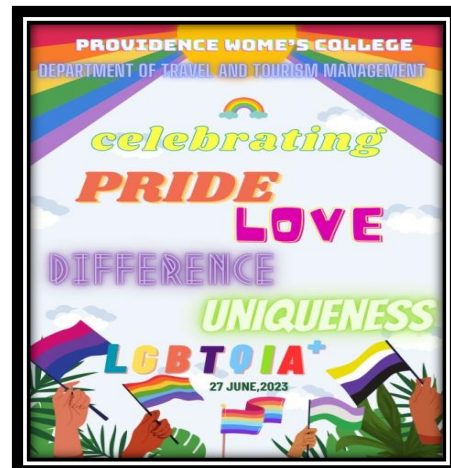
- On 8 September 2023 a seminar on” Listen up for life: Active listening in mental health and suicide prevention” was conducted for psychology students in collaboration with listening community. Session was handled by Mr. Hashis Shaheem, from Listening Community.
- This academic year also witnessed an International Webinar Series by Department of Psychology, Providence Women’s College. First session was conducted on 17 January 2024 on the topic “Opportunities for overseas psychology graduates”. Sessions provided valuable insights into career prospects abroad especially in Australia. Session was led by Fr. Manish Kuriakose (PACFA Registered Counsellor, Australia), Ms. Elizabeth Shaji (AHPRA Registered Psychologist and Clinical Psychology Registrar, Australia).



- Second session of International Webinar Series on the topic “Opportunities for overseas psychology graduates” was conducted by Department of Psychology, Providence Women’s College on 18 February, 2024. Session was taken by Ms. Ananya Mosur, Assistant Psychologist, Oxford Health NHS, UK.



- Department of Travel and Tourism Management organized 'PRIDE MONTH' celebration by conducting a poster exhibition and face painting competition in front of the auditorium on 27<sup>th</sup> June 2023. The inauguration was done by Ms. Shyama (Associate Professor, Dept. of English)



# **HUMAN VALUES**

**COURSES ADDRESSING ISSUES  
RELEVANT TO HUMAN VALUES**

**Department of  
Business Administration**

**Core Course**  
**BACHELOR OF BUSINESS ADMINISTRATION**  
**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**

24

**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 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. Gray Desler, Biju Varkkey, 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

# **Department of Commerce**



# Human Resources Management

**Course objectives:** To familiarize the students with the different aspects of managing humanresources in an organization and to understand the different employment training,compensation and grievance handling procedure in an organization

**Specific Course objectives:**

1. To impart understandings on human resource management.
2. To equip the students with basic knowledge and skills required for the acquisition, development and retention of human resources.
3. Develop the organizational practices of induction and organizational training Practices.
4. Analyze the concept of performance appraisal and career planning.
5. Understand the compensation management and grievance redressal practices in the organization.

## Syllabus

**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)

**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. (12Hours, 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 approachespunishment-essentials of a good discipline system. Labour participation in Management. (18 Hours, 15 marks)

Specific course outcomes:

1. Knowledge of human resource management helps to run business effectively.
2. Understand the necessary skills required for the employment in an organization.
3. Familiarity with the induction and organizational training practices helps to have effective trained work force in the organization..
4. Understand the concept of career planning and performance appraisal.
5. Insight on compensation and grievance management practices helps to take effective and appropriate decisions on time.

# **Department of English**

# **DEPARTMENT OF ENGLISH**

## **List of Courses Addressing Issues of**

### **HUMAN VALUES**

<b>LITERATURE OF THE MARGINALIZED</b>	<b>ENG6B15</b>
<b>POSTCOLONIAL WRITINGS</b>	<b>ENG2C08</b>
<b>DALIT STUDIES</b>	<b>ENG4E15</b>
<b>INTRODUCTION TO CULTURAL STUDIES</b>	<b>ENG3E05</b>
<b>SECTION ON POSTCOLONIALISM IN LITERARY CRITICISM AND THEORY – PART 2</b>	<b>ENG3C10</b>
<b>LITMOSPHERE</b>	<b>ENG1A01</b>
<b>READINGS FROM THE FRINGES</b>	<b>ENG2A03</b>
<b>READINGS ON KERALA</b>	<b>ENG2A04</b>
<b>READINGS ON INDIAN LITERATURE</b>	<b>ENG3A05</b>
<b>KALEIDOSCOPE: SONGS AND STORIES OF OUR WORLD</b>	<b>ENG4A06</b>
<b>STUDIES ON DIASPORA</b>	<b>ENGPHE1</b>

## LITERATURE OF THE MARGINALIZED

COURSE CODE	ENG6B15
TITLE OF THE COURSE	LITERATURE OF THE MARGINALIZED
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	3
NO. OF CONTACT HOURS	54 hrs (3 hrs per week)

**AIM OF THE COURSE:** The course aims at introducing to the students the various aspects of marginality and how the question of marginality gets reflected in literature through revolutionary, indigenous and autonomous ways of expression

### OBJECTIVES OF THE COURSE:

1. To sensitize the students on issues pertaining to the marginalized
2. To educate the students about the evolving patterns of generic and other technical possibilities that the marginalized use to represent their predicament.
3. To communicate to the students how marginality is very often a contextual factor related to the socio cultural reality.
4. To discuss how the question of marginality has evolved by giving space to new and till now avoided categories of outcastes, bodily and culturally and how such people develop their own styles of articulation and subsequent theoretical foundations.

### COURSE DESCRIPTION:

#### A. COURSE SUMMARY:

Module 1: 10 hours  
Module 2: 10 hours  
Module 3: 10 hours  
Module4: 12 hours  
Evaluation: 12 hours

**Total: 54 hours**

#### B. COURSE DETAILS:

### **Module 1: Prose**

1. The opening section of Mother Forest.:? C.K. Janu.
2. Covey the Negro Breaker. My bondage and my Freedom: Frederick Douglass.
3. Rain. From the Section: Sinking Ship. On sight and Insight, A journey into the world of blindness: John Hull.
4. Yves, is now finally safe in Australia thanks to Sanctuary

[www.sanctuaryaustraliafoundation.org](http://www.sanctuaryaustraliafoundation.org) **Module 2: Poetry**

1. Mascara: Meena Kandaswami.
2. It's a new day: L.J. Mark.
3. A ring to me is bondage: Mina Asadi.
4. I am not one of the: Cheryl Marie Wade.

### **Module 3: Short Story**

1. Johnson and the Cascadura: Samuel Selvon.
2. Annamma Teacher Ororma: Sakkariya..
3. Turumpu Mullaaniyude Hridayam: Shihabudheen Poythum Kadavu.

### **Module 4: Documentary/ Film**

1. Ara Jeevithangalkke Oru Swargam: dir M A Rahman

### **READING LIST:**

CORE TEXT: A text containing the above lessons will be made available

### **FURTHER READING:**

Disability Studies Reader Second Edition. Ed. Lennard J. Davis. Routledge, 2006.  
Hull, John M. *Touching the Rock: An Experience of Blindness*. SPCK, 1990.  
Douglass, Frederick. My bondage and my freedom. [www.gutenberg.org](http://www.gutenberg.org)  
Selvon, Samuel. *Ways of Sunlight*. Macgibbon and Kee. 1957

## ENG4 E16 DALIT STUDIES (4 Credits)

### Course Description

The Course offers a selection of Dalit writing from different Indian languages in English translation. Apart from poems and prose narratives/fiction there are essays by prominent Dalit theoreticians Sharan Kumar Limbale, Pradeepan Pampirikunnu and Gopal Guru. Although few in number the selections are representative of Dalit creativity and Dalit aesthetics.

### Course Content

#### SECTION A: THEORETICAL WRITINGS

Sharan Kumar Limbale : Towards An Aesthetic Of Dalit Literature (chapters3&4) Pradeepan

Pampirikunnu Nationalism, Modernity, Keralanness: A Subaltern Critique Gopal Guru. Dalit Women

Talk Differently

#### Section B: Poetry

Poikayil Appachan Song Prathibha

Jeyachandran Dream Teller S Joseph

Identity Card

Arun Kamble Which Language Should I Speak

Sasi Madhuravelli Shambuka

Prakash Jadhav Under Dadar Bridge

#### Section C: Self-Narratives & FICTION

C Ayyappan Madness

Potheri Kunhambu Saraswati Vijayam

Om Prakash Valmiki Jhootan

Narendra Jadhav Outcaste: A Memoir

Meena Kandaswamy The Gypsy Goddess

#### Texts for further Reading:

Rodrigues Valerian The Essential Writings of B R Ambedkar

Anand Teltumbde Dalits: Past, Present and Future

Kanchallaiah Why I am not a Hindu

K Satyanarayana & Steel Nibs are Sprouting: New Dalit Writings from South

#### Course outcomes

The students are expected to get a focused perspective on the issues that have engaged Dalit writing and Dalit aesthetics in the country. The course also offers glimpses of the interface between Dalit writing and conventional/mainstream writing in a few major literatures in India.

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## 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.

### Course Content Texts

for study **SectionA:**

#### 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

GirishKarnad : Hayavadana Timberlake

Wertebaker : 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

**Course outcomes**

The students are expected to get an overview of the historical experience of colonization and its impacts on the colonized peoples across the globe, through the medium of literary writings. The students are expected to acquaint themselves with the major theoretical concepts associated with postcolonial studies as manifested through the literary discourse in the works under consideration. It also aims to familiarize students with questions of resistance and representation, the politics language and literary form, and the quests for identity, autonomy and self determination that mark postcolonial literary expression. It is also envisaged that students will acquire the theoretical formulations, methods and strategies for postcolonial analysis that may contribute to the writing of their Fourth Semester dissertation.

## ENG 3 E05 Introduction to Cultural Studies (Credits: 5)

### Course Description

This course provides a general introduction to cultural studies, emphasizing its history, theoretical approaches and (inter)disciplinary attributes. Along with an overview of the major theoretical aspects of the domain, the course provides an initiation into the methods and strategies for analyzing how culture is produced, where it is located, how it acts on individuals and societies, and how it engenders consensus/resistance.

### Course Content

#### Section A: Early Ruminations

Barthes, Roland (1957) "Mythologies," extract in Nilanjana Gupta .ed. *Cultural Studies I* (Delhi: Worldview Publications, 2004)

Williams, Raymond, (1958) "Culture is Ordinary" from *The Everyday Life Reader*. Ed. Ben Highmore (Routledge, 2002)

([http://www.personal.psu.edu/users/s/a/sam50/readings521/WILLIAMS\\_Cult-Ord.pdf](http://www.personal.psu.edu/users/s/a/sam50/readings521/WILLIAMS_Cult-Ord.pdf)) Walter Benjamin (1968) "The Work of Art in the Age of Mechanical Reproduction," in Hannah Arendt (ed) *Illuminations* (New York: Schocken Books)

#### Section B: Theory

Hall, Stuart. (1980). "'Cultural Studies: Two Paradigms'". *Media, Culture and Society* 2: 57–72. Eric Hobsbawm

(1983) "Inventing Traditions," *The Invention of Traditions*. Eds. Eric

Hobsbawm & Terence Ranger (Cambridge University Press)

Ella Shohat "From Eurocentrism to Polycentrism," *Unthinking Eurocentrism: Multiculturalism and the Media* by Ella Shohat and Robert Stam, London & New York: Routledge, 1995

#### Section C: Theory & Praxis

Chakravorty, Gayatri Spivak "Politics of Translation" in *Outside in the Teaching Machine* (New York: Routledge, 1993) 179-200

Stuart Hall (1980) "Encoding/Decoding" extract in Nilanjana Gupta .ed. *Cultural Studies I* (Delhi: Worldview Publications, 2004)

Bourdieu, Pierre (1982) "The Uses of the People," In *Other Words: Essays Towards a Reflexive Sociology* (Stanford University Press, 1990)

## Section D: Theory & Praxis

Rubin, Gayle "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality"

Pleasure and Danger: Exploring Female Sexuality. Ed. Carole S. Vance. London: Pandora. 1992. 267-293. Connell, R W

"Hegemonic Masculinity: Rethinking the Concept," in Gender & Society, Vol. 19, No. 6, December 2005. P.829-859

Kluge, Alexander, "On Film and the Public Sphere," New German Critique, No. 24/25, Autumn, 1981 – Winter 1981. (pp. 206-220)

### Recommended Reading:

• Storey, John (1998) An Introduction to Cultural Theory and Popular Culture (Second Edition), Athens, GA: University of Georgia Press

• Storey, John (ed.) (1994) Cultural Theory and Popular Culture: A Reader, New York: Harvester Wheatsheaf

• Milner, Andrew (1994) Contemporary Cultural Theory: An Introduction, London: UCL Press • Turner, Graeme (1992) British Cultural Studies: An Introduction

### Course outcomes

Students are expected to familiarize themselves with the history, development and key concepts of cultural studies as an interdisciplinary area. The major outcomes envisaged are as follows: • A critical awareness of the different theoretical approaches to culture in cultural studies

• An understanding of the major questions and problems in the field of cultural studies

• A fundamental grasp of the major methodologies and strategies of analysis employed in the field

• An introduction to cultural studies as an Indian (inter)discipline with different local versions, priorities and theoretical approaches

• An introduction to theoretical formulations necessary for undertaking a thesis in cultural studies

## **ENG3C10 Literary Criticism and Theory- Part 2 (5 credits)**

### **Course Description**

This course is structured to provide an introduction to modern critical strategies/ap- proaches to literary texts and to familiarize students with basic theoretical concepts underlying contemporary approaches to literature and the major differences between them. Since the course is an introduction/orientation, a substantial amount of materials and schools of thought have to be discussed within the time limit of one semester. Therefore not much time will be spent on attempting to penetrate dense theoretical texts. In stead, after brief introductions that will provide overviews of the various schools of literary theory, representative pieces from practitioners of various schools will be discussed.

### **Course Content**

#### **1. Structuralism: An Overview**

Major theorists: 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 theorists: 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 theorists: 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 theorists: Virginia Woolf, Kate Millet, Elaine Showalter, Helene 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 theorists: 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 theorists: 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"

## 7. Ecocriticism: An Overview

Major theorists: Jonathan Bate, Cheryll Glotfelty, Laurence Coupe, Patrick D Murphy, 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"

**Course Outcomes**

At the end of the course, the students are expected to read literary and critical texts with judicious appreciation and build up the competence to generate and articulate personal responses to literary and critical texts, as well to explain the premises and assumptions underlying such personal responses.

## ENG1A01

### LITMOSPHERE: THE WORLD OF LITERATURE

<b>COURSE CODE</b>	<b>ENG1A01</b>
<b>TITLE OF THE COURSE</b>	<b>LITMOSPHERE: THE WORLD OF LITERATURE</b>
<b>SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT</b>	<b>1</b>
<b>NO. OF CREDITS</b>	<b>3</b>
<b>NO. OF CONTACT HOURS</b>	<b>72 (4 Hours/Week)</b>

#### AIM OF THE COURSE:

This course aims to introduce the nature and types of literature to undergraduate students. This course is envisaged in such a way as to help students gain some insights into the art of creative thinking and writing and also to assist them in approaching literature in an analytical way. This eventually leads to develop the students' ability to understand various perspectives on life and literature. Another major purpose of the course is to familiarise the students with English language and literature so that they can appreciate and embrace the creative side of life too.

#### COURSE OBJECTIVES

- To develop the ability to appreciate life and literature
- To cultivate an interest in society and culture
- To envisage creative approach to life and literature

#### COURSE OUTCOME

At the end of the course, the students will be able to:

- develop the qualities necessary to become good, kind and responsible human being
- attain confidence to ask questions
- apply logical and analytical skills in various situations
- understand and apply problem solving skills
- assimilate new perspectives on life
- enhance the ability to express themselves through writing



## COURSE DESCRIPTION:

### A. COURSE SUMMARY

Module 1: 14 hrs

Module 2: 16 hrs

Module 3: 14 hrs

Module 4: 16 hrs

Evaluation: 12 hrs

**Total: 72 hrs**

### B. COURSE DETAILS:

#### MODULE 1: Literature- Initiation

1. To Posterity (poem)- Louis MacNeice

2. The Rocking Horse Winner (Short Story) -D H Lawrence

3. "Memoirs of A Mad Man (Prose excerpts from Autobiography)-Gustave Flaubert

#### MODULE 2: Creative Thinking and Writing

1. The Thought Fox (poem)-Ted Hughes
2. Poetry (poem)-Marianne Moore
3. Excerpt from *An Autobiography*(Prose)-Agatha Christie
4. Half a Day (Short story)-Naguib Mahfouz

#### MODULE 3: Critical Thinking

1. To a Reason (Poem)- Arthur Rimbaud
2. The Adventures of the Retired Colourman (Short Story)--Arthur Conan Doyle
3. Trifles (One-Act Play)-Susan Glaspie

#### MODULE 4: Perspectives

1. Body Without the "d" (Poem)-Justice Ameer
2. Sleeping Fool (Poem)-Suniti Namjoshi
3. The Cockroach (Short Story)-Luis Fernando Verissimo; translated by Anna Vilner
4. About Dalit Literature" (Prose)-Sharankumar Limbale

5. Purl (Short Film)-Kristen Lester

<b>CODE</b>	<b>TITLE</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>
<b>ENG1A01</b>	<b>LITMOSPHERE:THE WORLD OF LITERATURE</b>	<b>BoS English (UG) University of Calicut</b>	<b>University of Calicut</b>

**FURTHER READING:**

Koshy, A V- *A Treatise On Poetry for Beginners*. CreateSpace Independent Publishing Platform, 2012

Rilke, Rainer Maria -*Letters to a Young Poet*. Yogi Impressions, 2003.

Esplugas, Celia & Landwehr, Margarete. "The Use of Critical Thinking Skills In Literary Analysis". *Foreign Language Annals*, 2008. 29. 449 - 461.  
10.1111/j.1944-9720.1996.tb01256.x.

LaPlante, Alice - *The Making of a Story: A Norton Guide to Creative Writing*. WW Norton, 2009.

Michael Michalko- *Cracking Creativity*. Ten Speed Press, 2001.

## ENG2A03

### READINGS FROM THE FRINGES

<b>COURSE CODE</b>	<b>ENG2 A03</b>
<b>TITLE OF THE COURSE</b>	<b>READINGS FROM THE FRINGES</b>
<b>SEMESTER IN WHICH COURSE IS TO BE TAUGHT</b>	<b>2</b>
<b>NO. OF CREDITS</b>	<b>4</b>
<b>NO. OF CONTACT HOURS</b>	<b>72 (4hrs/week)</b>

#### **Aim of the Course:**

This course aims to make the student understand the gender inequality, marginalization, disability studies, racism and casteism in our society. Though this engagement has been part of literary academic analysis, it has just begun making its foray into the syllabus of English departments of Indian universities. This paper hopes to introduce undergraduate students to perspectives within literatures that acquaint them with both experiences of marginalization, as well as the examination of modes of literary stylistics that offer a variation from conventional practice.

#### **COURSE OBJECTIVES**

- To inculcate and apply the concepts of democracy and freedom in life and understand the basic tenets of our constitution
- To critically think and examine various social issues prevailing in our society

#### **COURSE OUTCOME**

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

- discuss and contemplate on the areas of gender inequality, marginalization, disability studies, racism and casteism
- develop sensitivity towards environmental concerns and feel responsible towards protecting nature.
- understand the everyday realities of the marginalized sections of the society and negate the stereotypes surrounding them and accept them as allies.
- To develop scientific temper and scientific thinking

## COURSE DESCRIPTION:

### A. COURSE SUMMARY

Module 1: 15 hrs

Module 2: 15 hrs

Module 3: 15 hrs

Module 4: 15 hrs

Evaluation: 12 hrs

**Total: 72 hrs**

### B. COURSE DETAILS:

#### **Module 1: Constitution, Democracy and Freedom**

1. "The Objectives Resolution"(Speech excerpt)- Jawaharlal Nehru
2. "How Many More Days, Democracy"(Poem) - Sameer Tanti
3. "When Salihan took on the Raj"(Article) - P. Sainath

#### **Module 2: Ecology and Science**

1. "Knowledge is Power"(Excerpt from Chapter 14 of *Sapiens: A Brief History of Humankind*)- Yuval Noah Harari
2. "A White Heron"(Short story) - Sarah Orne Jewett
3. "The Fish"(poem) - Elizabeth Bishop
4. "Everything I Need to Know I Learned in the Forest"(essay) - Vandana Shiva

#### **Module 3: Gender Equality**

1. "Fire" - Nikita Gill - Poem
2. "Accept Me" from *I am Vidya: A Transgender's Journey* - Living Smile Vidya
3. Dear Ijeawele (Letter-excerpt ) - Chimamanda Ngozi Adichie

#### **Module 4: Human Rights**

1. "Entre-vous to Adulthood" from *One Little Finger* - Malini Chib
2. "The Body Politic" (Poem) - Hiromi Goto
3. "Love- lines in the time of Chathurvarna" (Article) - Chandra Bhan Prasad
4. "The History Lesson "(Poem) - Jeanette Armstrong

## READING LIST:

### CORE TEXT:

CODE	TITLE	AUTHOR	PUBLISHER
ENG2A03	Readings from the Fringes	BoS (UG) University of Calicut	University of Calicut

### FURTHER READING:

Ambedkar, B. R. *Annihilation of Caste: An undelivered Speech*. New Delhi: Arnold Publishers, 1990.

Adichie, Chimamanda Ngozi. *We Should all be Feminists*. New York: Anchor Books, 2015.

Shiva, Vandana. *Water Wars: Privatization, Pollution and Profit*. Cambridge: South End Press, 2002.

Fanon, Frantz. *Black Skin, White Masks*. London: Pluto, 2008.

Gerty, Conor. *Can Human Rights Survive?*. Cambridge: Cambridge UP, 2006.

Girma, Haben. *Haben: The Deafblind Woman Who Conquered Harvard Law*. New York: Twelve, 2019.

## ENG2A04

### READINGS ON KERALA

<b>COURSE CODE</b>	<b>ENG2A04</b>
<b>TITLE OF THE COURSE</b>	<b>READINGS ON KERALA</b>
<b>SEMESTER IN WHICH COURSE IS TO BE TAUGHT</b>	<b>2</b>
<b>NO OF CREDITS</b>	<b>4</b>
<b>NO OF CONTACT HOURS</b>	<b>90(5HRS / WEEK)</b>

#### **Aim of the Course:**

This course aims to give an overview of Malayalam literature and provides a detailed understanding of the cultural and historical tradition of the society and the development of literary sensibility. The course also provides a detailed analysis of the evolution of Malayalam literature through various genres.

#### **COURSE OBJECTIVES**

- To enable the students to read and critically appreciate the different varieties of Kerala literature, writings and films
- To read and understand the diversity of Malayalam literature and understand its distinctions

#### **COURSE OUTCOME**

By the end of the course, the learner will be able to:

- develop critical understanding of literature of Kerala
- interrelate the cultural and historical tradition of the society and the development of literary sensibility
- Identify the diversity of literary endeavours and the cultural representations
- identify and apply the insights and values in everyday life as a Keralite
- critically analyse and interpret the present cultural production

## COURSE DESCRIPTION:

### A. COURSE SUMMARY:

Module 1: Formation	15 hrs
Module 2: Evolution	22 hrs
Module 3: Stimulation	16 hrs
Module 4: Propagation	25 hrs
Evaluation	12 hrs
Total 90 hrs	

### B. COURSE DETAILS:

#### Module 1: Formation

1. "History" (Prose) excerpt from *Malabar Manual* – William Logan
2. "Tribal Tale of Kerala" (Prose) excerpt from *Kerala Culture* – Prof S Achutha Warriar
3. "Ghoshayatra" (Poem excerpt) – Kunchan Nambiar

#### Module 2: Evolution

1. Excerpt from *Indulekha* (Novel) -O. Chandu Menon
2. Excerpt from "Atmopadeshathakam" (Poem) - Sree Narayana Guru
3. "Not an Alphabet in Sight" (Poem) –  
Poykayil Appachan
4. "Ayyankali: A Dalit Leader of Organic Protest" (Prose-excerpt) -  
M. Nisar, Meena Kandasamy
5. "Vakkom Moulavi: My Grandfather, the Rebel" (Prose) - Sabin Iqbal

#### Module 3: Stimulation

1. "Daughter of Humanity" (Story) - Lalithambika Antharjanam
2. "Kuttippuram Paalam" (Poem) – Edasseri
3. "Christian Heritage" (Story) - Vaikom Muhammad Basheer

#### Module 4: Propagation

1. "Myth and Literature" (Speech) -M T Vasudhevan Nair

2. “Rain at Heart” (Poem) –Sugathakumari
3. “Fifty years of Malayalam Cinema” (Prose) - VC Harris
4. “Malayalam’s Ghazal” (Poem) – Jeet Thayil
5. “Agni” (Story) - Sithara A
6. "Pictures Drawn on Water"( poem) - K.Satchidanandan

**READING LIST:**

**CORE TEXT:**

CODE	TITLE	AUTHOR	PUBLISHER
ENG2A04	Readings on Kerala	BoS English (UG), University of Calicut	University of Calicut

**Further reading:**

Logan, William. *Malabar Manual*. New Delhi: Low Price Publications, 2009

Prasad, Muni Narayana. *Narayana Guru: Complete Works*. New Delhi: NBT, 2006

Appachan, Poykayil. *Poykayil Appachante Paatukal (Unknown Subjects: Songs of Poykayil Appachan)*. Tiruvalla: IPRDS Eraviperur, 2008

Antherjanam, Lalithambika. *Cast Me Out If You Will*. Calcutta: Stree, 1998

Tharakan K M (Ed.). *Malayalam Poetry Today*. Thrissur: Kerala Sahitya Akademi, 1984

Abdulla, V, Asher, R E (Ed.). *Wind Flowers*. New Delhi: Penguin, 2004



## ENG3 A05

### READINGS ON INDIAN LITERATURES

<b>COURSE CODE</b>	<b>ENG3 A05</b>
<b>TITLE OF THE COURSE</b>	<b>READINGS ON INDIAN LITERATURES</b>
<b>SEMESTER IN WHICH COURSE IS TO BE TAUGHT</b>	<b>3</b>
<b>NO.OF CREDITS</b>	<b>4</b>
<b>NO.OF CONTACT HOURS</b>	<b>90 (5hrs/week)</b>

#### **Aim of the Course:**

The aim of this course is to familiarize the students with the emerging trends and growth of regional literatures in India. This course offers a choice selection of significant modern Indian literary works, produced in regional languages.

#### **COURSE OBJECTIVES**

- To enable the students to read and critically appreciate the different varieties of Indian literature, writings and films
- To read and understand the diversity of Indian writings and comprehend its nuances

#### **COURSE OUTCOME**

- Students learn to appreciate the multiple genres of Indian writings cutting across different sections of Indian Society
- Students can understand how social issues are represented in Indian literature

- Students will gain the knowledge of ‘Indianness’ through the works of Indian writers from different parts of India.
- Students will understand the pluralistic aspects of Indian culture and identity

## **COURSE DESCRIPTION**

### **A. COURSE SUMMARY**

Module 1: Poems	20 hrs
Module 2: Short stories	20 hrs
Module 3: Prose narratives	20 hrs
Module 4: Plays and Films	18 hrs
Evaluation	12 hrs

**Total 90 hrs**

### **B. COURSE DETAILS:**

#### **Module 1- Poem**

1. Small Towns and the River -- Mamang Dai
2. Dream: Midnight -- Sridala Swami
3. What you do? -- Omprakash Valmiki
4. Munda & Kondh songs
5. (Other) Wordly Folk Tale - Geet Cathurvedi

#### **Module 2--Short story and Fiction**

1. Scorn - Bama
2. Two in the next world - Rajendra Yadav
3. The Bride's Pyjamas- Akhtar Mohi- Ud-Din
4. The Night Train at Deoli - Ruskin Bond

### Module3- Prose narratives

1. The Future of the Past - (Editorial)
2. On University Education (Speech excerpt) – Bhupesh Gupta
3. World as One Economic and Cultural Unit - Meghnad Saha

### Module4 --Theatre and films

1. Beyond the Land of Hattamala (play) - Badal Sirkar
2. The Burning – ( short film )- V.S Sanoj
3. That Day After Every Day –( short film)- Anurag Kashyap
4. An Excerpt from *Abhijnanasakuntalam*

### READING LIST

#### CORE TEXT:

CODE	TITLE	AUTHOR	PUBLISHER
ENG3AO5	READINGS ON INDIAN LITERATURES	BoS (UG) University of Calicut	University of Calicut

#### FURTHER READING:

Kumar, Shiv K. *Contemporary Indian Short Stories in English*. New Delhi: Sahitya Akademi, 1991. Print

Peeradina, Saleem. *Contemporary Indian Poetry in English: An Assessment and Selection*. Bombay: Macmillan Co. of India, 1972. Print.

Contemporary Kashmiri Poetry: 1947-2010 (An Anthology of Post - Independence Indian Poetry in Kashmiri) Compiled by Aziz Hajini

Kambar, Chandrasekhara. *Modern Indian Plays*. New Delhi: National School of Drama, 2000. Print.

Sen, Amartya. *The Argumentative Indian: Writings on Indian History, Culture, and Identity*. New York: Farrar, Straus and Giroux, 2005. Print.

## ENG4 A06:

### SONGS AND STORIES OF OUR WORLD

<b>COURSE CODE</b>	<b>ENG4 A06</b>
<b>TITLE OF THE COURSE</b>	<b>SONGS AND STORIES OF OUR WORLD</b>
<b>SEMESTER IN WHICH COURSE IS TO BE TAUGHT</b>	<b>4</b>
<b>NO OF CREDITS</b>	<b>4</b>
<b>NO OF CONTACT HOURS</b>	<b>90 (5 hrs/wk)</b>

#### **Aim of the course:**

The course aims to provide students an overview of literary works from around the world. Through a selection of literary texts from different parts of the world and from different eras, the course offers an insight into the varied ways of self-expression of different peoples of the world.

#### **COURSE OBJECTIVES**

- To enable students to read, appreciate, and critically respond to literature of different cultures.
- To introduce a variety of literary texts from around the world from ancient to contemporary times.

#### **COURSE OUTCOME**

At the end of the course, the students will

- Gain familiarity with a variety of classical and marginal literatures.
- Acquire knowledge of literatures from around the world and from different eras.
- Have an awareness of the ways in which different cultures perceive the world around them and how they capture these experiences in literature.
- Develop empathy and understanding on the face of diverse peoples and their experiences.

#### **COURSE DESCRIPTION**

##### **A. COURSE SUMMARY**

Module I	24 Hours
Module II	24 Hours

Module III	15 Hours
Module IV	15 Hours
Evaluation	12 Hours
<b>Total</b>	<b>90 Hours</b>

## B. COURSE DETAILS

### Module I: Poetry

1. *The Odyssey* Book I, Lines 1-20 (Excerpt) – Homer
2. “In Kyoto” and “The Old Pond” (Haiku) – Basho
3. “I Have a Broom” – Zhai Yongming
4. “Won’t you celebrate with me” – Lucille Clifton
5. “To See Him Again” – Gabriela Mistral
6. “A Century Later” – Imtiaz Dharker
7. “Text” – Carol Ann Duffy
8. “Revolving Days” – David Malouf
9. “Threshold” – Ocean Vuong

### Module II: Stories

1. “The Barber’s Story of Himself”-The Thousand and One Nights (Arabian Nights)
2. “Uncle Podger Hangs a Picture” – Jerome K. Jerome
3. “Diary of a Madman” (Excerpt) – Nikolai Gogol
4. “War” – Luigi Pirandello
5. “The Green Leaves” – Grace Ogot

### Module III: Plays

1. *Faust* (Excerpt) – Johann Wolfgang von Goethe
2. *The Tempest*, Act III Scene I (The Log Scene) – William Shakespeare (Video)

### Module IV: Prose and Speech

1. “Getting Up on a Cold Morning” – Leigh Hunt
2. “Crediting Poetry” (Excerpts) – Seamus Heaney
3. “Commencement Speech 2016 at UC Berkley” – Sheryl Sandberg (Video)

## READING LIST

Core Text:

CODE	TITLE	AUTHOR	PUBLISHER
ENG4A06	Kaleidoscope: Songs and Stories of Our World	BoS English (UG) University of Calicut	University of Calicut

Further Reading:

Ferguson, Margaret, Tim Kendall, and Mary Jo Salter (Editors). *The Norton Anthology of Poetry*.

W. W. Norton and Company, 6<sup>th</sup> Edition, 2018.

Kaminsky, Ilya and Susan Harris (Editors). *The Ecco Anthology of International Poetry*. HarperCollins, 2010.

Dolley, Christopher (Editor). *The Penguin Book of English Short Stories*. Penguin, 2011.

**SYLLABUS FOR ELECTIVE COURSE (Ph. D)**

**ENGPHE1**

**ETHNIC STRIFE AND ITS RAMIFICATIONS IN SELECT SRI**

**LANKAN LITERATURE: A CRITIQUE OF SELECT SRI LANKAN**

**NARRATIVES**

**Module 1:**

**Studies on Diaspora**

- **Key concepts:** Migration, diaspora, ethnicity, homeland, ethnic conflicts, culture, identity, subjectivity, hybridity, multiculturalism, long distance nationalism, transnationalism

**Theorists:** Stuart Hall, Homi Bhabha, James Clifford, Paul Gilroy.  
Benedict Anderson

**References:**

Bhabha, Homi K. *The location of culture*. Routledge, 2012.

Gilroy, Paul. *The black Atlantic: Modernity and Double consciousness*. Harvard University Press, 1993.

Brubaker, Rogers. "The 'Diaspora' Diaspora." *Ethnic and racial studies* Vol 28, Issue no.1, Taylor & Francis Online, 2005. pp 1-19.

Clifford, James. "Diasporas." *Cultural Anthropology*, vol. 9, no. 3, 1994, pp. 302-338.  
*JSTOR*, [www.jstor.org/stable/656365](http://www.jstor.org/stable/656365).

Hall, Stuart. "Cultural Identity and Diaspora." *Diaspora and Visual Culture*. Routledge, 2014. pp 35-47.

Anderson, Benedict. *Imagined communities: Reflections on the origin and spread of nationalism*. Verso books, 2006.

**Module 2:**

**Diaspora Politics and Homeland Conflicts**

- Politics of Diaspora



- Migration and Ethnicity
- Ethnocentrism in transnational spaces
- Identity and Conflict

#### References:

Féron, Élise. "Transporting and re-inventing conflicts: Conflict-generated diasporas and conflict autonomisation." *Cooperation and Conflict* 52.3 (2017): 360-376.

Smith, Hazel Anne, and Paul Stares. *Diasporas in Conflict: Peace-makers or Peace wreckers?* United Nations University Press, 2007.

Demmers, Jolle. "Diaspora and conflict: Locality, long-distance nationalism, and delocalisation of conflict dynamics." *Javnost-The Public* 9.1 (2002): 85-96.

#### Module 3:

##### Sri Lankan Diaspora and Ethnic Strife: An overview

- History of Srilankan Ethnic groups -Colonization of Sri Lanka - Construction of ethnic and national identities -Ethnic conflicts
  - Migration-Displacement-Assimilation-cultural identities-conflicts language-racism-barriers-nostalgia and belongingness
  - Diaspora- markers of ethnic and cultural identity-contesting ethnic groups among diaspora-Srilankan ethnic strife-problematisation-divides and dialogues among diaspora-long distance nationalism and secessionism

#### References:

Zang, Benzi. "Identity in Diaspora and Diaspora in Writing: the poetics of cultural transrelation." *Journal of International Studies*. Vol. 21, No-1, 2000

Lau, Lisa. "The Sinhalese Diaspora: New Directions in Sri Lankan Diasporic Writing." *South Asia: Journal of South Asian Studies* 39.1 (2016): 47-63.

Demmers, Jolle. "New Wars and Diasporas: suggestions for research and policy." *Peace, Conflict and Development* 11 (2007): 1-26.

Salgado, Minoli. *Writing Sri Lanka: Literature, resistance and the politics of place.* Routledge, 2007.

#### Module 4:

## **A Study of Selected Texts**

- Nayomi Munaweera *An Island of Thousand Mirrors*
- Ambalavaner Sivanandan *When Memory Dies*
- Roma Tearne *Brixton Beech,*
- Michael Ondaatje *Anil's Ghost,*
- Romesh Gune Sekere *Heaven's Edge*

# DEPARTMENT OF HISTORY

## **HIS6 B11-INDIAN HISTORY- 4**

Course Category: Core Course -11

No. of Credits-4

No. of Contact- 5 Hours per week

### ***The Making of Contemporary India***

#### **Course Outcomes**

- CO 1.** Realise the social and economic issues of contemporary India and engage in the socially useful productive works
- CO2.** Define a pluralistic society and its relationship to our democratic principle
- CO3.** Realise the importance of the constitution of India and recognize the contribution of leaders and personalities who prepared it.
- CO4.** Aware of the environmental issues of the country and contributed to the sustainable development activities
- CO5.** Identifying the cardinal principles of Foreign Policy of India and think highly of national leaders who contributed to the ideology of peaceful co existence

#### **Module I: Laying the Foundation of Modern India**

- ♥ Partition and challenges; integration of princely states- strategies of Sardar Vallabhai Patel
- ♥ Framing of constitution; BR Ambedkar- significant features of Indian constitution- Preamble- Fundamental Rights and Duties- Directive Principles- nationality and citizenship
- ♥ linguistic reorganisation of states- multi cultural system and the principle of unity in diversity

## Essential Readings

Durga Das Basu, *Introduction to the Constitution of India*  
Bipan Chandra, *Essays on Contemporary India*  
Bipan Chandra, Mridula Mukerjee and Aditya Mukerjee, *India since Independence*  
Bipan Chandra. et. al (ed.), *India After Independence*

## References

Gyanendra Pandey, *Remembering Partition*  
Ramachandra Guha, *India After Gandhi: The History of the World's Largest Democracy*  
Francis R Frankel, *India's Political Economy, 1947-77*  
Joya Chatterji, *The Spoils of Partition: Bengal and India, 1947-67*  
Granville Austin, *Indian Constitution: Cornerstone of a Nation*  
Nonica Dutta, *Violence. Martyrdom and Partition: A Daughters Testimony*

## Module II: Nation Building

- ♥ Nehruvian era; Development and reconstruction- focus on technology-economic planning- mixed economy-industrialisation-land reform measures-Green Revolution
- ♥ Growth of parliamentary democracy
- ♥ Indian foreign policy in the era of cold war; NAM and Panchsheel-India Pakistan Relations- Kashmir conflict- border disputes- relation with China

## Essential Readings

Bipan Chandra, *Essays on Contemporary India*  
Appadurai, *Domestic Roots of India's Foreign Policy 1947-1972*

## References

S.Gopal, Jawaharlar Nehru. *A Biography*, vol. 2, 1947-1956  
S.Gopal, Jawaharlal Nehru. *A Biography*, vol. 3, 1956- 1964  
Amartya Sen, *Argumentative India*

## Module III: Pattern of Indian Development- Post-Nehruvian Era

- Reforms of Indira Gandhi; Nationalisation- Growth of public sector- Morarji Desai and Demonetisation
- Reforms of Rajiv Gandhi; New Education Policy
- Changes after 1990; New economic reforms- Liberalization, Privatization, Globalization (LPG)- Responses to new reforms
- Employment Generation Programmes; MGNREGP

## Essential Readings

Bipan Chandra, Mridula Mukerjee and Aditya Mukerjee, *India Since Independence*

Bipan Chandra, et al (ed.) *India After Independence*  
Ramanuj Ganguli, *Globalisation in India: New Frontiers and Emerging Challenges*  
Rama Chandra Guha, *India after Gandhi*

### References

TT Ram Mohan, *Privatisation in India: Challenging the Economic Orthodoxy*  
Joseph Stiglitz, *Globalization and Its Discontents*  
Amartya Sen, *Argumentative India*  
Naomi Klein, *No Logo: No Space, No Choice, No Jobs*

### Module IV: New challenges and responses

- ♥ Internal squabbles and declaration of Emergency in India
- ♥ Naxalite movements ; general trends
- ♥ Regionalism and militant activities; Kashmir, Punjab and Assam
- ♥ Revival of caste politics; VP Singh and Mandal Commission
  
- ♥ Communalism and violence; The Delhi riots- Babri issue-Gujarat Carnage
- ♥ Development and ecology; Water disputes- social and environmental consciousness-  
*Chipko* movement- *Narmada Bachavon Andolan*
- ♥ Dalit movements and Tribal movements (Issue based discussion )
- ♥ Issues of human rights- RTI- Food Safety Bill- Right to education –Mass Media and  
Social Media

### Essential Readings

Paul R Brass. *The Politics of India since Independence*  
Bipan Chandra. *In the Name of Democracy: JP Movement and the  
Emergency*  
KN Panikkar. *Communal Threat, Secular Challenge*

### References

Mushirul Hasan. *In Search of Identity: Indian Muslims Since Independence*  
Christopher Jafferlot . *The Hindu Nationalist Movement in Indian Politics*  
KN Panikkar. *Before the Night Falls: Forebodings of Fascism in India*  
KN Panikkar. *The Concerned India's Guide to Communalism*  
Gail Omvedt. *Dalit Visions*  
Ramachandra Guha. *The Unquiet Woods: Ecological Change and Peasant Resistance in  
Himalaya*  
Ramachandra Guha and Madhav Gadgil. *This Fissured Land*  
Vandana Shiva. *Staying Alive. Women, Ecology and Survival in India*  
Vandana Shiva. *The Violence of Green Revolution*  
Uma Chakravarti and Nanditha Haskar. *The Delhi Riots. Three Days in the Life of a Nation*  
P Sainath. *Everybody Loves a Good Drought: Stories from India's Poorest  
Districts*

## HIS6 B14-INDIAN HERITAGE AND PLURALITY OF CULTURES

Course Category: Core Course -14

No. of Credits: 4

No. of Contact Hours: 5 Hours per week

( Topics should be studied in relation to the core theme; Indian Heritage and Plurality of Cultures)

### Course Outcomes

CO1. Realise the diverse nature of Indian culture

CO2. Involve in nation building process with an understanding on multicultural system of the country

CO3. Realise the values and ideologies of secular movements and ideologies of the Country

### Module I: Plurality and the elements of dissent in Ancient India

- ♥ Pluralism; definition and scope-Monism- Coercive singular
- Multiculturalism in the formation of Early India- the concept of *VasudaivaKudumbakam*- the idea of *Tatwamasi*
- ♥ Cultural confluence in Buddhism and Jainism
- ♥ Ashoka Dhamma and setting of social norms; principle of tolerance and environmental concerns
- ♥ Dissent and protest to existing knowledge and philosophy; Ajitha Kesakambali and Indian materialism- Lokayatas

### Essential readings

Romila Thapar. *Early India from the Origins to AD 1300*

Tony Joseph. *Early Indians: The Story of Our Ancestors and Where We Came From*

Asok Vajpeyi (ed.). *India Dissents: 3000 years of Difference, Doubt and Agreement*

Yuval Noah Harari. *Sapience: A Brief History of Humankind*

Vijaya Ramaswamy. *Devotion and Dissent in Indian History*

### References

Mark Bevir. *Modern Pluralism: Anglo American Debate Since 1880*

William E Connolly. Pluralism

DN Jha. *Ancient India in Historical Outline*

AL Basham. *The Wonder that was India*

----- *Cultural History of Early India*

Pooja Lamba Cheema. *The Crucible Dhamma*

Irfan Habib and Vivekananda Jha. *Mauryan India*

Irfan Habib and Vijay Thakur. *The Vedic Age*

Debi Prasad Chattopadhyaya. *Lokayata :A Study in Ancient Indian Materialism*

L. Egair Humphrey. *Ajita Kesakambali*

Romila Thapar. *Asoka and the Decline of the Mauryas*

BS Prasad. *Jainism and Buddhism :Comparative Study*

## Module II: Medieval Synthesis

- ♥ Bhakti and Sufi tradition; making of a composite culture- cross fertilization of religious ideas – Kabirdas, Gurunanak; Adigranth and concept of equal justice - Lal Ded- Basava cult
- ♥ Akbar- Sulh-i-kul (Universal peace)-Ibadathkhana and idea of secular nationalism- Darashikho-*Majmaulbahrain* (sagarasangamam)- Razam nama
- ♥ Cultural confluence in Indo Islamic art- architecture and paintings

## Essential Readings

Athar Ali. *Medieval India: Ideas, Tradition and Cultural Values*

Paul Smith. *The Book of Dara Shikoh: Life, Poems and Prose*

Upinder Singh. *A History of Ancient and Early Medieval India: From the Stone age to the 12<sup>th</sup> century*

## References.

Shahabuddin Iraqi. *Bhakti Movement in Medieval India: Social and Political Perspectives*

Satish Chandra. *Medieval India : From Sultanate to the Mughals*

-----*Medieval India: The Story of a Civilization*

-----*State, Pluralism and Indian Historical Tradition*

Meenakshi Khana. *Cultural History of Medieval India*

Anne Marie Schimmel. *The Empire of the Great Mughals: History, Art and Culture*

KN Chitnis. *Socio Economic History of Medieval India*



### Module III: National movement and After: The idea of 'India'

- ♥ 1857 revolt and Hindu Muslim Unity- National Movement and practice of multiculturalism
- Tagore and the idea of Universal brotherhood-*Geethanjali*
- ♥ Gandhi's programme on Hindu Muslim Unity
- ♥ Multicultural discourses and claiming spaces; Jothiba Phule, Tarabai Shinde- Ambedkar-*GulamGiri (reading)*
- ♥ Constitution as a multicultural document- preamble of the Constitution
- ♥ Indian advocates of Pluralism-Nehru and the Democratic India- Amartya Sen and the 'Argumentative Indian'
- ♥ Threat to the principle of secularism-shift from pluralism to communal and caste politics-citizen unbecoming; politics of exclusion-pluralism to fragmentation- Globalisation and homogenisation of cultures

### Essential Readings

Jawaharlal Nehru. *The Discovery of India*

Amartya Sen. *The Argumentative Indian: Writings on Indian History, Culture and*

*Identity*

Irfan Habib. *The National Movement. Studies in Ideology and History*

### References.

Bipan Chandra, *Essays on Contemporary India*

Bipan Chandra, Mridula Mukerjee and Aditya Mukerjee, *India Since Independence*

Bipan Chandra. et. al (ed.), *India After Independence*

Ramachandra Guha, *India After Gandhi: The History of the World's Largest*

*Democracy* S.Gopal, Jawaharlar Nehru. *A Biography*, vol. 2, 1947-1956

S.Gopal, Jawaharlal Nehru. *A Biography*, vol. 3, 1956- 1964

KN Panikkar. *Communal Threat, Secular Challenge* Mushirul Hasan. *In Search of Identity: Indian Muslims Since Independence*

Shashi Tharoor. *India from Midnight to the Millennium*

### Module IV: Plurality: The Kerala Experience

- ♥ The idea of cultural symbiosis; Tarisappally-Jewish and Muccunti inscriptions
- ♥ Socio-religious movements and Kerala modernity; Vaikuntaswamy-Narayanaguru and idea of brotherhood - Ayyankali-Poyikayil Appacchan-Vakkom Abdul Khadar Moulavi
- ♥ Modern education and accommodation of societal diversity

## Essential Readings

MGS Narayanan. Cultural Symbiosis in Kerala

MGS Narayanan. *Perumals of Kerala*

A Sreedhara Menon. *A Survey of Kerala History*

K N Ganesh. *Keralathinte Innalekal*

Raghava Varier and Kesavan Veluthat. *Tarisappallippattayam*

A Sreedhara Menon, *Kerala History and Its Makers*

TK Ravindran, *Institutions and Movements in Kerala History*

KN Panikkar, *Essays on the History and Society of Kerala*

# **POLITICS AND INTERNATIONAL RELATIONS**

**INTEGRATED MA**  
**POLITICS AND INTERNATIONAL RELATIONS**

**Semester I**

**CORE COURSE**

**PIR1IB01 FOUNDATIONS OF POLITICAL SCIENCE**

This course introduces fundamentals of Political Science, its history and approaches, and an assessment of its critical and contemporary trends. This course aims to introduce certain key aspects of conceptual analysis in Political Science and the skills required to engage in debates surrounding the application of the concepts.

**Module I: Nature of Political Science:**

- A) Meaning, Scope and **Significance of Political Science.**
- (B) Approaches: Traditional- Historical, Philosophical, Institutional, and legal.  
Modern- Empirical, Behavioural, Post-Behavioural
- C) Traditions of Political Theory Liberal and Marxian

**Module II: State and Society**

- (A) **Meaning and inter relationships.**
- (B) **Nature and functions of the state: Liberal and Marxian Views**
- (C) Elements of the State
- (D) Theories of the origin of the state with special reference to Evolutionary theory.

**Module III: Political System**

- (A) System Analysis, (B) Input-Output Analysis (C) Structural Functional Analysis

**Module IV: Sovereignty**

Meaning, Monistic and Pluralistic interpretations, **Sovereignty in the context of Globalisation**

**Module V: Governmental structures and functions.**

- (A) **Theory of Separation of power**
- (B) Legislature, Executive and Judiciary - functions

**Books and References**

1. Alan R. Ball, Modern Politics and Government, Palgrave Macmillan, 2008.
2. Andrew Heywood, Political Theory: An Introduction, Palgrave Macmillan, New York, 2008.
3. Asirvatham & Misra, Political Theory, S.Chand & Company, New Delhi. 2001.
4. David Robertson, The Dictionary of Politics, Routledge, Ane Books, New Delhi, 2007.
5. Gauba O.P, An Introduction to Political Theory, Macmillan Publishers, New Delhi, 1995.
6. Harold J. Laski, Grammar of Politics, Surjeeth Publications, New Delhi, 2006.
7. L. S. Rathore, Relevance of Political Theory, Rawat Publishers, New Delhi 2010.
8. Mahajan. V.D, Political Theory, Chand & Company, New Delhi, 2009.
9. Peter B. Haris, Foundations of Political Science, Oxford IBH. 2009.
10. Hovyda Abbas & Ranajay Kumar, Political Theory, Pearson, 2012.
11. Almond & Powell, Comparative Politics: A Developmental Approach, PHI, New Delhi, 2005.
12. Andrian Leftwitch (ed), What is Politics, Polity? Atlantic Distributors, New Delhi, 2005.
13. Appadorai A, Substance of Politics, Oxford University Press, New Delhi, 2002. 14. Andrew Heywood, Politics, 3rd edition, Palgrave Macmillan, New York, 2007

## Semester II

### Core Course PIR 2IB02 - CONCEPTS OF POLITICAL SCIENCE

#### CONCEPTS OF POLITICAL SCIENCE -

This course introduces basic concepts and ideas in Political Science. At end of the course students will develop clear understanding of some of the important ideas in the discipline. This would enable the students to understand and analyse the polity and society in which they live.

**Module I:** Basic Concepts in Political Theory

Law, Equality, Liberty, Justice, Rights and Duties: Meaning

**Module II:** Modern Concepts in Political Science

Power, Influence, Authority, Legitimacy, Political Culture, Political Socialisation

**Module III: Democracy**

Meaning and interpretations

Conditions necessary for the working of Democracy

Procedural and Substantive Democracy

Direct and Representative Democracy- Devices of Direct Democracy

**Module IV:**

A) Political Parties, Interest groups and Pressure groups

B) Public Opinion: Agencies of Public Opinion, Propaganda

**Module-V** Major Themes in Contemporary Politics

Globalisation, Environmentalism, Feminism

#### Books and References

1. Appadorai A, Substance of Politics, Oxford University Press, New Delhi, 2002.
2. Alan R.Ball, Modern Politics and Government, Palgrave Macmillan, New York, 2008.
3. Andrew Heywood, Key concepts in Politics, Palgrave Macmillan, New York 2007.
4. Barrie, Axford –etal, Politics an Introduction, Routledge London 2008.
5. Dahl, R & Bruce Stinebrickner, Modern Political System. Pearson, New Delhi- 2008.
6. David Robertson, Dictionary of Politics, 3 edition, Routledge, Ane Books, New Delhi, 2007.
7. Gauba O.P, Introduction to Political Theory, Macmillan Publishers, New Delhi, 1995.
8. H.J.Laski, Grammar of Politics, Surjith Publications New Delhi 2006.
9. Mahajan V.D, Political Theory, Chand & Company, New Delhi, 2009.
10. Peter B.Haris, Foundations of Political Science, Oxford IBH. 2007.
11. Urmila Sharma &S.K.Sharma, Principles and theory of Political Science, Atlantic Publishers New Delhi 2007.
12. Varma S.P, Modern Political Theory, Vikas, New Delhi.1984.
13. Shafali Ray, Society and Politics in India: Understanding Political Sociology, PHI Learning, New Delhi, 2014.
14. Samir Das Gupta, Political Sociology, Pearson, New Delhi, 2014.

# **Department of Psychology**

## B.SC PSYCHOLOGY

**SEMESTER V**

**PSY5B02**

**Credits : 2**

**SOCIAL PSYCHOLOGY**

**48 hours**

### Objectives:

- To equip the students with basic aspects of social psychology
- To introduce the psychological aspects of various social phenomena
- To create awareness about the management of human behaviour in group settings

### Course Outcomes

- Understand the historical and scientific origin and development of the Social Psychology
- Demonstrate the ability to state the fundamental principles of social psychology
- Describe the basic psychological theories, principles, and concepts explaining social perception attitude formation, group processes, pro-social behavior, conformity/obedience and stereotyping/prejudice
- Predict the outcomes of various social situations through application of social psychology principles

### Module 1: 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 2: 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.

### 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

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, 12 th 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)*.Hyderbad: Neelkamal Publications Pvt.Ltd.

Feldman, R.S. (2001). *Social Psychology, 3rd ed.* N J. Pearson Education.

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



# B.SC PSYCHOLOGY

SEMESTER V

PSY5B04

Credits : 3

## PSYCHOLOGICAL COUNSELLING

48 hours

### Objectives:

- To acquire theoretical knowledge in the areas of psychological counseling
- To understand the applications of counseling in various settings
- To practice counseling techniques through roleplays

### Course outcomes

- Able to understand the importance and application of psychological counselling.
- Able to understand the basic skills necessary for Psychological counselling.
- Differentiate different counselling approaches used
- Critically analyze ethical issues in counselling

### Module1:

16 hours

**Counseling and Helping.** Definition and scope of Counselling. Goals of counseling. Conditions facilitating effective counselling. Counsellor and counsellee characteristics. Characteristics of an effective counsellor.

An overview of Egan's Model – Problem-management and Opportunity-development approach to Helping – Outline of the three stages. Stage 1 – The Current Picture: Help clients clarify the key issues, Stage 2- The preferred picture: Help clients identify and set goals. Stage 3- The Way Forward: Help clients develop strategies and plans for goal implementation

### Module2:

8 hours

Approaches to counselling: Person-centered counselling, Psychoanalytic counselling, Cognitive counselling, Behavioral counselling, Eclectic approach

### Module3:

14 hours

### Counseling Skills and Techniques

Opening Techniques – Greeting, topics, physical arrangements, attitudes, Non verbal skills (SOLER), Rapport building. Listening techniques - Active listening, forms of poor listening

Open-ended questions, Silence, Focusing, Empathic responding, Paraphrasing and reflecting, Probing and Summarising, Structuring

Acceptance techniques, Structuring techniques, Leading techniques, Reassurance and suggestion methods, Challenging, Interpretation & confrontation, Timing & Pacing, Advanced empathy

Divergent thinking, Goal setting, Decision making, Problem solving, Role playing, Advice and information giving strategies, Terminating skills

**Module4:****10 Hours**

**Applications of Counselling in various settings (briefly):** School counselling, Career Counseling and Guidance, College counselling, Premarital counselling, HIV/AIDS counselling, counselling for terminally ill. Group counseling Values in counselling. Ethics in counselling. Legal aspects in counselling. Professional codes.

*Note: A few major skills like active listening, paraphrasing and reflecting are to be practiced through role plays in the class.*

**Reference:**

- Capuzzi, D. (2007). *Counselling and psychotherapy: Theories and intervention*. New Delhi: Dorling Kindsley.
- Egan, G. (1990). *The skilled helper: A systematic approach to effective helping*. Thomson Brooks/Cole Publishing Co.
- Jones, R.N. (2008). *Basic Counselling Skills- A helper's manual*. New Delhi: Sage Publishers.

## OPEN COURSE

To be offered by Department of Psychology for other students

### OPEN COURSE CHOICE II

SEMESTER V

PSY5D02

Credits : 3

LIFESKILL APPLICATIONS

48 hours

#### Objectives:

- To promote life skilled education
- To develop abilities for adaptive and positive behavior
- To enhance self-confidence and self-esteem **Course outcomes**
- Develop and exhibit accurate sense of self
- Applying comprehensive set of skills and knowledge for life success
- Understand the communication process and its benefits
- Able to practice , and translate performance of life skills into efficient habits

#### Module 1 : Introduction

8 hours

Life Skill: Concept, meaning, definition, need, Importance, Ten core life skills.

#### Module 2: Self awareness, Empathy and Problem solving

12 hours

Self awareness: concept, importance of self awareness, skills to become self aware and benefits of self awareness in real life.

Empathy: Need for empathy, importance of empathy in building relationships, benefits of empathy in real life. Problem solving: Steps of problem solving, using problem solving skill in solving real life problems

#### Module 3 : Survival Skills, Effective communication and Negotiating skills

14 hours

Survival Skills: Interpersonal relations-building of interpersonal relations, skill to improve interpersonal relations

Effective communication: listening skills, verbal and non verbal communications.

Negotiating skills: decision making-importance of effective decision making in real life, career decision making

#### Module 4: Life skill indifferent area

14 hours

Life skill for preventing addiction-life skill for career planning and development-life skill for women empowerment-life skill training for various groups (Adolescents, youth).

## Reference

Hurlock,B.E. (2007). Developmental Psychology. New Delhi:Tata MC Grew Hill Publishing Co.Ltd

Nelson – Jones, R. (2007). Life Counseling Skills.New Delhi :Sage Publishers

Rajasenana ,U. (2010). Life skills,Personality and Leadership.Chennai,RGNIYD

UNESCO and Indian Natotional Commission for Cooperation .(2001). Life skills in Non formal Education;A Review. Paris.

UNESCO-<http://www.unesco.org>

Wadker,A.(2016).Lifeskills for success. Delhi:Sage Publications

WHO (1999) Partners In Life Skill Education: Conclusions from a Uninvited Nations Inter - Agency Meeting, Geneva

WHO-<http://www.who.int/en/>

## B.SC PSYCHOLOGY

**SEMESTER VI**

**PSY6B02**

**Credits :3**

**APPLIED SOCIAL PSYCHOLOGY**

**64hours**

### **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.

### **Course Outcomes**

- Demonstrate the application of social psychology in different areas like clinical, Educational, health and media.
- To get an outline regarding different aspects of social problems in India
- Able to examine the media related violence and recommend the preventive measures for aggression.

### **Module 1: 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 2: 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 decisionmaking.

### **Module 3: 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 factors, drive theories, modern theories of aggression. Determinants of aggression: social, personal, situational. Prevention and control of aggression.

### **Module 4: 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.

<b>SEMESTER VI</b>	<b>B.SC PSYCHOLOGY PSY6B04</b>	<b>Credits: 3</b>
<b>LIFE SKILL EDUCATION: APPLICATIONS AND TRAINING.</b>		<b>48 hours</b>

**Objectives:**

- To promote life skilled education
- To develop abilities for adaptive and positive behavior
- To enhance self-confidence and self-esteem

**Course Outcomes**

- Develop and exhibit accurate sense of self
- Able to identify coping skills and its applicability
- Understand the communication process and its benefits
- Applying comprehensive set of skills and knowledge for personal enhancement

**Module1 Introduction to life skills**

**12 hours**

. Life skill; Need and importance-definition and interpretation by WHO-Origin and development of concept of life skill.

**Module2 Mother Skills, Survival skills and Communication skills**

**12 hours**

Mother skills: self awareness – development of self theories-assessment ; empathy. Survival Skill: inter personal and intrapersonal orientations, interpersonal attraction & theories-skill to develop relations and resolve conflicts. Effective communication: components of communication. Listening-verbal and non verbal skills.

**Module3 Thinking Skills, Coping Skills**

**12 hours**

Thinking skills: Critical thinking & creative thinking and media thought.

Negotiating skills: Decision making-problem solving.

Coping skills: Life skills for stress & time management; symptoms of anxiety-overcoming anxiety-goal setting and planning.

**Module4 Life skill in different area**

**12 hours**

Life skill for preventing addiction-life skill for career planning and development-life skill for women empowerment-life skill training for various groups (Adolescents, youth).

**References**

Hurlock, B.E. (2007). Developmental Psychology. New Delhi: Tata MC Graw Hill Publishing Co. Ltd

Nelson – Jones, R. (2007). Life Counseling Skills. New Delhi : Sage Publishers

Rajasenan, U. (2010). Life skills, Personality and Leadership. Chennai, RGNIYD

UNESCO and Indian National Commission for Cooperation. (2001). Life skills in Non formal Education; A Review. Paris. UNESCO-<http://www.unesco.org>

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WHO (1999) Partners In Life Skill Education: Conclusions from a Uninvited Nations Inter - Agency Meeting, GenevaWHO-<http://www.who.int/en/>



**AUDIT COURSE RELATED TO  
HUMAN VALUES**



**UNIVERSITY OF CALICUT**

**Abstract**

General and Academic - Faculty of Humanities -Syllabus of the Audit Course, Human Rights (4 credits) for III semester CBCSS UG Programmes -Implemented wef 2019 Admn onwards - Subject to ratification by the Academic Council - Orders issued

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**G & A - IV - B**

U.O.No. 8672/2021/Admn

Dated, Calicut University.P.O, 01.09.2021

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- Read:-*1. U.O.No. 4368/2019/Admn dated 23.03.2019  
2. U.O No. 10662/2020/Admn dated 13.11.2020.  
3. Item No.2 of the minutes of the meeting of BoS, in Political Science UG ,held on 28.07.2021  
4. Remarks of the Dean, Faculty of Humanities dated 10.08.2021.  
5. Orders of the Vice Chancellor dated 10.08.2021.

**ORDER**

1. The Regulations for Choice Based Credit and Semester System for Under Graduate (UG) Curriculum- 2019 (CBCSS UG Regulations 2019) for all UG Programmes under CBCSS-Regular and SDE/PrivateRegistration w.e.f. 2019 admission has been implemented, vide paper read (1), and the same was modified vide paper read (2) above.
2. As per the Clause 4.10 of the CBCSS UG Regulations 2019, there shall be one Audit Course each in the first four semesters and at the end of each semester there shall be examination conducted by the college from a pool of questions (QuestionBank) set by the University.
3. The Board of Studies in Political Science UG, vide paper read as (3) above , has resolved to approve the syllabus of the Audit course "Human Rights" for the III Semester CBCSS UG Programmes w e f 2019 Admission onwards.
4. The Dean, Faculty of Humanities vide paper read as (4) above has approved Item no. 2 of the minutes of the meeting of the Board of Studies in Political Science UG, held on 28.07.2021 .
5. Considering the urgency, the Vice Chancellor has approved Item no. 2 of the minutes of the meeting of the Board of Studies in Political Science UG, held on 28.07.2021 and has accorded sanction to implement the Syllabus of the Audit Course- Human Rights, subject to the ratification by the Academic Council.
6. The Syllabus of the Audit Course, Human Rights(4 credits) for III semester CBCSS UG Programmes is therefore implemented wef 2019 Admission onwards.
7. Orders are issued accordingly. (Syllabus appended)

Arsad M

Assistant Registrar

To

The Principals of all Affiliated Colleges.

Copy to: PS to VC/ PA to Registrar/PA to CE/JCE I/JCE II/JCE III/JCE IV/JCE VIII/ Digital Wing/SF/DF

Forwarded / By Order

Section Officer

**IIIrd SEMESTER CBCSS UG  
(2019 admission onwards)  
ABILITY ENHANCEMENT COURSE/ AUDIT COURSE  
AUD3E03- HUMAN RIGHTS**

**CREDITS :4**

**Course outcomes**

1. Understand the importance and different approaches to Human rights
2. Understand the different mechanisms of United Nations to ensure and protect the Human Rights
3. Understand the different Constitutional provisions and legislations to protect Human Rights in India
4. Analyse the functions of NHRC, Judiciary and PIL for protecting Human Rights in India
5. Examine the challenges to Human Rights of different vulnerable sections

**MODULE -I**

HUMAN RIGHTS; Meaning, Evolution and Importance

Approaches; Western, Marxian, Feminist and Third World

**MODULE - II**

U N O AND HUMAN RIGHTS

- (a) Universal Declaration of Human Rights
- (b) International Covenants on Civil and Political Rights (ICCPR),  
International Covenant on Social Economic and Cultural Rights (ICSECR)

(c) The Office of the United Nations High Commissioners for Human Rights (UNHCHR)

## **MODULE- II**

### HUMAN RIGHTS IN INDIA

(a) Constitutional Provisions- Fundamental Rights, Directive Principles of State Policy

(b) Some important Legislations

1) Protection of Civil Rights Act-1955

2) Prevention of Atrocities (SC and ST) Act 1989

3) Sexual Harassment of Women at workplace (Prevention, Prohibition and Redressal) Act, 2013

4) The Rights of Persons with Disabilities Act-2016

5) Right to information Act 2005

(c) Agencies Protecting Human Rights ; Judiciary, Public Interest Litigation, National Human Rights Commission and Media

## **MODULE- IV**

### CHALLENGES TO HUMAN RIGHTS

Human Rights Violations against Women, Children, Other marginalised sections like Minorities, Dalits, Adivasis and Women, Refugees

### BOOKS AND REFERENCES

1 Andrew Clapham, Human Rights: A Very Short Introduction, Oxford University Press, New York, 2007

2 Darren J O Byrne,(ed), Human Rights: An Introduction, Pearson, New Delhi,2004

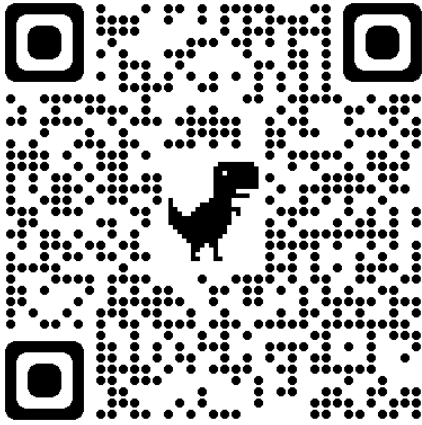
3 Chiranjeevi Nirmal, Human Rights in India, Oxford University Press, New Delhi,1997.

4 Pavithran K S,(ed), Human Rights in India: Discourse and Contentions, Gyan books, New Delhi,2018

5 Ujwal Kumar Singh, (ed), Human Rights and peace: Ideas, Laws, Institutions and Movements, Sage, New Delhi,2009

- 6 Upendra Bax,: The RIGHT to be Human Lasncer International New Delhi, 1987.
- 7 Johari J.C Human Rights and New World Order Anmol Publications , New Delhi, 0998

# **CATECHISM**



## Catechism Course

### Providence Women's College

Run by the sisters of the Apostolic Carmel Congregation, the college has a well structured mechanism to conduct Catechism as a course. Despite the hectic academic schedule in the cluttered semester system, it has been running this course systematically for decades. Third hour of every third working day is allotted for the same. Faith formation is catechesis (teaching the faith) which aims deepen students' contact with Jesus Christ via educational and enrichment opportunities. Designed to touch the intellect as well as the heart, these programs help people live and experience a more Christ-centered life. ***The Holy Bible is the basis for the studies together with Church Documents and Catechism of the Catholic Church.*** The course is intended to inculcate in students gospel values like love for God and people ,caring for the sick and old, rendering a supporting hand to the needy, protecting the environment, mitigating global warming , purposeful living etc. Automatically these virtues will reflect in them and lead them to society .They are encouraged to participate in nation building activities and programmes that foster social harmony and compassionate living .Students' efforts as flood relief camp volunteers during the devastating floods of Kerala (2018 and 2019), Nipah warriors during the zoonotic outbreak (2018) and as Covid-19 volunteers (2020-21) who made and distributed masks and sanitizers have received accolades and appreciation from the district governance and people of the locality.



### **Course Objectives**

1. To Know God's Love, to know about Jesus, to love Church
2. To grow in virtues of Love, Truthfulness, Kindness by knowing the gospel and saints life.
3. To develop in students sympathy and compassion to the poor and needy
4. To love nature

### **Course Outcomes**

1. The students are growing in prayer, in virtues.
2. The students come to know the theological aspects of the Gospel so as to help them in living it in their daily life.
3. They interact with each other witness each other by their values and influence others positively.
4. Growing in their faith filled life , to love others and thus the society.



# Syllabus

## Syllabus – for first year students & second year Students

### □ PROLOGUE

- [I. The life of man - to know and love God](#)
- [II. Handing on the Faith: Catechesis](#)
- [III. The Aim and Intended Readership of the Catechism](#)
- [IV. Structure of this Catechism](#)
- [V. Practical Directions for Using this Catechism](#)
- [VI. Necessary Adaptations](#)
  
- [SECTION ONE THE SACRAMENTAL ECONOMY](#)
  - [CHAPTER ONE THE PASCHAL MYSTERY IN THE AGE OF THE CHURCH](#)
    - [Article 1 THE LITURGY - WORK OF THE HOLY TRINITY](#)
      - [I. The Father-Source and Goal of the Liturgy](#)
      - [II. Christ's Work in the Liturgy](#)
      - [III. The Holy Spirit and the Church in the Liturgy](#)
      - [IN BRIEF](#)
  
    - [Article 2 THE PASCHAL MYSTERY IN THE CHURCH'S SACRAMENTS](#)
      - [I. The Sacraments of Christ](#)
      - [II. The Sacraments of the Church](#)
      - [III. The Sacraments of Faith](#)
      - [IV. The Sacraments of Salvation](#)
      - [V. The Sacraments of Eternal Life](#)
      - [IN BRIEF](#)
  
  - [CHAPTER TWO THE SACRAMENTAL CELEBRATION OF THE PASCHAL MYSTERY](#)
    - [Article 1 CELEBRATING THE CHURCH'S LITURGY](#)
      - [I. Who Celebrates?](#)
      - [II. How is the Liturgy Celebrated?](#)
      - [III. When is the Liturgy Celebrated?](#)
      - [IV. Where is the Liturgy Celebrated?](#)
      - [IN BRIEF](#)
  
    - [Article 2 LITURGICAL DIVERSITY AND THE UNITY OF THE MYSTERY](#)
      - [IN BRIEF](#)
  
- [SECTION TWO THE SEVEN SACRAMENTS OF THE CHURCH](#)
  - [CHAPTER ONE THE SACRAMENTS OF CHRISTIAN INITIATION](#)
    - [Article 1 THE SACRAMENT OF BAPTISM](#)
      - [I. What is This Sacrament Called?](#)

- [II. Baptism in the Economy of Salvation](#)
- [III. How is the Sacrament of Baptism Celebrated?](#)
- [IV. Who can Receive Baptism?](#)
- [V. Who can Baptize?](#)
- [VI. The Necessity of Baptism](#)
- [VII. The Grace of Baptism](#)
- [IN BRIEF](#)
  
- [Article 2 THE SACRAMENT OF CONFIRMATION](#)
  - [I. Confirmation in the Economy of Salvation](#)
  - [II. The Signs and the Rite of Confirmation](#)
  - [III. The Effects of Confirmation](#)
  - [IV. Who can Receive This Sacrament?](#)
  - [V. The Minister of Confirmation](#)
  - [IN BRIEF](#)
  
- [Article 3 THE SACRAMENT OF THE EUCHARIST](#)
  - [I. The Eucharist - Source and Summit of Ecclesial Life](#)
  - [II. What is This Sacrament Called?](#)
  - [III. The Eucharist in the Economy of Salvation](#)
  - [IV. The Liturgical Celebration of the Eucharist](#)
  - [V. The Sacramental Sacrifice Thanksgiving, Memorial, Presence](#)
  - [VI. The Paschal Banquet](#)
  - [VII. The Eucharist - "Pledge of the Glory To Come"](#)
  - [IN BRIEF](#)
  
- [CHAPTER TWO THE SACRAMENTS OF HEALING](#)
  - [Article 4 THE SACRAMENT OF PENANCE AND RECONCILIATION](#)
    - [I. What is This Sacrament Called?](#)
    - [II. Why a Sacrament of Reconciliation after Baptism?](#)
    - [III. The Conversion of the Baptized](#)
    - [IV. Interior Penance](#)
    - [V. The Many Forms of Penance in Christian Life](#)
    - [VI. The Sacrament of Penance and Reconciliation](#)
    - [VII. The Acts of the Penitent](#)
    - [VIII. The Minister of This Sacrament](#)
    - [IX. The Effects of This Sacrament](#)
    - [X. Indulgences](#)
    - [XI. The Celebration of the Sacrament of Penance](#)
    - [IN BRIEF](#)
  
  - [Article 5 THE ANOINTING OF THE SICK](#)
    - [I. Its Foundations in the Economy of Salvation](#)
    - [II. Who Receives and Who Administers This Sacrament?](#)
    - [III. How is This Sacrament Celebrated?](#)
    - [IV. The Effects of the Celebration of This Sacrament](#)
    - [V. Viaticum, the Last Sacrament of the Christian](#)

- [IN BRIEF](#)
- [CHAPTER THREE THE SACRAMENTS AT THE SERVICE OF COMMUNION](#)
  - [ARTICLE 6 THE SACRAMENT OF HOLY ORDERS](#)
    - [I. Why Is This Sacrament Called "Orders"?](#)
    - [II. The Sacrament of Holy Orders in the Economy of Salvation](#)
    - [III. The Three Degrees of the Sacrament of Holy Orders](#)
    - [IV. The Celebration of This Sacrament](#)
    - [V. Who Can Confer This Sacrament?](#)
    - [VI. Who Can Receive This Sacrament?](#)
    - [VII. The Effects of the Sacrament of Holy Orders](#)
    - [IN BRIEF](#)
  - [Article 7 THE SACRAMENT OF MATRIMONY](#)
    - [I. Marriage in God's Plan](#)
    - [II. The Celebration of Marriage](#)
    - [III. Matrimonial Consent](#)
    - [IV. The Effects of the Sacrament of Matrimony](#)
    - [V. The Goods and Requirements of Conjugal Love](#)
    - [VI. The Domestic Church](#)
    - [IN BRIEF](#)
- [CHAPTER FOUR OTHER LITURGICAL CELEBRATIONS](#)
  - [Article 1 SACRAMENTALS](#)
    - [IN BRIEF](#)
  - [Article 2 CHRISTIAN FUNERALS](#)
    - [I. The Christian's Last Passover](#)
    - [II. The Celebration of Funerals](#)
- [SECTION TWO THE TEN COMMANDMENTS](#)
  - [IN BRIEF](#)
- [CHAPTER ONE YOU SHALL LOVE THE LORD YOUR GOD WITH ALL YOUR HEART, AND WITH ALL YOUR SOUL, AND WITH ALL YOUR MIND](#)
  - [Article 1 THE FIRST COMMANDMENT](#)
    - [I. "You Shall Worship the Lord Your God and Him Only Shall You Serve"](#)
    - [II. "Him Only Shall You Serve"](#)
    - [III. "You Shall Have No Other Gods Before Me"](#)
    - [IV. "You Shall Not Make For Yourself a Graven Image . . ."](#)
    - [IN BRIEF](#)
  - [Article 2 THE SECOND COMMANDMENT](#)
    - [I. The Name of the Lord is Holy](#)

- [II. Taking the Name of the Lord in Vain](#)
  - [III. The Christian Name](#)
  - [IN BRIEF](#)
- [Article 3 THE THIRD COMMANDMENT](#)
  - [I. The Sabbath Day](#)
  - [II. The Lord's Day](#)
  - [IN BRIEF](#)
- [CHAPTER TWO YOU SHALL LOVE YOUR NEIGHBOR AS YOURSELF](#)
  - [ARTICLE 4 THE FOURTH COMMANDMENT](#)
    - [I. The Family in God's Plan](#)
    - [II. The Family and Society](#)
    - [III. The Duties of Family Members](#)
    - [IV. The Family and the Kingdom](#)
    - [V. The Authorities In Civil Society](#)
    - [IN BRIEF](#)
  - [Article 5 THE FIFTH COMMANDMENT](#)
    - [I. Respect for Human Life](#)
    - [II. Respect for the Dignity of Persons](#)
    - [III. Safeguarding Peace](#)
    - [IN BRIEF](#)
  - [Article 6 THE SIXTH COMMANDMENT](#)
    - [I. "Male and Female He Created Them . . ."](#)
    - [II. The Vocation to Chastity](#)
    - [III. The Love of Husband and Wife](#)
    - [IV. Offenses Against the Dignity of Marriage](#)
    - [IN BRIEF](#)
  - [Article 7 THE SEVENTH COMMANDMENT](#)
    - [I. The Universal Destination and the Private Ownership of Goods](#)
    - [II. Respect for Persons and Their Goods](#)
    - [III. The Social Doctrine of the Church](#)
    - [IV. Economic Activity and Social Justice](#)
    - [V. Justice and Solidarity Among Nations](#)
    - [VI. Love For the Poor](#)
    - [IN BRIEF](#)
  - [Article 8 THE EIGHTH COMMANDMENT](#)
    - [I. Living in the Truth](#)
    - [II. To Bear Witness to the Truth](#)
    - [III. Offenses Against Truth](#)
    - [IV. Respect for the Truth](#)
    - [V. The Use of the Social Communications Media](#)
    - [VI. Truth, Beauty, and Sacred Art](#)

- [IN BRIEF](#)
- [Article 9 THE NINTH COMMANDMENT](#)
  - [I. Purification of the Heart](#)
  - [II. The Battle for Purity](#)
  - [IN BRIEF](#)
- [Article 10 THE TENTH COMMANDMENT](#)
  - [I. The Disorder of Covetous Desires](#)
  - [II. The Desires of the Spirit](#)
  - [III. Poverty of Heart](#)
  - [IV. "I Want to See God"](#)
  - [IN BRIEF](#)

## **Syllabus – for final year students**

### **Introduction to the Gospel According to St. Luke**

Why study this book?

Who wrote this book?

When and where was it written?

To whom was it written and why?

What are some distinctive features of this book?

Other unique features

### **Outline**

**Luke 1–3** The births and missions of John the Baptist and of Jesus Christ are foretold. Witnesses testify that the infant Jesus is the Messiah. At 12 years of age, Jesus Christ teaches at the temple. John the Baptist preaches repentance and baptizes Jesus Christ. Luke records a genealogy of Jesus Christ.

**Luke 4–8** Jesus Christ is tempted in the wilderness. In Nazareth He proclaims Himself as the Messiah and is rejected. Jesus Christ chooses Twelve Apostles and teaches His disciples. He forgives sins and performs many miracles.

**Luke 9–14** The Twelve Apostles are sent to preach and to heal. Jesus Christ feeds five thousand and is transfigured on a mountain. He calls the Seventy and sends them forth to teach. Jesus Christ teaches about discipleship, hypocrisy, and judgment. He relates the parable of the good Samaritan.

**Luke 15–17** Jesus Christ teaches in parables. He teaches about offenses, faith, and forgiveness. He heals ten lepers and teaches of His Second Coming.

**Luke 18–22** Jesus Christ continues to teach in parables. He heals a blind man and teaches Zacchaeus. He rides triumphantly into Jerusalem, weeps for the city, and cleanses the temple. Jesus Christ foretells the destruction of Jerusalem and speaks of the signs that will precede His Second Coming. He institutes the sacrament, teaches His Apostles, and suffers in Gethsemane. He is betrayed, arrested, mocked, smitten, and interrogated.

**Luke 23–24** Jesus Christ is tried before Pilate and Herod, crucified, and buried. Angels at the tomb and two disciples on the road to Emmaus testify that Jesus Christ has been resurrected. The Savior appears to His disciples in Jerusalem, promises His Apostles they will be given power from God, and ascends into heaven.

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# **VALUE EDUCATION**

**Providence Women's College**  
**Value Education Course-2023-2024**



Run by the sisters of the Apostolic Carmel Congregation, the college has a well structured mechanism to conduct value education as a course. Despite the hectic academic schedule in the cluttered semester system, it has been running this course systematically for decades. Third hour of every third working day is allotted for the same. *Joyful Living* published by the Chair for Christian Studies and Research, University of Calicut is the prescribed text book for this course. Teachers discuss examples and anecdotes also from self-help books like -

***Who Moved My Cheese? By Spencer Johnson***

***Rich Dad, Poor Dad by Robert Kiyosaki & Sharon Letcher***

***You Can Win by Shiv Khera***

***The Secret by Rhonda Byrnes***

***You Are Ok by Anthony Harris***

Value Education is a unique course and an integral part of the curriculum designed by Providence Women's College as it stays committed to the vision of the holistic development of students. Since its inception in 1952, the college has been taking keen interest in imparting social values to the students through myriad ways. The course is intended to inculcate in students noble values like caring for the sick and old, rendering a supporting hand to the needy, protecting the environment, mitigating global warming, purposeful living etc. They are encouraged to participate in nation building activities and programmes that foster social harmony and compassionate living. The **Value Education Committee**, headed by the Vice Principal, Dr. Sr. Sheeba Andrews provides themes, topics and you tube videos that are discussed in the classes by the tutors. The classes begin with a prayer followed by video presentations and discussion thereafter.



The Institution Day was observed with a lot of cultural programmes and Sr Jovitta, delivered a talk on the occasion. She spoke about the glorious life of Mother Veronica, the foundress of the congregation who dedicated her entire life to uplift the poor, downtrodden and marginalized. She also urged the students to focus on their studies and secure jobs by which they become economically empowered.

The environment day was observed in the college with a lot of programmes. All the departments took efforts to inculcate in students the value of protecting mother earth. The Calicut University level inauguration of Green Wave Programme initiated by OISCA International and UN's SCBD was conducted at Providence Women's College, Calicut on June 10, 2022 from 10.30 am to 12.30 pm. Green Wave is a global biodiversity campaign to educate children and youth. Dr. Arya Gopi, noted poet, graced the programme as the Chief Guest. Dr. Soni T.L., NSS Programme Coordinator, University of Calicut was the special guest. Dr. Prathibha P, NSS Programme Officer welcomed the guests and Sri Nalinakshan, President, OISCA CLT Chapter, gave an introduction about the Green Wave Project. The function was presided by the Principal Dr. Sr. Jaseena Joseph. All the dignitaries spoke about the importance of environment conservation. Felicitations were offered by Sri M. Aravind Babu, Sec General, OISCA South India Chapter, Sri Hemapalan, Director, Education & Training Wing, OISCA CLT Chapter, Adv. Jayaprasanth Babu and Sri. Sayendra Kumar, President & Secretary of OISCA CLT Chapter respectively. NSS Volunteer Secretary Ms. Jeevitha Jyoti Biju delivered the vote of thanks. The guests of honour inaugurated the tree plantation drive by planting saplings in the campus.

Nasha Mukth Abhiyan was observed in the college on 24<sup>th</sup> June, 2022 in connection with Anti Drugs Day observations. It was a unique drive initiated by the district governance of Kozhikode to create awareness among the youth to identify and pursue their passion by not getting addicted to substance abuse. In the election conducted as part of the programme, FOOD, TRAVEL & FRIENDSHIP were chosen as their passion and hobby by the students of the college. A pledge- 'say no to drugs' was taken on the same day to caution the students against drugs.

'Miss A Meal' through which the entire fraternity in the college fast and contribute an amount that is distributed in poor homes is a unique programme that the college has been following for a really long while. It is intended to create among students, the value of sharing a little amount with the poor and needy during festivals like Onam /Christmas and be part of their happiness. The students' role in pooling funds to lend a helping hand to the needy supporting staff and alumnae during their distress and pain is remarkable.

Students participated actively in the discussion on Dr A.P.J Abdul Kalam's concept of love for one's nation and Sri M.K. Gandhi's Autobiography *My Experiments with Truth*. The inspirational stories of real life heroes like Ankitha Sharma IPS., were discussed to motivate and enhance their self esteem. Besides this students are introduced to an array of films on social issues like gender inclusivity, political/historical prejudices and different types of societal discrimination/marginalization.

Talks/webinars are organized on Independence Day, Onam & Christmas to spread the messages of love, peace and sharing with fellow human beings. The outgoing batches are given pre-marital counseling in order to equip them to navigate the marital relationship and aims to build a strong foundation for a fulfilling marriage. The focus is on enhancing communication and conflict management skills while improving overall relationship and satisfaction. The college union organized a webinar to conscientize the students on the use of menstrual cups as eco-friendly alternatives to sanitary pads and tampons. This course on a whole plays a key role in making the students socially committed and responsible citizens.

**Value Education Class (22.6.22)** – Discussion was held in all classes on the poem given below.

### **THE WORLD IS MINE(Author Unknown)**

Today, upon a bus, I saw a very beautiful woman

and wished I were as beautiful.

When suddenly she rose to leave,

I saw her hobble down the aisle.

She had one leg and used a crutch.

But as she passed, she passed a smile.

Oh, God, forgive me when I whine.

I have two legs; the world is mine.

I stopped to buy some candy.

The lad who sold it had such charm.

I talked with him, he seemed so glad.

If I were late, it'd do no harm.

And as I left, he said to me,

"I thank you, you've been so kind.

It's nice to talk with folks like you.

You see," he said, "I'm blind."

Oh, God, forgive me when I whine.

I have two eyes; the world is mine.

Later while walking down the street,

I saw a child I knew.

He stood and watched the others play,

but he did not know what to do.

I stopped a moment and then I said,

Why don't you join them dear?"

He looked ahead without a word.

I forgot, he couldn't hear.

Oh, God, forgive me when I whine.

I have two ears; the world is mine.

With feet to take me where I'd go,

With eyes to see the sunset's glow,

With ears to hear what I'd know,

Oh, God, forgive me when I whine.

I've been blessed indeed, the world is mine.

This poem makes us feel thankful of all the God given gifts. After all, it's just a simple reminder that we have so much to be thankful for! Give the gift of love. It never comes back empty! Such discussions in the value education classes help student to realize the real value of life and face life with positivity and hope.

**PROGRAMS CONDUCTED  
RELATED TO HUMAN VALUES**

# HUMAN VALUES

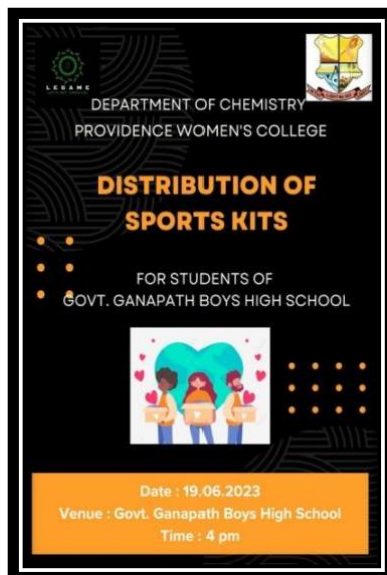
- The Department of Chemistry has done Old age home visit: 2023 Christmas was celebrated with the inmates of Karauna bhavan on December 22,2023



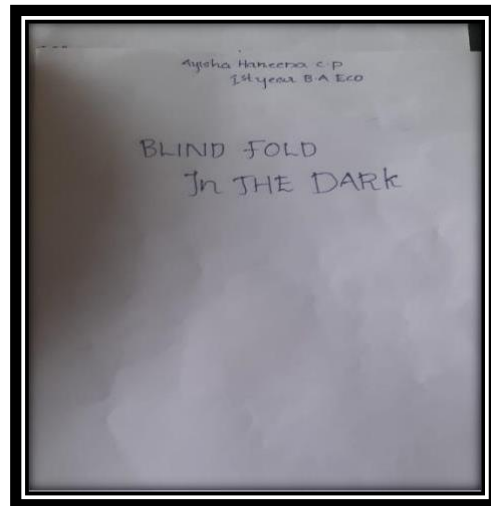
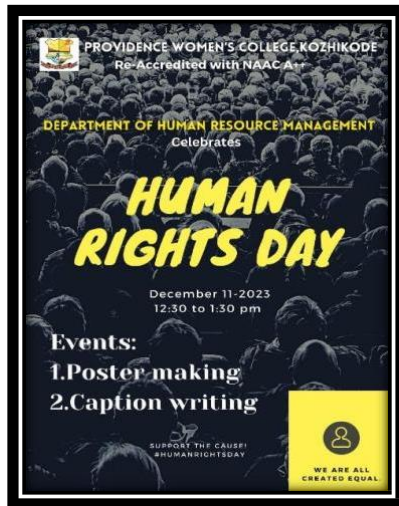
- Worthy Castoffs: Collection of reusable old clothes and their distribution to the needy



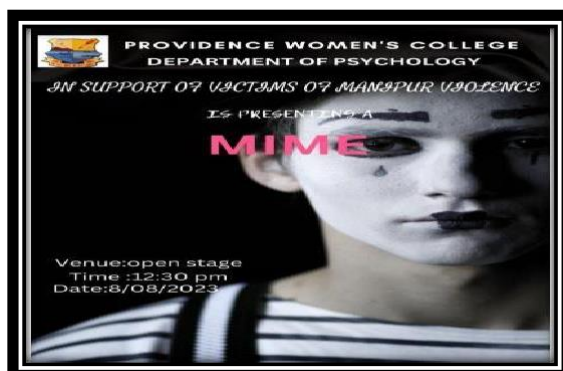
- MV fund: Weekly collection of money by students to help the students of nearby schools. Donated 30 sports kits to Parambil Bazar school students.



- In commemoration of Human Rights Day, Dept.Of HRM is set to celebrate the fundamental principles of equality, justice, and dignity through a Poster Making Competition scheduled for the December 11, 2023. This event serves as a platform for students to express their creativity and advocate for human rights issues through the impactful medium of visual art. The competition aims not only to foster artistic expression but also to raise awareness about the importance of upholding human rights in our communities and around the world. Participants are encouraged to explore diverse themes related to human rights, making this event an engaging and thought-provoking opportunity for the entire academic community.



- In support of the victims of Manipur violence, the Department of Psychology conducted a mime on August 8, 2023 from open stage.



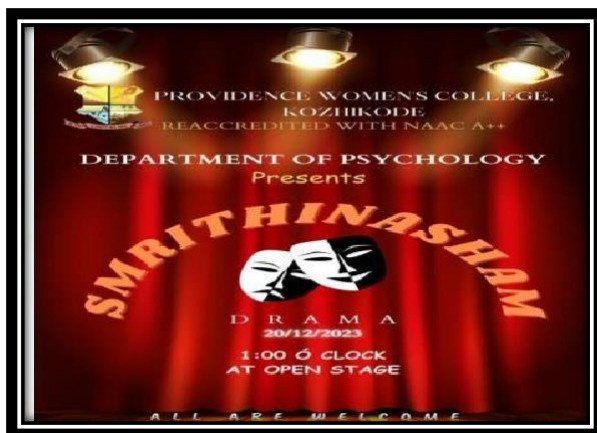
- As a part of “Suicide Prevention Day” on September 12, 2023 students of the Psychology Department performed a skit to spread awareness among college students



- In connection with “World Mental Health Day-2024” on November 17, department conducted various activities on this year’s theme – “Mental Health is a universal right”



- In connection with dementia day students of department performed a drama “Smrithinasham” on December 20,2023. The main objective of the performance was to increase awareness about dementia among college students.





## CHARKHA CENTRE -FIELD VISIT

- Students of Department of Economics were taken to the Charkha centre for a field visit as a part of familiarizing with the traditional and cottage industries. The third year students interviewed the staff of the Charkha centre to understand about



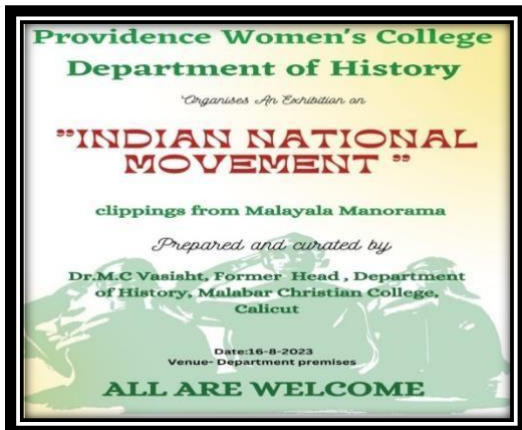
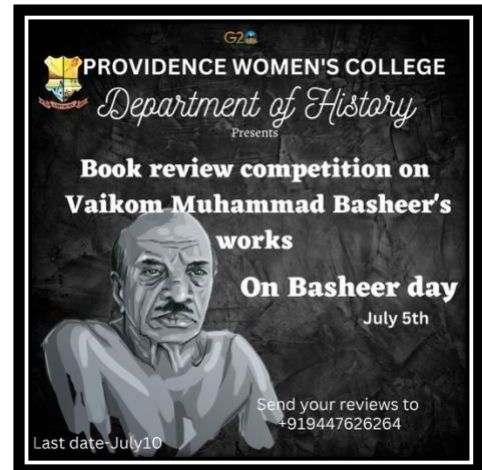
- On December 22, 2023, as part of Christmas celebration extension activity, students visited and Sneha Bhavan at Balikasadanam. With the amount collected through Miss a meal- students, bought cake and gifts. Games, carol songs and recreation activities were organised by the students

- 'The Manipur story' a talk on the Manipur issue was organised by our department. A native of Manipur Dr. Loung Nathan KK, Assistant Professor, Christ university, Bangalore gave the Keynote address. The



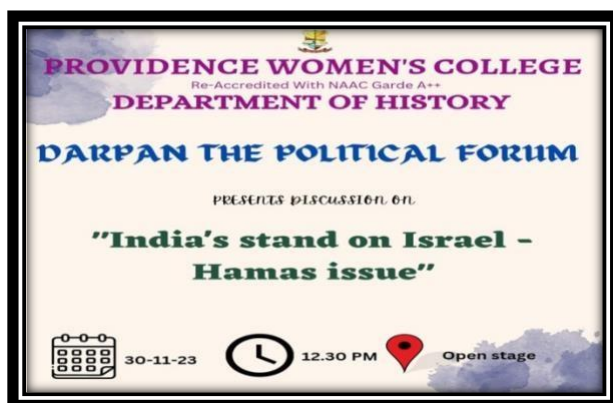


- Department of history conducted a book review competition on Vaikom Muhammad Basheer's works on Basheer day July 5, 2023.

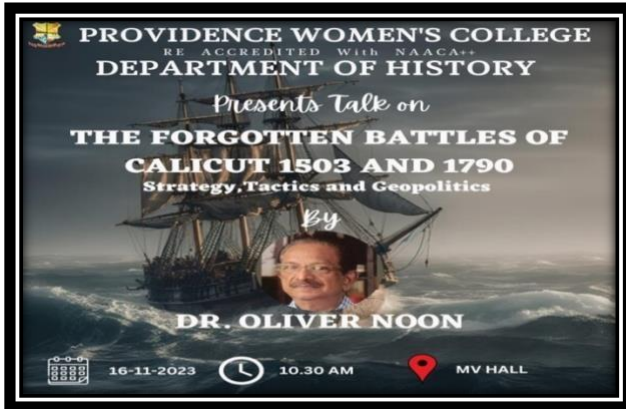


- Department of History organised an exhibition on 'the important events in the Indian National Movement', in connection with Independence Day, on August 16, 2023. Exhibition was prepared and curated by Dr. M. C. Vasisht, Former head, Department of History, Malabar Christian College, Calicut

- Department of History organized an exhibition on Nuclear Disarmament day on October 13, 2023. The catastrophe at Hiroshima and Nagasaki were conveyed in the posters on display.

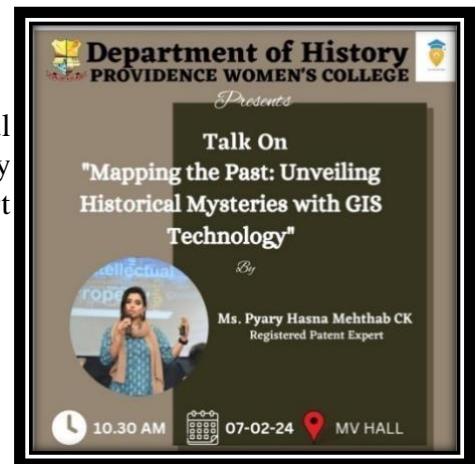


- On October 30, 2023 Darpan the political forum of the department of History conducted a debate on 'India's stand on Israel-Hamas issue'

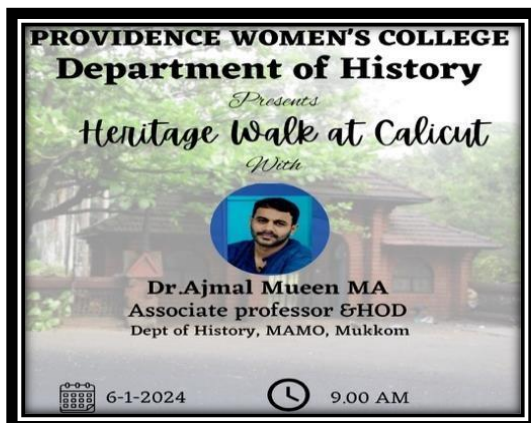


➤ On November 16, 2023, our department organised a talk on the topic 'The forgotten battles of Calicut- 1503 to 1790, Strategy, Tactics and Geopolitics' by Dr Oliver Noone, Medical practitioner and freehand researcher.

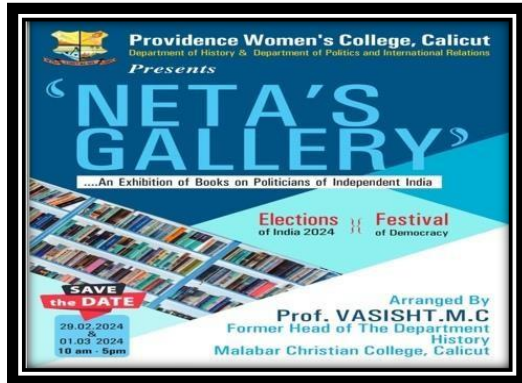
➤ A talk on Mapping the past: Unveiling Historical Mysteries with GIS Technology was delivered by Pyari Hasna Mehthab CK, A registered patent expert on February 7, 2024



➤ On January 6, 2024 students were taken for a heritage walk covering various heritage sites in Calicut. Dr. Ajmal Mueen MA, Associate Professor, Department of History, MAMOColege, Mukkam shared his expertise.



- Book Exhibition -To make the students politically conscious an exhibition of Biographies of Politicians of India was held on February 29 and March 1,2024.



Dr.Beena Philip, worshipful Mayor, Calicut Corporation gave the inaugural address.



- On March 13, 2024 second year students of Department of History were taken to the ethnological museum KIRTADS.

- The Department of Politics & International Relations at Providence Women's College hosted a special lecture on the "**Israel-Palestine Conflict.**" This session provided an in-depth analysis of the historical, political, and socio-economic dimensions of one of the world's most protracted conflicts.



# **ENVIRNOMENT AND SUSTAINABILITY**

**COURSES ADDRESSING ISSUES  
RELEVANT TO ENVIRONMENT &  
SUSTAINABILITY**

# **Department of Botany**

**CORE COURSE: 11**  
**BIOTECHNOLOGY, MOLECULAR BIOLOGY AND**  
**BIOINFORMATICS**

Semester	Course code	Credits	Hrs/wk	Marks (Ext.+Int.)	Duration of exam
6	BOT6 B11T	3	5	60 + 15	2 hrs

**COURSE OUTCOMES (COs)**

By the end of the course, students are expected to:

1. Analyze the role of biotechnology in daily life.
2. Understand the basic aspects of bioinformatics.
3. Explain the concepts in molecular biology.

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- a. Medicine - Production of human insulin, human growth hormone and
- b. Forensics - DNA finger printing.
- c. Agriculture -Genetically modified crops –Bt crops, Golden rice, Flavr Savr Tomato, Virus, herbicide resistant crops, Edible vaccines.
- d. **Environment- Bioremediation- use of genetically engineered bacteria-super bug.**
- e. Industry- Horticulture and Floriculture Industry, production of vitamins, amino acids and alcohol.

**PRACTICAL (BIOTECHNOLOGY)**

1. Extraction of DNA from plant tissue.
2. Study of genetic engineering tools and techniques using photographs/diagram (Southern blotting, DNA finger printing, PCR).

**REFERENCES (BIOTECHNOLOGY)**

1. Brown T.A. (2006) Gene cloning and DNA analysis; Blackwell Scientific Publishers.
2. Chawla H.S. (2017) Introduction to Plant Biotechnology. CRC Press.
3. Das, H.K. (Ed) (2005). Text book of Biotechnology (2nd ed) Wiley India (Pvt.), Ltd. New Delhi.
4. Gupta, P.K. (1996) Elementary Biotechnology. Rastogi & Company, Meerut.
5. Hammond, J., Megary, P *et al.* (2000) Plant Biotechnology. Springer Verlag.
6. Ignacimuthu S. (1997) Plant Biotechnology, New Hampshire Science Publishers.
7. Lewin B. (2017) Genes XII. Jones and Bartlett Publishers Inc.
8. Purohit S.S. (2003) Agricultural Biotechnology, Agrobios (India)
9. Sobti R.C. & Pachauri S.S. (2009) Essentials of Biotechnology; Ane Books, New Delhi.

**MOLECULAR BIOLOGY**

1. Nucleic acids - DNA– the genetic material; the discovery of DNA as the genetic material; bacterial transformation (Griffith's & Avery's experiments); Hershey and Chase experiment; Structure of DNA, Watson & Crick's Model, Types of DNA- (A,B,Z); Replication: semi conservative replication–Meselson and Stahl's experiment; Molecular mechanism of Replication, RNA- structure, types and properties. (6 hrs)
2. Gene action - One gene - one enzyme hypothesis, one cistron one polypeptide hypothesis; concept of colinearity; modern concept of gene- cistrons, recons and mutons (2 hrs)
3. Genetic code - Characters of genetic code (2 hrs)
4. Central dogma protein synthesis; Transcription, post-transcriptional modification of RNA, translation; Teminism. (3 hrs)
5. Gene regulation in prokaryotes - operon concept, (Lac operon, trp. operon) (1 hr)
6. Gene regulation in eukaryotes (brief account) (1 hr)
7. Mutation-spontaneous and induced; causes and consequences. Types of mutagens and their effects. Point mutations- molecular mechanism of mutation-Transition, Transversion and substitution (3 hrs)

**MICROBIOLOGY, MYCOLOGY, LICHENOLOGY AND  
PLANT PATHOLOGY**

Semester	Course code	Credits	Hrs/wk	Marks (Ext.+Int.)	Duration of exam
2	BOT2B02T	3	4	60 + 15	2 hrs

**COURSE OUTCOMES (COs)**

By the end of the course, students are expected to:

1. Understand basics of microbial life and their economic importance.
2. Develop general awareness on the diversity of microorganisms, fungi and lichens.
3. Analyze the ecological role played by bacteria, fungi and lichens
4. Identify plant diseases and find out control measures.
5. Realize the significance of plant diseases as far as crop production is concerned.

**DISTRIBUTION OF TEACHING HOURS (18 hrs/semester = 1hr/week)**

Sl no	Subject	Theory	Practical	Total
1	Microbiology	12	9	21
2	Mycology	12	14	26
3	Lichenology	4	4	8
4	Plant Pathology	8	9	17
<b>Total</b>		<b>36</b>	<b>36</b>	<b>72</b>

**QUESTION PAPER PATTERN & SUBJECT WISE DISTRIBUTION OF MARKS**

Type of questions	Microbiology	Mycology	Lichenology	Pathology	Total
2 marks (total 12)	3	4	2	3	Ceiling 20
5 marks (total 7)	3	2	1	1	Ceiling 30
10 marks (total 2)	2				1x10 = 10
<b>TOTAL</b>					<b>60</b>

**MICROBIOLOGY**

1. Introduction to Microbiology (1hr)
2. Bacteria –Classification based on morphology and staining, ultra structure of bacteria; Bacterial growth, Nutrition, Reproduction. (5 hrs)
3. Viruses – Classification, architecture and multiplication; Bacteriophages, TMV, Retroviruses- HIV, Virioids, Prions. (3 hrs)
4. Microbial ecology – Rhizosphere and Phyllosphere. (1 hr)
5. Industrial microbiology –alcohol, acids, milk products single cell proteins (1 hr)
6. Economic importance of bacteria, Vaccines: importance, mechanism. (1 hr)



**CORE COURSE: 13**  
**ENVIRONMENTAL SCIENCE**

Semester	Course code	Credits	Hrs/wk	Marks (Ext.+Int.)	Duration of exam
6	BOT6B13T	3	5	60 + 15	2 hrs

**COURSE OUTCOMES (COs)**

By the end of the course, students are expected to:

1. Realize the importance of ecological studies.
2. Develop environmental concern in all their actions and practise Reduce, Reuse and Recycle.
3. Try to reduce pollution and environmental hazards and change their attitude towards throwing away plastic wastes.
4. Spread awareness of the need of conservation of biodiversity and natural resources.
5. Analyze the reasons for climate change and find out ways to combat it.

**DISTRIBUTION OF TEACHING HOURS (18 hrs/semester = 1hr/week)**

Sl no	Subject	Theory	Practical	Total
1	Module I	14	9	25
2	Module II	13	9	16
3	Module III	14	9	25
4	Module IV	13	9	24
Total		54	36	90

**QUESTION PAPER PATTERN & SUBJECT WISE DISTRIBUTION OF MARKS**

Type of questions	Module I	Module II	Module III	Module IV	Total
2 marks (total 12)	3	3	3	3	Ceiling 20
5 marks (total 7)	2	2	2	1	Ceiling 30
10 marks (total 2)	2				1x10 = 10
TOTAL					60

**ENVIRONMENTAL SCIENCE**

**Module - I**

1. Ecosystem: Definition, abiotic and biotic factors, trophic structure, Food chain and food web, Ecological pyramids, Energy flow, Productivity of ecosystems. (4 hrs)
2. Biogeochemical cycles (Carbon, Nitrogen, Phosphorous) (3 hrs)
3. Plant adaptations: Adaptations in Hydrophytes, Xerophytes, Halophytes, Epiphytes and Parasites. (3 hrs)
4. Plant Succession: Definition – Primary and Secondary succession; Autogenic and allogenic succession; Mechanism of plant succession–Xerosere and Hydrosere (4 hrs)

**Module-II**

- 1 Biodiversity and Conservation: Definition; Biodiversity - Global and Indian Scenario; Megadiversity nations and hotspots; Biosphere reserves; Biodiversity centres in India. (5 hrs)
- 2 Threats to biodiversity; Endangered and endemic plant species, Red data book, Exotic and indigenous plant species, Keystone species, Flagship species, Umbrella species, Indicator species. (4 hrs)
- 3 Conservation strategies *ex situ* and *in situ* methods. Organizations- IUCN, UNEP & WWF; (NBPGR), Kerala state Biodiversity Board (KSBB). (4 hrs)

**Module-III**

- 1 Pollution: Sources and types of pollution – air, water, soil, thermal and noise; biodegradable and non-biodegradable pollutants; biomagnification; BOD. (4 hrs)
- 2 Global environmental changes – climatic changes – global warming and greenhouse gases, acid rains, el-nino, efforts of world organizations in the regulation of greenhouse gases emission. (5 hrs)
- 3 Management of environmental pollution – conventional and phytotechnological approaches – solid wastes management including e-wastes- environmental legislations in India (Prevention and Control of Pollution act, 1981). (5 hrs)

**Module- IV**

- 1 Major ecosystems of the Biosphere; Sea; Estuarine ecosystem; Lentic ecosystem: lake, Pond; Lotic ecosystem: river; Desert; Forest; Grass land. (5 hrs)
- 2 Techniques in plant community studies – Quadrat and transect methods– species area curve– density, frequency, abundance, dominance of populations– importance value index – construction of phytographs. (8 hrs)

**PRACTICAL**

1. Construct a food web from the given set of data, (Representative of a natural ecosystem). (Drawing not required).
  2. Construct ecological pyramids of number, biomass and energy from the given set of data (Representative of a natural ecosystem). (Drawing not required).
  3. Study of plant communities: Determination of density, abundance, dominance, frequency by quadrat method.
  4. Demonstration of determination of Dissolved Oxygen by Winkler's method.
  5. Study of morphological and anatomical characteristics of plant groups: Hydrophytes, Xerophytes, halophytes, epiphytes, parasites. (Drawing not required).
-

**COMPLEMENTARY COURSE: 4**  
**PLANT PHYSIOLOGY, ECOLOGY AND GENETICS**

Semester	Course code	Credits	Hrs/wk	Marks (Ext.+Int.)	Duration of exam
4	BOT4C04T	2	5	60 + 15	2 hrs

**PLANT ECOLOGY**

**Module – I (9 hrs)**

1. Ecology-Definition, Ecosystem: ecological factors –biotic and abiotic.
2. Ecological adaptations: Morphological, anatomical and physiological adaptations of the following types: Hydrophyte (*Vallisneria*, *Hydrilla*), Xerophyte (*Opuntia*, *Nerium*), Halophyte (*Avicennia*), Epiphytes (*Vanda*) and parasites (*Cuscuta*).
3. Ecological succession –Process of succession, types of succession, Hydrosere.

**PRACTICAL (PLANT ECOLOGY)**

Study the morphological and anatomical adaptations of the hydrophytes, xerophytes, halophytes, epiphytes and parasites mentioned in the syllabus (drawing not required)

# **Department of Chemistry**

## SEMESTER V

Course Code: CHE5D01

### Open Course 1: ENVIRONMENTAL CHEMISTRY

Total Hours: 48; Credits: 3; Hours/Week: 3; Total Marks 75 (Internal 15 & External 60)

#### Course outcomes

At the end of the course, students will be able to:

CO 1: Recall the technical/scientific terms involved in pollution.

CO 2: Understand the causes and effects of air pollution.

CO 3: Understand the sources, types and effects of water pollution.

CO 4: Describe water quality parameters.

CO 5: Know soil, noise, thermal and radioactive pollutions and their effects.

CO 6: Study various pollution control measures.

CO 7: Understand the basics of green chemistry.

#### Module I: Introduction to Environment and Environmental pollution (4 hrs)

Environmental chemistry - introduction, Environmental segments – Lithosphere: components of soils, Hydrosphere: water resources, Biosphere, Atmosphere - regions of atmosphere – Troposphere, stratosphere, mesosphere, thermosphere.

Environmental pollution – Concepts and definition – Pollutant, contaminant, receptor and sink – Classification of pollutants – Global, regional, local, persistent and non-persistent pollutants.

#### References

1. A. K. De, *Environmental Chemistry*, 7<sup>th</sup> Edn., New Age International, 2012.
2. A. K. Ahluwalia, *Environmental Chemistry*, The Energy and Resources Institute, 2017.
3. Balram Pani, *Textbook of Environmental Chemistry*, I. K. International Pvt Ltd, 2010.

#### Module II: Air Pollution (8 hrs)

Tropospheric pollution – Gaseous air pollutants – Hydrocarbons, oxides of sulphur, nitrogen and carbon – Global warming, green house effect, acid rain – Particulates – Smog: London smog and photochemical smog – effects and control of photochemical smog – stratospheric pollution - depletion of ozone layer, chlorofluorocarbons - Automobile pollution. Control of air pollution – Alternate refrigerants – Bhopal Tragedy (a brief study). Air pollution in Indian cities (Delhi, Agra and Kanpur).

### References

1. S. K. Banerjee, *Environmental Chemistry*, 2<sup>nd</sup> Edn., Prentice-Hall of India Pvt. Ltd., New Delhi, 2005.
2. V. N. Bashkin, *Environmental Chemistry: Asian Lessons*, Springer Science & Business Media, 2003.
3. S. E. Manahan, *Environmental Chemistry*, 8<sup>th</sup> Edn., CRC Press, Florida, 2004.
4. A. K. Ahluwalia, *Environmental Chemistry*, The Energy and Resources Institute, 2017.
5. Balram Pani, *Textbook of Environmental Chemistry*, I. K. International Pvt. Ltd., 2010.

### Module III: Water Pollution (10 hrs)

Impurities in water – cause of pollution – natural and anthropogenic – Marine water pollution – Underground water pollution.

Source of water pollution – Industrial waste, Municipal waste, Agricultural waste, Radioactive waste, Petroleum, Pharmaceutical, heavy metal, pesticides, soaps and detergents.

Types of water pollutants: Biological agents, physical agents and chemical agents – Eutrophication - biomagnification and bioaccumulation.

Water quality parameters: DO, BOD, COD, alkalinity, hardness, chloride, fluoride and nitrate. Toxic metals in water and their effects: Cadmium, lead and mercury – Minamata disaster (a brief study), itai-itai disease, oil pollution in water. International standards for drinking water.

### References

1. S. K. Banerjee, *Environmental Chemistry*, 2<sup>nd</sup> Edn., Prentice-Hall of India Pvt. Ltd., New Delhi, 2005.
2. J. M. H. Selendy, *Water and Sanitation-Related Diseases and the Changing Environment*, John Wiley & Sons, 2011.
3. P. K. Goel, *Water Pollution: Causes, Effects and Control*, New Age International, 2006.
4. V. N. Bashkin, *Environmental Chemistry: Asian Lessons*, Springer Science & Business Media, 2003.
5. S. E. Manahan, *Environmental Chemistry*, 8<sup>th</sup> Edn., CRC Press, Florida, 2004.
6. A. K. Ahluwalia, *Environmental Chemistry*, The Energy and Resources Institute, 2017.
7. Balram Pani, *Textbook of Environmental Chemistry*, I. K. International Pvt. Ltd., 2010.

### Module IV: Soil, Noise, Thermal, light and Radioactive Pollutions (8 hrs)

Soil pollution: Sources by industrial and urban wastes. Pollution due to plastics, pesticides, biomedical waste and e-waste (source, effects and control measures) – Control of soil

pollution - Solid waste Management – Open dumping, landfilling, incineration, re-use, reclamation, recycle, composting.

Non-degradable, degradable and biodegradable wastes. Hazardous waste.

Noise Pollution – physiological response to noise, Noise categories - effect of noise – biological effects.

Thermal pollution – definition, sources, harmful effects and prevention. Light pollution.

Radioactive pollution (source, effects and control measures) – Hiroshima, Nagasaki and Chernobyl accidents (brief study). Endosulfan disaster in Kerala (brief study).

### References

1. S. E. Manahan, *Environmental Chemistry*, 8<sup>th</sup> Edn., CRC Press, Florida, 2004.
2. A. K. Ahluwalia, *Environmental Chemistry*, The Energy and Resources Institute, 2017.
3. A. K. De, *Environmental Chemistry*, 6<sup>th</sup> Edn., New Age International.
4. Balram Pani, *Textbook of Environmental Chemistry*, I. K. International Pvt. Ltd., 2010.
5. Anindita Basak, *Environmental Studies*, Pearson Education India, 2009.
6. Pallavi Saxena, Vaishali Naik, *Air Pollution: Sources, Impacts and Controls*, CAB International, 2018.

### Module V: Pollution Control Measures (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.

### References

1. N. P. Cheremisinoff, *Handbook of Air Pollution Prevention and Control*, 2002.
2. M. Senapati, *Advanced Engineering Chemistry*, 2006.
3. K. C. Schiffner, *Air Pollution Control Equipment Selection Guide*, CRC Press, 2013.
4. K. B. Schnelle, C. A. Brown, *Air Pollution Control Technology Handbook*, CRC Press, 2016.

### Module VI: Green Chemistry (6 hrs)

Introduction- Definition of green Chemistry, need of green chemistry, basic principles of green chemistry. Applications of green chemistry in daily life.

### References

1. V.K. Ahluwalia, M. Kidwai, *New Trends in Green Chemistry*, Springer Science & Business Media, 2012.
2. M. Lancaster, *Green Chemistry: An Introductory Text*, Royal Society of Chemistry, 2010.
3. S. C. Ameta, R. Ameta, *Green Chemistry: Fundamentals and Applications*, CRC Press,

2013.

**Scheme of Examinations:**

The external question paper carries 60 marks and internal examination is of 15 marks. Duration of each external examination is 2 Hrs. The pattern of External Examination is as given below:

**Section A**

Short answer type carries 2 marks each – 12 questions                      Ceiling – 20

**Section B**

Paragraph/ Problem type carries 5 marks each – 7 questions                      Ceiling – 30

**Section C**

Essay type carries 10 marks (1 out of 2)    1x10=10

The students can answer all the questions in sections A & B but there shall be ceiling.

<b>Mark Distribution</b>	
Module I	9 Marks
Module II	14 Marks
Module III	18 Marks
Module IV	14 Marks
Module V	16 Marks
Module VI	8 Marks



# **Department of English**

# **DEPARTMENT OF ENGLISH**

## **List of Courses Addressing Issues of ENVIRONMENT AND SUSTAINABILITY**

<b>LITERARY THEORY</b>	<b>ENG5B08</b>
<b>LITERARY CRITICISM AND THEORY: PART 2</b>	<b>ENG3C10</b>
<b>READINGS FROM THE FRINGES</b>	<b>ENG2A03</b>
<b>READINGS ON KERALA</b>	<b>ENG2A04</b>
<b>KALEIDOSCOPE: SONGS AND STORIES OF OUR WORLD</b>	<b>ENG4A06</b>
<b>SLOW VIOLENCE AND ENVIRONMENTALISM: AN ECO-CRITICAL STUDY OF SELECT INDIAN TEXTS</b>	<b>ENGPHE2</b>

## LITERARY THEORY

COURSE CODE	ENG5B08
TITLE OF THE COURSE	LITERARY THEORY
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 hrs (5 hrs/ week)

AIM OF THE COURSE: \_To introduce the students to the history and principles of literary theory and thereby to enhance the vision of students by introducing them to newest developments in theory.

### OBJECTIVES OF THE COURSE:

- a. To cultivate among the students an understanding of important texts and movements in the history of literary theory.
- b. To enable the learners to critically approach literature and culture in the context of theory.
- c. To enrich the students through various perspectives of thinking and critique the major arguments presented in theory.
- d. To promote a pluralistic perspective of culture and literature in a multicultural society.

### COURSE DESCRIPTION:

#### A. COURSE SUMMARY

Module 1:	12 hrs
Module 2:	18 hrs
Module 3:	18 hrs
Module 4:	12 hrs
Module 5:	18 hrs
Evaluation	12 hrs

**Total            90 hrs**

#### B. COURSE DETAILS:

### Module 1: Liberal Humanism versus Theory

1. Liberal Humanism: Dominant aspects of Liberal humanism with examples
2. Literary Theory: Dominant aspects of literary theory with examples.

Linguistic Turn – Critical turn – Paradigm shift

## **Module 2: Structuralism, Poststructuralism and Psychoanalysis**

1. Structuralism: Saussure - Sign, Signifier, Signified – Claude Levi-Strauss and Roland Barthes – Structuralist narratology
2. Poststructuralism: Derrida, Logocentrism, Aporia, Decentering
3. Psychoanalytic Theory: Unconscious. Freud – Id, Ego, Superego, Oedipus Complex. Lacan – Imaginary, Symbolic, Real, Mirror Stage

## **Module 3: Marxism, Cultural Studies, Cultural Materialism and New Historicism**

1. Marxism: Base, Superstructure, Materialism, ideology. The Frankfurt School – Culture industry. Antonio Gramsci – The formation of the intellectuals, Subaltern. Louis Althusser – Ideological State apparatus and Interpellation.
2. Cultural Studies: Culturalism, New Left, CCCS, Raymond Williams' definition of Culture, Structure of feeling, Stuart Hall and the 'popular', and the two paradigms of Cultural Studies.
3. Cultural Materialism & New Historicism: Marxist framework of Culture and History, Historiography, Foucauldian notion of Power, Difference with Old Historicism, Stephen Greenblatt, Louis Montrose

## **Module 4: Feminism and Queer Theory**

1. Feminism: The three waves in feminism, Gynocriticism, French Feminism - *Ecriture feminine*, Sexual Politics, Marxist Feminism, Lesbian Feminism, Backlash, Black Feminism, Dalit Feminism, Post-feminism, Womanism.
2. Queer Theory: Social constructionism of gender and sexuality, LGBTIQ, Transgender identity

## **Module 5: Postmodernism, Postcolonialism, and Ecocriticism**

1. Postcolonialism: Eurocentrism, Orientalism, Alterity, Diaspora, Hybridity, Uncanny, Strategic Essentialism, Subaltern Studies, Postcolonial Critique of Nationalism.
2. Postmodernism: Critique of Enlightenment and Universalism, Habermas's notion of Modernity as an Incomplete Project, Lyotard's concept of incredulity towards metanarratives, Baudrillard's ideas of Simulation, Simulacra and hyperreality, Brian McHale's concept of Postmodernist literatures.
3. Ecocriticism: Anthropocentrism, Shallow Ecology vs Deep Ecology, Environmental Imagination, Ecofeminism

### READING LIST:

CORE TEXT: A text containing the above lessons will be made available

### FURTHER READING

Hans Bertons. *Literary Theory*.

Terry Eagleton. *Literary Theory: An Introduction*.

Aijaz Ahmad. *In Theory: Classes, Nations, Literatures*.

Jonathan Culler. *Literary Theory: A Very Short Introduction*.

Terry Eagleton. *After Theory*.

Peter Barry. *Beginning Theory*.

## ENG3C10 Literary Criticism and Theory- Part 2 (5 credits)

### Course Description

This course is structured to provide an introduction to modern critical strategies/ap- proaches to literary texts and to familiarize students with basic theoretical concepts underlying contemporary approaches to literature and the majordifferences between them. Since the course is an introduction/orientation, a sub- stantial amount of materi- als and schools of thought have to be discussed within the time limit of one semester. Therefore not much time will be spent on attempting to penetrate dense theoretical texts. In- stead, after brief introductions that will provide overviews of the various schools of literary theory, rep- resentative pieces from practitioners of various schools will be discussed.

### Course Content

#### 1. Structuralism: An Overview

Major theorists: 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 theorists: 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 theorists: 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 theorists: Virginia Woolf, Kate Millet, Elaine Showalter, Helene Cixous, Adrienne Rich.

Key concepts: Gynocriticism, Ecriture Feminine, Womanism, The Language Problem in Feminism, MarxistFeminism, 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 theorists: 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 theorists: 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”

#### 7. *Ecocriticism: An Overview*

Major theorists: Jonathan Bate, Cheryll Glotfelty, Laurence Coupe, Patrick D Murphy, 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”

### *Course Outcomes*

At the end of the course, the students are expected to read literary and critical texts with judicious appreciation and build up the competence to generate and articulate personal responses to literary and critical texts, as well to explain the premises and assumptions underlying such personal responses.

## ENG2A03

### READINGS FROM THE FRINGES

<b>COURSE CODE</b>	<b>ENG2 A03</b>
<b>TITLE OF THE COURSE</b>	<b>READINGS FROM THE FRINGES</b>
<b>SEMESTER IN WHICH COURSE IS TO BE TAUGHT</b>	<b>2</b>
<b>NO. OF CREDITS</b>	<b>4</b>
<b>NO. OF CONTACT HOURS</b>	<b>72 (4hrs/week)</b>

#### **Aim of the Course:**

This course aims to make the student understand the gender inequality, marginalization, disability studies, racism and casteism in our society. Though this engagement has been part of literary academic analysis, it has just begun making its foray into the syllabus of English departments of Indian universities. This paper hopes to introduce undergraduate students to perspectives within literatures that acquaint them with both experiences of marginalization, as well as the examination of modes of literary stylistics that offer a variation from conventional practice.

#### **COURSE OBJECTIVES**

- To inculcate and apply the concepts of democracy and freedom in life and understand the basic tenets of our constitution
- To critically think and examine various social issues prevailing in our society

#### **COURSE OUTCOME**

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

- discuss and contemplate on the areas of gender inequality, marginalization, disability studies, racism and casteism
- develop sensitivity towards environmental concerns and feel responsible towards protecting nature.
- understand the everyday realities of the marginalized sections of the society and negate the stereotypes surrounding them and accept them as allies.
- To develop scientific temper and scientific thinking



## COURSE DESCRIPTION:

### A. COURSE SUMMARY

Module 1: 15 hrs

Module 2: 15 hrs

Module 3: 15 hrs

Module 4: 15 hrs

Evaluation: 12 hrs

**Total: 72 hrs**

### B. COURSE DETAILS:

#### **Module 1: Constitution, Democracy and Freedom**

1. "The Objectives Resolution"(Speech excerpt)- Jawaharlal Nehru
2. "How Many More Days, Democracy"(Poem) - Sameer Tanti
3. "When Salihan took on the Raj"(Article) - P. Sainath

#### **Module 2: Ecology and Science**

1. "Knowledge is Power"(Excerpt from Chapter 14 of *Sapiens: A Brief History of Humankind*)- Yuval Noah Harari
2. "A White Heron"(Short story) - Sarah Orne Jewett
3. "The Fish"(poem) - Elizabeth Bishop
4. "Everything I Need to Know I Learned in the Forest"(essay) - Vandana Shiva

#### **Module 3: Gender Equality**

1. "Fire" - Nikita Gill - Poem
2. "Accept Me" from *I am Vidya: A Transgender's Journey* - Living Smile Vidya
3. Dear Ijeawele (Letter-excerpt ) - Chimamanda Ngozi Adichie

#### **Module 4: Human Rights**

1. "Entre-vous to Adulthood" from *One Little Finger* - Malini Chib
2. "The Body Politic" (Poem) - Hiromi Goto
3. "Love- lines in the time of Chathurvarna" (Article) - Chandra Bhan Prasad
4. "The History Lesson "(Poem) - Jeanette Armstrong

**READING LIST:**

**CORE TEXT:**

<b>CODE</b>	<b>TITLE</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>
<b>ENG2A03</b>	<b>Readings from the Fringes</b>	<b>BoS (UG) University of Calicut</b>	<b>University of Calicut</b>

**FURTHER READING:**

Ambedkar, B. R. *Annihilation of Caste: An undelivered Speech*. New Delhi: Arnold Publishers, 1990.

Adichie, Chimamanda Ngozi. *We Should all be Feminists*. New York: Anchor Books, 2015.

Shiva, Vandana. *Water Wars: Privatization, Pollution and Profit*. Cambridge: South End Press, 2002.

Fanon, Frantz. *Black Skin, White Masks*. London: Pluto, 2008.

Gerty, Conor. *Can Human Rights Survive?*. Cambridge: Cambridge UP, 2006.

Girma, Haben. *Haben: The Deafblind Woman Who Conquered Harvard Law*. New York: Twelve, 2019.

## ENG2A04

### READINGS ON KERALA

<b>COURSE CODE</b>	<b>ENG2A04</b>
<b>TITLE OF THE COURSE</b>	<b>READINGS ON KERALA</b>
<b>SEMESTER IN WHICH COURSE IS TO BE TAUGHT</b>	<b>2</b>
<b>NO OF CREDITS</b>	<b>4</b>
<b>NO OF CONTACT HOURS</b>	<b>90(5HRS / WEEK)</b>

#### **Aim of the Course:**

This course aims to give an overview of Malayalam literature and provides a detailed understanding of the cultural and historical tradition of the society and the development of literary sensibility. The course also provides a detailed analysis of the evolution of Malayalam literature through various genres.

#### **COURSE OBJECTIVES**

- To enable the students to read and critically appreciate the different varieties of Kerala literature, writings and films
- To read and understand the diversity of Malayalam literature and understand its distinctions

#### **COURSE OUTCOME**

By the end of the course, the learner will be able to:

- develop critical understanding of literature of Kerala
- interrelate the cultural and historical tradition of the society and the development of literary sensibility
- Identify the diversity of literary endeavours and the cultural representations
- identify and apply the insights and values in everyday life as a Keralite
- critically analyse and interpret the present cultural production

## COURSE DESCRIPTION:

### A. COURSE SUMMARY:

Module 1: Formation	15 hrs
Module 2: Evolution	22 hrs
Module 3: Stimulation	16 hrs
Module 4: Propagation	25 hrs
Evaluation	12 hrs
Total 90 hrs	

### B. COURSE DETAILS:

#### Module 1: Formation

1. "History" (Prose) excerpt from *Malabar Manual* – William Logan
2. "Tribal Tale of Kerala" (Prose) excerpt from *Kerala Culture* – Prof S Achutha Warriar
3. "Ghoshayatra" (Poem excerpt) – Kunchan Nambiar

#### Module 2: Evolution

1. Excerpt from *Indulekha* (Novel) -O. Chandu Menon
2. Excerpt from "Atmopadeshathakam" (Poem) - Sree Narayana Guru
3. "Not an Alphabet in Sight" (Poem) –  
Poykayil Appachan
4. "Ayyankali: A Dalit Leader of Organic Protest" (Prose-excerpt) -  
M. Nisar, Meena Kandasamy
5. "Vakkom Moulavi: My Grandfather, the Rebel" (Prose) - Sabin Iqbal

#### Module 3: Stimulation

1. "Daughter of Humanity" (Story) - Lalithambika Antharjanam
2. "Kuttippuram Paalam" (Poem) – Edasseri
3. "Christian Heritage" (Story) - Vaikom Muhammad Basheer

#### Module 4: Propagation

1. "Myth and Literature" (Speech) -M T Vasudhevan Nair

2. “Rain at Heart” (Poem) –Sugathakumari
3. “Fifty years of Malayalam Cinema” (Prose) - VC Harris
4. “Malayalam’s Ghazal” (Poem) – Jeet Thayil
5. “Agni” (Story) - Sithara A
6. "Pictures Drawn on Water"( poem) - K.Satchidanandan

**READING LIST:**

**CORE TEXT:**

CODE	TITLE	AUTHOR	PUBLISHER
ENG2A04	Readings on Kerala	BoS English (UG), University of Calicut	University of Calicut

**Further reading:**

Logan, William. *Malabar Manual*. New Delhi: Low Price Publications, 2009

Prasad, Muni Narayana. *Narayana Guru: Complete Works*. New Delhi: NBT, 2006

Appachan, Poykayil. *Poykayil Appachante Paatukal (Unknown Subjects: Songs of Poykayil Appachan)*. Tiruvalla: IPRDS Eraviperur, 2008

Antherjanam, Lalithambika. *Cast Me Out If You Will*. Calcutta: Stree, 1998

Tharakan K M (Ed.). *Malayalam Poetry Today*. Thrissur: Kerala Sahitya Akademi, 1984

Abdulla, V, Asher, R E (Ed.). *Wind Flowers*. New Delhi: Penguin, 2004

## ENG3 A05

### READINGS ON INDIAN LITERATURES

<b>COURSE CODE</b>	<b>ENG3 A05</b>
<b>TITLE OF THE COURSE</b>	<b>READINGS ON INDIAN LITERATURES</b>
<b>SEMESTER IN WHICH COURSE IS TO BE TAUGHT</b>	<b>3</b>
<b>NO.OF CREDITS</b>	<b>4</b>
<b>NO.OF CONTACT HOURS</b>	<b>90 (5hrs/week)</b>

#### **Aim of the Course:**

The aim of this course is to familiarize the students with the emerging trends and growth of regional literatures in India. This course offers a choice selection of significant modern Indian literary works, produced in regional languages.

#### **COURSE OBJECTIVES**

- To enable the students to read and critically appreciate the different varieties of Indian literature, writings and films
- To read and understand the diversity of Indian writings and comprehend its nuances

#### **COURSE OUTCOME**

- Students learn to appreciate the multiple genres of Indian writings cutting across different sections of Indian Society
- Students can understand how social issues are represented in Indian literature

- Students will gain the knowledge of ‘Indianness’ through the works of Indian writers from different parts of India.
- Students will understand the pluralistic aspects of Indian culture and identity

## **COURSE DESCRIPTION**

### **A. COURSE SUMMARY**

Module 1: Poems	20 hrs
Module 2: Short stories	20 hrs
Module 3: Prose narratives	20 hrs
Module 4: Plays and Films	18 hrs
Evaluation	12 hrs

**Total 90 hrs**

### **B. COURSE DETAILS:**

#### **Module 1- Poem**

1. Small Towns and the River -- Mamang Dai
2. Dream: Midnight -- Sridala Swami
3. What you do? -- Omprakash Valmiki
4. Munda & Kondh songs
5. (Other) Wordly Folk Tale - Geet Cathurvedi

#### **Module 2--Short story and Fiction**

1. Scorn - Bama
2. Two in the next world - Rajendra Yadav
3. The Bride's Pyjamas- Akhtar Mohi- Ud-Din
4. The Night Train at Deoli - Ruskin Bond

### Module3- Prose narratives

#### 1. The Future of the Past - (Editorial)

2. On University Education (Speech excerpt) – Bhupesh Gupta
3. World as One Economic and Cultural Unit - Meghnad Saha

### Module4 --Theatre and films

1. Beyond the Land of Hattamala (play) - Badal Sirkar
2. The Burning – ( short film )- V.S Sanoj
3. That Day After Every Day –( short film)- Anurag Kashyap

#### 4. An Excerpt from *Abhijnanasakuntalam*

### READING LIST

#### CORE TEXT:

CODE	TITLE	AUTHOR	PUBLISHER
ENG3AO5	READINGS ON INDIAN LITERATURES	BoS (UG) University of Calicut	University of Calicut

#### FURTHER READING:

Kumar, Shiv K. *Contemporary Indian Short Stories in English*. New Delhi: Sahitya Akademi, 1991. Print

Peeradina, Saleem. *Contemporary Indian Poetry in English: An Assessment and Selection*. Bombay: Macmillan Co. of India, 1972. Print.



Contemporary Kashmiri Poetry: 1947-2010 (An Anthology of Post - Independence Indian Poetry in Kashmiri) Compiled by Aziz Hajini

Kambar, Chandrasekhara. *Modern Indian Plays*. New Delhi: National School of Drama, 2000. Print.

Sen, Amartya. *The Argumentative Indian: Writings on Indian History, Culture, and Identity*. New York: Farrar, Straus and Giroux, 2005. Print.

## ENG4 A06:

### SONGS AND STORIES OF OUR WORLD

<b>COURSE CODE</b>	<b>ENG4 A06</b>
<b>TITLE OF THE COURSE</b>	<b>SONGS AND STORIES OF OUR WORLD</b>
<b>SEMESTER IN WHICH COURSE IS TO BE TAUGHT</b>	<b>4</b>
<b>NO OF CREDITS</b>	<b>4</b>
<b>NO OF CONTACT HOURS</b>	<b>90 (5 hrs/wk)</b>

#### **Aim of the course:**

The course aims to provide students an overview of literary works from around the world. Through a selection of literary texts from different parts of the world and from different eras, the course offers an insight into the varied ways of self-expression of different peoples of the world.

#### **COURSE OBJECTIVES**

- To enable students to read, appreciate, and critically respond to literature of different cultures.
- To introduce a variety of literary texts from around the world from ancient to contemporary times.

#### **COURSE OUTCOME**

At the end of the course, the students will

- Gain familiarity with a variety of classical and marginal literatures.
- Acquire knowledge of literatures from around the world and from different eras.
- Have an awareness of the ways in which different cultures perceive the world around them and how they capture these experiences in literature.
- Develop empathy and understanding on the face of diverse peoples and their experiences.

#### **COURSE DESCRIPTION**

##### **A. COURSE SUMMARY**

Module I

24 Hours

Module II	24 Hours
Module III	15 Hours
Module IV	15 Hours
Evaluation	12 Hours
<b>Total</b>	<b>90 Hours</b>

## B. COURSE DETAILS

### Module I: Poetry

1. *The Odyssey* Book I, Lines 1-20 (Excerpt) – Homer
2. “In Kyoto” and “The Old Pond” (Haiku) – Basho
3. “I Have a Broom” – Zhai Yongming
4. “Won’t you celebrate with me” – Lucille Clifton
5. “To See Him Again” – Gabriela Mistral
6. “A Century Later” – Imtiaz Dharker
7. “Text” – Carol Ann Duffy
8. “Revolving Days” – David Malouf
9. “Threshold” – Ocean Vuong

### Module II: Stories

1. “The Barber’s Story of Himself”-The Thousand and One Nights (Arabian Nights)
2. “Uncle Podger Hangs a Picture” – Jerome K. Jerome
3. “Diary of a Madman” (Excerpt) – Nikolai Gogol
4. “War” – Luigi Pirandello
5. “The Green Leaves” – Grace Ogot

### Module III: Plays

1. *Faust* (Excerpt) – Johann Wolfgang von Goethe
2. *The Tempest*, Act III Scene I (The Log Scene) – William Shakespeare (Video)

### Module IV: Prose and Speech

1. “Getting Up on a Cold Morning” – Leigh Hunt
2. “Crediting Poetry” (Excerpts) – Seamus Heaney
3. “Commencement Speech 2016 at UC Berkley” – Sheryl Sandberg (Video)

## READING LIST

Core Text:

<b>CODE</b>	<b>TITLE</b>	<b>AUTHOR</b>	<b>PUBLISHER</b>
<b>ENG4A06</b>	<b>Kaleidoscope: Songs and Stories of Our World</b>	<b>BoS English (UG) University of Calicut</b>	<b>University of Calicut</b>

Further Reading:

Ferguson, Margaret, Tim Kendall, and Mary Jo Salter (Editors). *The Norton Anthology of Poetry*.

W. W. Norton and Company, 6<sup>th</sup> Edition, 2018.

Kaminsky, Ilya and Susan Harris (Editors). *The Ecco Anthology of International Poetry*. HarperCollins, 2010.

Dolley, Christopher (Editor). *The Penguin Book of English Short Stories*. Penguin, 2011.

**SYLLABUS FOR ELECTIVE COURSE (PhD)**

**ENGPHE2**

**Slow Violence and Environmentalism: An Ecocritical Study of Select Indian Texts**

**Module 1:**

**Tracing the roots of Ecocriticism**

**Key concepts:** Emergence of Ecocriticism, Types of Ecocriticism, Phases of Ecocriticism.

**Theorists:** Harold Fromm, Cheryll Glotfelty, Lawrence Buell, Scot Slovic, Serpil Opperman.

**References:**

Clark, Timothy. *The Cambridge Introduction to Literature and Environment*. Cambridge University Press, 2011.

Glotfelty, Cheryll, and Fromm, Harold eds. *The Ecocriticism Reader. Landmarks in Literary Ecology*, University of Georgia Press, 1996.

Opperman, Serpil. "The Rhizomatic Trajectory of Ecocriticism" *Ecozon@: European Journal of Literature, Culture and Environment* vol.1, no.1, 2010

Slovic, Scott. 'Seasick among the Waves of Ecocriticism: An enquiry into Alternate Historiographic Metaphors' *Environmental Humanities: Voices from the Anthropocene*. Rowman and Littlefield International, 2016

**Module 2:**

**Postcolonial Ecocriticism.**

**Key Concepts** -Postcolonial Ecocriticism, Ecocriticism of the global south, Ecocriticism in India.

**Theorists:** DeLoughrey, George B Handley, Dean Curtin, Graham Huggan, Helen Tiffin, Ursula Heise, Ramachandra Guha, Juan Martinez-Alier.

### **References:**

DeLoughrey, Elizabeth and George B. Handley, eds. *Postcolonial Ecologies: Literatures of the Environment*. Oxford UP, 2011.

Curtin, Deane. *Environmental Ethics for a Postcolonial World*. Rowman and Littlefield, 2005.

Guha, Ramachandra, and Juan Martinez-Alier. *Varieties of Environmentalism: Essays North and South*. Earth scan, 1997.

Huggan Graham, and Helen Tiffin. *Postcolonial Ecocriticism: Literature, Animals Environment*. Routledge, 2010.

Heise, Ursula. *Sense of Place and Sense of Planet: The Environmental Imagination of the Global South*. Oxford University Press, 2008.

### **Module 3:**

#### **Slow Violence.**

**Key Concepts** -Slow Violence, Structural Violence, Representation of slow violence.

**Theorists** -Rob Nixon, Upamanyu Pablo Mukherjee

#### **References:**

Mukherjee, Upamanyu Pablo. *Postcolonial Environments: Nature, Culture and the Contemporary Indian novel in English*. Palgrave Macmillan, 2010.

# **Department of History**

Nixon, Rob. *Slow Violence and the Environmentalism of the Poor*. Harvard UP, 2013.

Nixon, Rob. 'Neoliberalism, Slow Violence and the Environmental Picaresque.' *Modern Fiction Studies*. Vol 55. no3, 2009.pp 443-67.

#### **Module 4:**

#### **A study of Selected Texts**

- Amitav Ghosh *Gun Island*
- Sara Joseph *Gift in Green*
- Arundhati Roy *The Ministry of Utmost Happiness.*
- Indra Sinha *Animal's people*
- Sugathakumari *Translated poems*



# HIS1B01 TRENDS IN HISTORIOGRAPHY

**Course Category: Core Course 1**

**No. of Credits: 5**

**No. of Contact Hours: 6 Hours per week**

This course is designed to expose first semester students, to the basic understanding regarding the development of History as a discipline. The emphasis will be on the major trends in the arena of Historical Writing and Thought. The course will illustrate how the methodological and philosophical shifts have contributed for the development of History as a discipline.

## Module I

- ♥ Meaning of Historiography – Quasi History
- ♥ Past and History- Differentiation and Conceptualization
- ♥ Nature and Character of Greek Historical Writings- Herodotus
- ♥ Nature of Medieval Historical Writings- St: Augustine – Ibn Khaldun

## Books for Study

1. R G Collingwood, *The Idea of History*, OUP, 1994.
2. Shashi Bhushan Upadhyay, *Historiography in the Modern World: Western and Indian Perspectives*, OUP, 2016.

## Module II

- ♥ Vico and New science – Positivism- Auguste Comte and Ranke
- ♥ Marx and Historical Materialism
- ♥ Cultural History- Jacob Burckhardt
- ♥ A J Toynbee and the Study of Civilizations

## Books for Study

1. R G Collingwood, *The Idea of History*, OUP, 1994.
2. Shashi Bhushan Upadhyay, *Historiography in the Modern World: Western and Indian Perspectives*, OUP, 2016.

### Module III

- ♥ The Annales – Marc Bloch, Fernand Braudel
- ♥ History of Mentalities- Philippe Aries
- ♥ History from Below- E P Thompson
- ♥ Post Modernism – Keith Jenkins

### Books for Study

1. Peter Burke, *The French Historical Revolution: The Annales School, 1929-89*, Polity Press, Cambridge, 1990.
2. Patrick H Hutton, 'The History of Mentalities: The New Map of Cultural History' In *History and Theory*, Vol. 20, No. 3 (Oct. 1981), pp. 237-259.
3. R G Collingwood, *The Idea of History*, OUP, 1994.
4. Shashi Bhushan Upadhyay, *Historiography in the Modern World: Western and Indian Perspectives*, OUP, 2016.

### Module IV

- ♥ Gender History– Gerda Lerner
- ♥ Food History – Felipe Fernandez- Armesto
- ♥ Environmental History – Alfred W Crosby
- ♥ Oral Tradition and Oral History – Jan Vansina and Allan Nevins

### Books for Study

1. Shashi Bhushan Upadhyay, *Historiography in the Modern World: Western and Indian Perspectives*, OUP, 2016.
2. Gerda Lerner, *The Creation of Patriarchy*, OUP, 1987.
3. Felipe Fernandez- Armesto, *Near A Thousand Tables: A History of Food*, The Free Press, 2002
4. Alfred W Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*, Cambridge University Press, 2004.
5. Jan Vansina, *Oral Tradition as History*, The University of Wisconsin Press, 1985.
6. Gerald L Fetner, *Immersed in Great Affairs: Allan Nevins and the Heroic Age of American History*, State University of New York Press, 2004.

## **HIS2 B02 Trends in Indian Historiography**

**Course Category: Core Course 2**

**No. of Credits: 5**

**No. of Contact Hours: 6 Hours per week**

This course is designed to expose Second semester students, to the basic understanding regarding the development of Historical consciousness in India. It will also provide a basic understanding regarding the major trends in the arena of Historical Writing and Thought in India. It will also expose the students to the major paradigms associated with the study of Indian History, which will help them to understand the Indian History Courses in the following semesters.

### **Module I Historical Consciousness in Pre- British India**

- ♥ Concept of time in early India
- ♥ Jain and Buddhist Tradition
- ♥ Ithihasa – Purana Tradition
- ♥ Charithas and Kavyas- Harshacharitha – Mooshakavamsa- Rajatharangani
- ♥ Kitab-al- Hind- Al- Biruni
- ♥ Historical Writings of Sultanate Period- Barani- Amir Khusrau
- ♥ Historiography of Mughal period -AbulFazal
- ♥ Historical consciousness in other parts of India - Ferishta- Sheikh Zainuddeen- Mangalkabya

### **Module II Colonial and Nationalist Historiography**

- ♥ Indology- William Jones- Max Muller
- ♥ James Mill and the Division of Indian History- The History of British India
- ♥ Vincent A Smith- Great Men History
- ♥ Nationalist Historiography- K.P Jayswal- R.C Majumdar- R.C Dutt- K.A.N Sastri- Elamkulam♥P N Kunjan Pillai

### **Module III Critique of Paradigms**

- ♥Oriental Despotism
- ♥Asiatic Mode of Production
- ♥Hydraulic Society
- ♥Aryan Racial Supremacy Theory
- ♥Romila Thapar's Critique on Colonial and Nationalist Historiography

### **Module IV Historiographical Trends in Independent India**

- ♥Marxist Approach to Indian History- D.D Kosambi- R.S Sharma- Irfan Habib- Bipan Chandra
- ♥Subaltern Studies- Ranajith Guha- Dipesh Chakraborty
- ♥Cambridge and new Cambridge school- Anil Seal- C A Bayly
- ♥Gender History- Uma Chakravarti
- ♥Environmental History- Ramachandra Guha

### **Books for Study**

- Dr. S P Sen, Historians and Historiography in Modern India, Institute of Historical Studies, 1973
- Elliot and Dowson, History of India as told by its own Historians
- Romila Thapar, The Past and Prejudice NBT 1975
- Romila Thapar, Time as a Metaphor of History: Ancient India, OUP 1997
- James Mill, The History of British India
- Ranajit Guha (ed), Subaltern Studies, Vol. 1, OUP 1996
- Shashi Bhushan Upadhyay, Historiography in the Modern World: Western and Indian Perspectives, OUP, 2016.
- Henry Schwarz, Writing Cultural History in Colonial and Postcolonial India, University of Pennsylvania Press, 1997

## **HIS6 B11-INDIAN HISTORY- 4**

Course Category: Core Course -11

No. of Credits-4

No. of Contact- 5 Hours per week

### ***The Making of Contemporary India***

#### **Course Outcomes**

- CO 1.** Realise the social and economic issues of contemporary India and engage in the socially useful productive works
- CO2.** Define a pluralistic society and its relationship to our democratic principle
- CO3.** Realise the importance of the constitution of India and recognize the contribution of leaders and personalities who prepared it.
- CO4.** Aware of the environmental issues of the country and contributed to the sustainable development activities
- CO5.** Identifying the cardinal principles of Foreign Policy of India and think highly of national leaders who contributed to the ideology of peaceful co existence

#### **Module I: Laying the Foundation of Modern India**

- ♥ Partition and challenges; integration of princely states- strategies of Sardar Vallabhai Patel
- ♥ Framing of constitution; BR Ambedkar- significant features of Indian constitution- Preamble- Fundamental Rights and Duties- Directive Principles- nationality and citizenship
- ♥ linguistic reorganisation of states- multi cultural system and the principle of unity in diversity

## Essential Readings

Durga Das Basu, *Introduction to the Constitution of India*  
Bipan Chandra, *Essays on Contemporary India*  
Bipan Chandra, Mridula Mukerjee and Aditya Mukerjee, *India since Independence*  
Bipan Chandra. et. al (ed.), *India After Independence*

## References

Gyanendra Pandey, *Remembering Partition*  
Ramachandra Guha, *India After Gandhi: The History of the World's Largest Democracy*  
Francis R Frankel, *India's Political Economy, 1947-77*  
Joya Chatterji, *The Spoils of Partition: Bengal and India, 1947-67*  
Granville Austin, *Indian Constitution: Cornerstone of a Nation*  
Nonica Dutta, *Violence. Martyrdom and Partition: A Daughters Testimony*

## Module II: Nation Building

- ♥ Nehruvian era; Development and reconstruction- focus on technology-economic planning- mixed economy-industrialisation-land reform measures-Green Revolution
- ♥ Growth of parliamentary democracy
- ♥ Indian foreign policy in the era of cold war; NAM and Panchsheel-India Pakistan Relations- Kashmir conflict- border disputes- relation with China

## Essential Readings

Bipan Chandra, *Essays on Contemporary India*  
Appadurai, *Domestic Roots of India's Foreign Policy 1947-1972*

## References

S.Gopal, Jawaharlar Nehru. *A Biography*, vol. 2, 1947-1956  
S.Gopal, Jawaharlal Nehru. *A Biography*, vol. 3, 1956- 1964  
Amartya Sen, *Argumentative India*

## Module III: Pattern of Indian Development- Post-Nehruvian Era

- Reforms of Indira Gandhi; Nationalisation- Growth of public sector- Morarji Desai and Demonetisation
- Reforms of Rajiv Gandhi; New Education Policy
- Changes after 1990; New economic reforms- Liberalization, Privatization, Globalization (LPG)- Responses to new reforms
- Employment Generation Programmes; MGNREGP

## Essential Readings

Bipan Chandra, Mridula Mukerjee and Aditya Mukerjee, *India Since Independence*

Bipan Chandra, et al (ed.) *India After Independence*  
Ramanuj Ganguli, *Globalisation in India: New Frontiers and Emerging Challenges*  
Rama Chandra Guha, *India after Gandhi*

### References

TT Ram Mohan, *Privatisation in India: Challenging the Economic Orthodoxy*  
Joseph Stiglitz, *Globalization and Its Discontents*  
Amartya Sen, *Argumentative India*  
Naomi Klein, *No Logo: No Space, No Choice, No Jobs*

### Module IV: New challenges and responses

- ♥ Internal squabbles and declaration of Emergency in India
- ♥ Naxalite movements ; general trends
- ♥ Regionalism and militant activities; Kashmir, Punjab and Assam
- ♥ Revival of caste politics; VP Singh and Mandal Commission
  
- ♥ Communalism and violence; The Delhi riots- Babri issue-Gujarat Carnage
- ♥ Development and ecology; Water disputes- social and environmental consciousness-  
*Chipko movement- Narmada Bachavon Andolan*
- ♥ Dalit movements and Tribal movements (Issue based discussion )
- ♥ Issues of human rights- RTI- Food Safety Bill- Right to education –Mass Media and  
Social Media

### Essential Readings

Paul R Brass. *The Politics of India since Independence*  
Bipan Chandra. *In the Name of Democracy: JP Movement and the Emergency*  
KN Panikkar. *Communal Threat, Secular Challenge*

### References

Mushirul Hasan. *In Search of Identity: Indian Muslims Since Independence*  
Christopher Jafferlot . *The Hindu Nationalist Movement in Indian Politics*  
KN Panikkar. *Before the Night Falls: Forebodings of Fascism in India*  
KN Panikkar. *The Concerned India's Guide to Communalism*  
Gail Omvedt. *Dalit Visions*  
Ramachandra Guha. *The Unquiet Woods: Ecological Change and Peasant Resistance in Himalaya*  
Ramachandra Guha and Madhav Gadgil. *This Fissured Land*  
Vandana Shiva. *Staying Alive. Women, Ecology and Survival in India*  
Vandana Shiva. *The Violence of Green Revolution*  
Uma Chakravarti and Nanditha Haskar. *The Delhi Riots. Three Days in the Life of a Nation*  
P Sainath. *Everybody Loves a Good Drought: Stories from India's Poorest Districts*

## HIS5D01 HISTORICAL TOURISM

**Course Category: Open Course 1**

**No. of Credits: 3**

**No. of Contact Hours: 3 Hours per week**

### Course Outcomes

**CO 1.** Realise the Tourism potential of India and Kerala

**CO 2.** Serve as mentors and tourism operators

**CO 3.** Realise the importance of eco tourism and sustainable tourism

### Module I: Historicising Travel in India

- ♥ Tourism; basic concepts-definitions-elements of tourism-types of tourism
- ♥ Travelers and Travel accounts; Megasthenese- Pliny - Fa -Hien- Marcopolo -Ibn Batuta- Ralf Fitch –Buchanan
- ♥ Tourism and Economy
- ♥ **Tourism and Acculturation**
- ♥ Tourism and leisure
- ♥ Transport and communication technology and Tourism
- ♥ **Eco Tourism**
- ♥ **Sustainable Tourism**
- ♥ Medical Tourism

### Essential Readings

Viswanath Ghosh. *Tourism and Travel Management*

Pran Nath Seth and Sushma Seth Bhat. *An Introduction to Travel and Tourism*

AK Bhatia. *Tourism Development: Principles and Practices*

S.P Gupta. *Cultural Tourism Module II*

Salini Modi. *Tourism and Society Module III*

Ratan Deep Singh. *Dynamics of Modern Tourism*

Kunol Chattopadhyaya. *Tourism Today- Structure, Marketing and Profile Module IV*

Ratan Deep Singh. *Economic Impact of Tourism development: An Indian Experience*

Sampadkumar Jain. *Tourism Principles and Practices* (Oxford)

Cooper, Fletcher and Wanhill. *Gilbert, Tourism Principles and Practices*

Harish Bhatt and B S Badan. *Sustainable Tourism*



## Module II: Tourism Potential of India

- ♥ Geographical features-climate- biodiversity-multi cultural system
- ♥ Hill stations; Shimla- Nainital- Manali- Ooty
- ♥ Pilgrim sites and festivals; Puri- Prayaga-Ajmir-Shravanbelagola-Velankanni
- ♥ Historical and Cultural sites; Hampi- Ajantha-Ellora-Mahabalipuram- Thajmahal- Shanthinikethan-Wardha
- ♥ Wild life sanctuaries; Gir forest-Vedanthangal Bird Sanctuary, Silent Valley

### Essential Readings

- Ratan Deep Singh. *Infrastructure Tourism in India*  
Geoff Crowther. etal. *India-A Travel Survival Kit*  
Pran Nath Seth. *India-A Travellers Companion*  
I C Gupta and Sushama Kabekar. *Tourism Products of India*  
V K Gupta. *Tourism in India*  
Shahni Sign. *Cultural Tourism and Heritage Management*  
Gillan Wright. *Hill Stations of India*  
KK Sharma. *Tourism in India*  
Vivek Sharma. *Tourism in India*  
Ratnadeep Singh. *Tourism Today, Vol.I,II & III*  
K T Usha, *The Splendor that was India*  
A L Basham, *Wonder that was India*
- BS Badan. *Tourism in India*

## Module III: Kerala as a Tourism Destination

- **Tourism Potential of Kerala; ‘Gods own country’ - Geographical features of Kerala- Climate-Cultural confluence**
- **Food culture and hospitality of Kerala**
- Hill stations; Idukki and Wayanad
- Forts of Kerala; Palakkad- St Angelo Fort Kannur- Bekal Fort
- Palaces and its importance; Padmanabhapuram palace, Mattanchery Palace- Hill Palace:Thripunithura- Arakkal Palace
- Pilgrim sites: Shabarimala, Guruvayur, Malayattur- Maramon- Cherman Juma Mosque;Kodungallur- Parasinikadavu
- Backwaters and boat races: Aranmula -Nehru Trophy boat race
- Muziris Heritage Project

## **Essential Readings**

A Sreedhara Menon. *Cultural Heritage of Kerala*

William Logan. *Malabar Manual* (2 Vol.)

Roughguide. *Kerala and South India*

A Sreedhara Menon. *Cultural Heritage of Kerala*

A Sreedhara Menon. *Social and Cultural History of Kerala*

A Sreedhara Menon. *Legacy of Kerala*

A Sreedhara Menon. *Kerala Samskaram*

B.K.Gururaja Rao. *The Megalithic Culture of South India*

Rajan Gurukkal. *Cultural History of Kerala*

# **MODERN INDIAN HISTORY (1857 TO THE PRESENT):**

## **HIS4CO1 SELECTED THEMES IN CONTEMPORARY INDIA**

### **Module I INDIA: The Republic**

Indian constitution – Act of 1935- Rights and Duties  
Federal Structure – Re- Organisation of Linguistic states  
Emergency

### **Module II Mixed Economy to Liberalization**

Mixed economy – Nehruvian Economics  
Green Revolution Strategies – Problem of Development  
Violence against Nature– Soil – Women  
New Economic Zones – Land Grabbing - Developments in Technology – Science  
Liberalisation –Privatisation –Globalisation –Narasimha Rao – Man Mohan Singh

### **Module III Critique of Development Programme**

Dalit – Adivasi Uprisings – Chipko Movement- Narmada Bachao Andolan – Struggle against MNCs – Plachimada

Anti Land Acquisition Movements

### **Module IV Communal Politics and Secular Response**

Delhi Riots- Rama Janma Bhoomi issue- Gujarat – Marad

## **BOOKS FOR STUDY**

### **Module I**

1. Bipan Chandra et.al., India after Independence
2. Bipan Chandra et.al., India's Struggle for Independence
3. Bipan Chandra, In the Name of Democracy: JP Movement and the Emergency
4. Sumit Sarkar, Modern India 1885- 1947
5. Ramachandra Guha, India after Gandhi: The History of World's Largest democracy

### **Module II**

1. Bipan Chandra et.al., India after Independence
2. Ramachandra Guha, India after Gandhi: The History of World's Largest democracy
3. S. Anand, Thought and Vision of Jawaharlal Nehru
4. Aparna Bharadwaj, Nehru's Vision to Empower Indian Economy
5. Vandana Shiva, Staying Alive: Women, Ecology and Survival in India
6. Vandana Shiva, The Violence of Green Revolution

7. T T Ram Mohan, Privatisation in India: Challenging the Economic Orthodoxy
8. Ramanuj Ganguli, Globalisation in India: New Frontiers and Emerging Challenges

### **Module III**

1. Bipan Chandra et. al., India Since Independence
2. Ramachandra Guha, India after Gandhi: The History of World's Largest democracy
3. Ramachandra Guha, The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya
4. Ramachandra Guha & Madhav Gadgil, This Fissured Land
5. Vandana Shiva, Staying Alive: Women, Ecology and Survival in India
6. Vandana Shiva, The Violence of Green Revolution
7. P. Sainath, Everybody loves a Good Drought: Stories from India's Poorest districts
8. Gail Omvedt, Dalit Visions

### **Module IV**

10. Achin Vanaik, The Furies of Indian Communalism: Religion, Modernity and Secularization
11. K. N. Panikkar, Before the Night Falls: Forebodings of Fascism in India
12. Ashis Nandy, Creating a Nationality: The Ramajanmabhumi Movement and Fear of the Self
13. Uma Chakravarti, Nandita Haksar, The Delhi Riots: Three Days in the Life of a Nation
14. Asgharali Engineer, The Gujarat Carnage
15. Siddharth Varadarajan (ed.), Gujarat: The Making of a Tragedy

**DEPARTMENT OF TRAVEL AND  
TOURSIM**

# **BTTM-Cross Cutting Issues**

## **Environment and Sustainability**

### **TTM6B13 Tourism Planning and Policies**

Lecture Hours per week: 6

Credits: 4

Objective: The course aims to give a comprehensive idea about the tourism planning and policies and its application.

Pedagogy: A combination of Lecture, Case Analysis, Group Discussion, Seminars, Assignments, Practical and Assigned readings.

#### **Module I**

Destination: the concept and definitions-Common Characteristics of Destinations- Significance of attractions for destinations- Evolution and growth of tourism in a Destination-TALC concept- Destination Image- Destination Marketing Organization (DMO).

#### **Module II**

Benefits of Tourism: The economic benefits-Tourist expenditure-Invisible export-Role of balance of payments-Employment generation-Investment and accelerator effect-Income generation-economic growth and diversification-local entrepreneurship development-redistribution of wealth-direct, indirect and induced benefits-multiplier effect-tourism multipliers-social significance of tourism-Positive cultural impacts of tourism-Environmental benefits of tourism.

#### **Module III**

Impacts of Tourism: Economic impacts-Opportunity-cost-inflation-migration of labour-Social consequences- Demonstration effect-anti social activities and tourism-Cultural impacts-Commercialization-Commoditization-Environmental impacts-

#### **Module IV**

**Sustainable Tourism: Sustainable tourism development- components- principles- Carrying capacity-EIA- Environmental auditing- Visitor management practices- Definition and concept of ecotourism-Principles.**

#### **Module V**

Tourism Planning: Planning system-Significance of planning in tourism-tourism Planning Levels-Geographical level Planning (Destination Planning)-Business level planning- Different approaches

to tourism planning-‘Boosterism’-Physical/spatial approach-Community-Sustainable approach-  
Strategic planning-tourism planning process-Tourism policy-national tourism policies in india-  
1982,92,2002,latest policies (overview).

Books Recommended for Reference:

1. M.R.Dileep, (2018). Tourism-Concept, Theory and Practice, IK International, New Delhi.  
ISBN 978-93-85909-67-2.
2. Sampad Kumar Swain and Jitendra Mohan Mishra (2011). Tourism: Principles and  
Practices, Oxford University Press. New Delhi
3. Hall, C.M., 2008, Tourism Planning: Policies, Process and Relationships, Pearson  
Education: Essex.
4. Kelly I and Nankervis T, 2009, Visitor Destinations, John Wiley and Sons, Milton:  
Australia
5. Richard T, Wright. Dorothy f. Broose, Environmental science Toward a Sustainable  
Future, PHI Learning, Pvt Ltd, new Delhi
6. K. Anilkumar , S.V. Sudheer, Negative Factors of Tourism, Abhijeet Publications , new  
Delhi. ISBN 978-93-81136-71-3

**AUDIT COURSE RELATED TO  
ENVIRNOMENT AND  
SUSTAINABILITY**





UNIVERSITY OF CALICUT

**Abstract**

General and Academic - UG Programmes under CBCSS UG Regulations 2019 with effect from 2019 Admission onwards- Syllabus of Audit Course-Disaster Management- Implemented- Orders Issued

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**G & A - IV - J**

U.O.No. 11725/2019/Admn

Dated, Calicut University.P.O, 30.08.2019

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*Read:-*1. U.O.No. 4368/2019/Admn dated 23.03.2019

2. The minutes of the meeting of the Board of Studies in Geology on 10.06.2019

3. Item No. I.27 in the minutes of the meeting of Faculty of Science held on 27.06.2019

ORDER

The Regulations for Choice Based Credit and Semester System for Under Graduate (UG) Curriculum- 2019 (CBCSS UG Regulations 2019) for all UG Programmes under CBCSS-Regular and SDE/PrivateRegistration w.e.f. 2019 admission has been implemented vide paper read first above. As per the Clause 4.10 of the CBCSS UG Regulations 2019, there shall be one Audit course each in the first four semesters.

The meeting of Board of Studies in Geology held on 10/06/2019 has approved the Syllabus of Audit course - Disaster Management for all UG programmes in tune with the new CBCSS UG Regulations with effect from 2019 Admission onwards, vide paper read second above.

The Faculty of Science at its meeting held on 27/06/2019 has approved the minutes of the meeting of the Board of Studies in Geology held on 10/06/2019, vide paper read third above.

Under these circumstances , considering the urgency, the Vice Chancellor has accorded sanction to implement the Scheme and Syllabus of Audit Course- Disaster Management in accordance with the new CBCSS UG Regulations 2019, in the University with effect from 2019 Admission onwards, subject to ratification by the Academic Council.

The Scheme and Syllabus of Audit Course- Disaster Management in accordance with CBCSS UG Regulations 2019, is therefore implemented in the University with effect from 2019 Admission onwards.

Orders are issued accordingly. (Syllabus appended)

Biju George K

Assistant Registrar

To

The Principals of all Affiliated Colleges

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# **UNIVERSITY OF CALICUT**

**SCHEME & SYLLABUS of**

**AUDIT COURSE-DISASTER MANAGEMENT**

**(CBCSS-UG – REGULATION-2019)**

**2019 Admission Onwards**

## **AUD2E02 DISASTER MANAGEMENT**

### **Module 1:**

Introduction – Hazard and Disaster. Concepts of Hazard, Vulnerability, Risks. Different Types of Disaster : A) Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc B) Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures(Building and Bridge), War & Terrorism etc. Slow Disasters (famine, draught, epidemics) and Rapid Onset Disasters(Air Crash, tidal waves, Tsunami) Causes, effects and practical examples for all disasters.

Water and Climate Disaster: flood, hail storms, cloudburst, cyclones, heat and snow avalanches, cold waves, droughts, sea erosion, thunder and lightning. Geological Disaster: landslides, earthquakes, Tsunami, mine fires, dam failures and general fires. Biological Disaster: epidemics, pest attacks, cattle epidemic and food poisoning. Nuclear and Industrial Disaster: chemical and industrial disasters , nuclear accidents. Accidental Disaster: urban and forest fires, oil spill, mine flooding incidents, collapse of huge building structures.

### **Module 2:**

Natural disasters- Earthquakes, Tsunami, Floods, Drought, Landslides, Cyclones and Volcanic eruptions. Their case studies. Coastal disasters. Coastal regulation Zone.

Risk and Vulnerability Analysis 1. Risk : Its concept and analysis 2. Risk Reduction 3. Vulnerability : Its concept and analysis 4. Strategic Development for Vulnerability Reduction

. Disaster Prevention and Mitigation. Refugee operations during disasters, Human Resettlement and Rehabilitation issues during and after disasters, Inter-sectoral coordination during disasters, Models in Disasters.

### **Module 3:**

Disaster Preparedness and Response Concept and Nature Disaster Preparedness Plan Prediction, Early Warnings and Safety Measures of Disaster. Role of Information, Education, Communication, and Training,

Disaster Management : Role of Government, International and NGO Bodies. Role of IT in Disaster Preparedness Role of Engineers on Disaster Management. Response Disaster Response : Introduction Disaster Response Plan Communication, Participation, and Activation of Emergency Preparedness Plan Search, Rescue, Evacuation and Logistic Management Role of Government, International and NGO Bodies Psychological Response and Management (Trauma, Stress, Rumor and Panic) Relief and Recovery Medical Health Response to Different Disasters.

#### **Module 4:**

Rehabilitation, Reconstruction and Recovery Reconstruction and Rehabilitation as a Means of Development. Damage Assessment Post Disaster effects and Remedial Measures. Creation of Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction Sanitation and Hygiene Education and Awareness, Dealing with Victims' Psychology, Long-term Counter Disaster Planning Role of Educational Institute.

#### **Module 5:**

The vulnerability atlas of India. Disaster Prevention and Mitigation. Agencies involved in Disaster Management. Warning and Prediction

#### **Essential Reading:**

1. Pandey, M., 2014. Disaster Management, Wiley India Pvt. Ltd., 240p.
2. Tushar Bhattacharya, Disaster Science and Management, McGraw Hill Education (India) Pvt. Ltd
3. Jagbir Singh, Disaster, Management: Future Challenges and Opportunities, K W Publishers Pvt. Ltd.
4. J.P. Singhal, Disaster Management, Laxmi Publications
5. C. K. Rajan, Navale Pandharinath, Earth and Atmospheric Disaster Management : Nature and Manmade, B S Publication
6. Shailesh Shukla, Shamna Hussain, Biodiversity, Environment and Disaster Management, Unique Publications



UNIVERSITY OF CALICUT

**Abstract**

General and Academic - UG Programmes under CBCSS UG Regulations 2019 with effect from 2019 Admission onwards- Syllabus of Audit Course - Environmental Studies - Implemented- Orders Issued

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**G & A - IV - J**

U.O.No. 11724/2019/Admn

Dated, Calicut University.P.O, 30.08.2019

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*Read:-*1. U.O.No. 4368/2019/Admn dated 23.03.2019

2. The minutes of the meeting of the Board of Studies in Geology on 10.06.2019

3. Item No. I.27 in the minutes of the meeting of Faculty of Science held on 27.06.2019

ORDER

The Regulations for Choice Based Credit and Semester System for Under Graduate (UG) Curriculum- 2019 (CBCSS UG Regulations 2019) for all UG Programmes under CBCSS-Regular and SDE/PrivateRegistration w.e.f. 2019 admission has been implemented vide paper read first above. As per the Clause 4.10 of the CBCSS UG Regulations 2019, there shall be one Audit course each in the first four semesters.

The meeting of Board of Studies in Geology held on 10/06/2019 has approved the Syllabus of Audit course - Environmental Studies for all UG programmes in tune with the new CBCSS UG Regulations with effect from 2019 Admission onwards, vide paper read second above.

The Faculty of Science at its meeting held on 27/06/2019 has approved the minutes of the meeting of the Board of Studies in Geology held on 10/06/2019, vide paper read third above.

Under these circumstances, considering the urgency, the Vice Chancellor has accorded sanction to implement the Scheme and Syllabus of Audit Course- Environmental Studies in accordance with the new CBCSS UG Regulations 2019, in the University with effect from 2019 Admission onwards, subject to ratification by the Academic Council.

The Scheme and Syllabus of Audit Course- Environmental Studies in accordance with CBCSS UG Regulations 2019, is therefore implemented in the University with effect from 2019 Admission onwards.

Orders are issued accordingly. (Syllabus appended)

Biju George K

Assistant Registrar

To

The Principals of all Affiliated Colleges

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# **UNIVERSITY OF CALICUT**

**SCHEME & SYLLABUS of**

**AUDIT COURSE-ENVIRONMENTAL STUDIES**

**(CBCSS-UG – REGULATION-2019)**

**2019 Admission Onwards**

## AUD1E01 ENVIRONMENTAL STUDIES

### Module 1:

Introduction – Environment in the Indian context: Concept of an ecosystem, Multidisciplinary nature of environmental studies. Components of environment- Atmosphere, hydrosphere, lithosphere and biosphere. Definition, scope and importance. Concept of sustainability and sustainable development.

**Module 2:** Natural Resources : Renewable and non-renewable resources : Natural resources and associated problems. a) Forest resources : Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. b) Water resources : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. c) Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies. d) Food resources : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. e) Energy resources : Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies. f) Land resources : Land as a resource, land degradation, man induced landslides, soil erosion and desertification. • Role of an individual in conservation of natural resources. •Carbon footprint Water conservation, rain water harvesting, watershed management

**Module 3:** Structure and function of an ecosystem. • Producers, consumers and decomposers. • Energy flow in the ecosystem. • Ecological succession. • Food chains, food webs and ecological pyramids. • Introduction, types, characteristic features, structure and function of the following ecosystem :- a. Forest ecosystem b. Grassland ecosystem c. Desert ecosystem d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

**Module 4:** Biodiversity and its conservation • Introduction – Definition : genetic, species and ecosystem diversity. • Biogeographical classification of India • Value of biodiversity : consumptive use, productive use, social, ethical, aesthetic and option values • Biodiversity at global, National and local levels. • Hot-spots of biodiversity. • Threats to biodiversity : habitat loss, poaching of wildlife, man-wildlife conflicts. • Endangered and endemic species of India • Conservation of biodiversity :

**Module 5:** Environmental Pollution Definition • Cause, effects and control measures of :- a. Air pollution b. Water pollution c. Soil pollution d. Marine pollution e. Noise pollution f. Thermal pollution g. Nuclear hazards • Solid waste Management : Causes, effects and control measures of urban and industrial wastes. • Role of an individual in prevention of pollution.

**Module 6:** Environmental Policies and practices: Climate change, Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents.

### Essential Reading

1. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, Email:mapin@icenet.net (R) c)

2. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
3. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
4. Gadgil, M., & Guha, R.1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
4. McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
5. Singh, J. S., Singh, S. P. and Gupta, S. R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
6. Sodhi, N. S., Gibson, L. & Raven, P. H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.
7. Warren, C. E. 1971. Biology and Water Pollution Control. WB Saunders.



**PROGRAMS CONDUCTED  
RELATED TO ENVIRNOMENT  
AND SUSTAINABILITY**

# ENVIRONMENTALSUSTAINABILITY

As ideal citizens of the world, it is everyone's responsibility to imbibe values and put into practice measures to mitigate detrimental climate change emerging from environmental pollution and irresponsible misuse/abuse/over-exploitation of natural resources. Providence Women's College, as part of the effort to achieve the Sustainable Development Goals listed by the United Nations, strives for environment conservation and sustainability through various activities, curricular and otherwise. Following are some of the programs organized by the institution to inculcate love for environment.

## 1. CELEBRATION ON WORLD ENVIORNMENT DAY

- On June 5<sup>th</sup> 2023, Department of Botany organised elaborate programs involving students and faculty to raise awareness and promote environmental consciousness



- An international seminar on 'Biodiversity Conservation: in situ and exsitu strategies' was organized by Department of Botany from January 24-25 2024. Participants from various colleges attended the seminar.



- Students of third year BSc. Program carried out soil fertility analysis and distributed soil health cards during the month of February 2024 at homesteads around the campus.



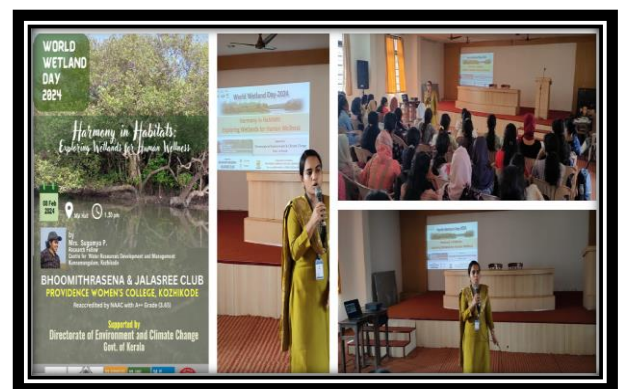
- Department of Business Administration celebrated "World Environment Day" on 7 June 2023. Students organized a creative activity centered on the theme of "reuse and repurpose." As part of the event, they collected plastic waste materials and transformed them into various useful and decorative items. This hands-on experience not only highlighted the importance of reducing plastic waste but also showcased innovative ways to repurpose materials that would otherwise contribute to pollution. By participating in this initiative, students learned valuable lessons about environmental responsibility.



- On 9 February 2024 Department of Business Administration conducted a Challenge- A competition that holds every year among the students of the department which showcases their ability as entrepreneurs, this year's theme centered to Go Green: Save Earth. This event encouraged the students to engage creatively and thoughtfully with the issues related to environmental conservation. Students showcased innovative ideas and projects that promoted eco-friendly practices highlighted the importance of protecting our planet. Through this competition, students not only demonstrated their passion for sustainability but also contributed to a culture of environmental responsibility with the department and beyond.

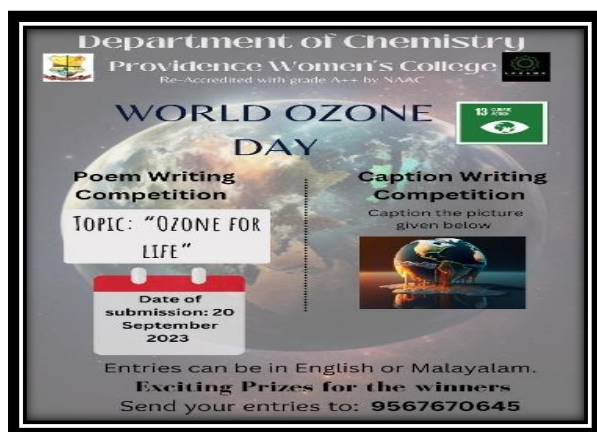


- World wetland day was celebrated on 8 February 2024 with a talk from a research fellow from the Centre for Water Resource Development and Management, Kozhikode.

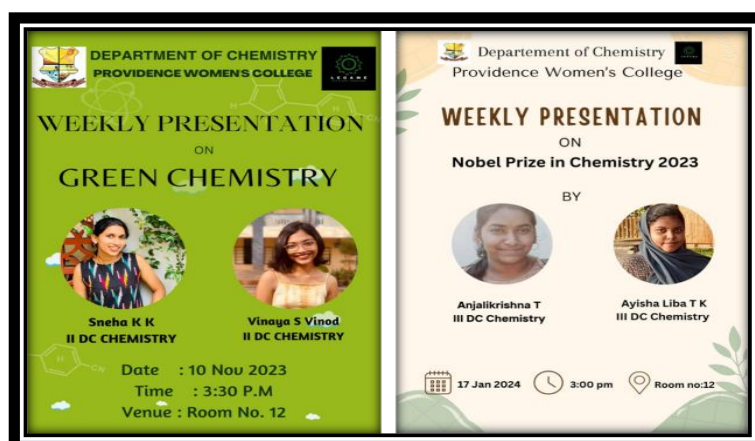


- World Ozone day was observed by Department of Chemistry on September 20, 2023

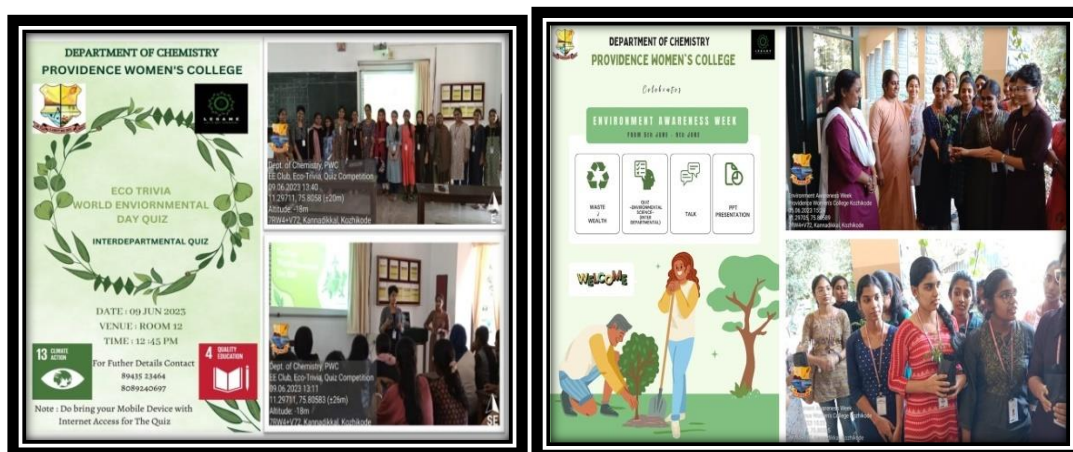
making and poem writing competition was conducted.



- Department of Chemistry conducted Student presentations on topics related to environment and sustainable development on 10<sup>th</sup> November 2023.



- Environment Awareness Week was observed from June 5-9. Various activities and competitions were organized.



- Waste to wealth: Useful materials prepared from waste and replaced plastic bag with paper bag.

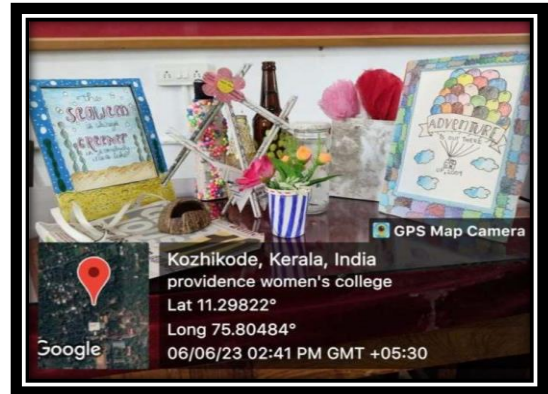


- As part of World Environment Day on 5 June, 2023, The Department of Commerce held an event titled *Green Garden's Glory*. The program aimed to foster environmental responsibility among students, encouraging them to protect and nurture the Earth. Students actively participated by planting saplings around the library block, contributing to greener spaces on campus. They also showcased their creativity by decorating the courtyard with eco-friendly items, symbolizing their commitment to sustainability. During the event, students took an oath to protect the environment, underscoring their dedication to reducing harmful practices and promoting ecological well-being.
- Green Cove Club held a competition focused on crafting items from coconut shells, an initiative that aligned with the event's eco-conscious theme. This contest not only allowed students to express their creativity but also highlighted the importance of sustainable practices by repurposing natural materials. Participants crafted unique and imaginative designs, demonstrating how discarded items could be transformed into functional or decorative pieces. This hands-on experience enhanced students' awareness of ecological issues and cultivated a sense of responsibility towards adopting

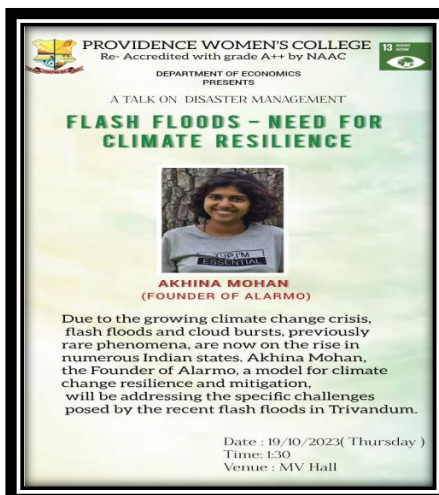


sustainable lifestyles.

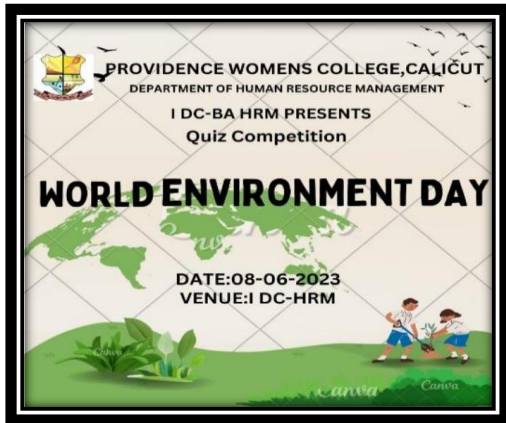
- Department of Computer Science Conducted an “Up cycling Challenge” on World Environment Day on 5 June, 2023, a dynamic event unfolded, engaging students in an impactful initiative. Focused on recycling, reducing, and reusing scrap materials, participants passionately embraced the challenge of transforming waste into innovative, eco-friendly products.



- Department of Economics conducted a session on Climate action awareness is crucial for effective disaster management. By understanding climate change impacts, recognizing early warning signs, and taking proactive steps, individuals and communities can reduce disaster risk, enhance resilience, and protect lives and livelihoods. The talk on 'flash floods - need for climate resilience' was organized by the department. Resource person was Ms Akhina Mohan, founder of Alrmo, a disaster management organization.



- On 8 June 2023, First year HRM students conducted an Environmental Day Quiz as part of our commitment to raise awareness and promote environmental consciousness. The quiz aimed to engage participants in a fun and educational manner, fostering a deeper understanding of environmental issues and sustainability.



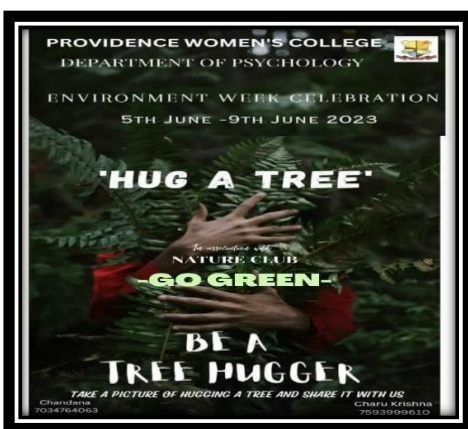
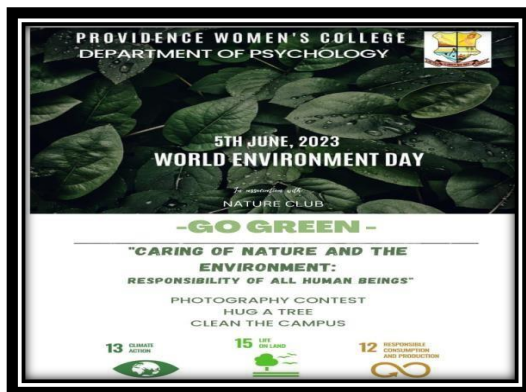
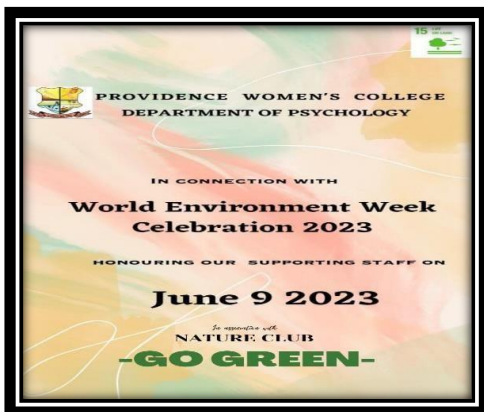
- Second year HRM students attended a Nature Camp, "Kadarivu," held at the Muthanga Range within the Wayanad Wildlife Sanctuary on November 17th and 18th by the Kerala Forest Department. It provided students with a refreshing break from the academic routine but also offered profound benefits. The primary objective of the program, aligned with Sustainable Development Goal 15 - Life on Land, was to foster an appreciation for biodiversity and instill a sense of environmental responsibility among the participants. A session taken by Mr. Rahul, the Chief Wildlife Officer, helped the students to get more awareness about the role of human in wildlife conflicts.





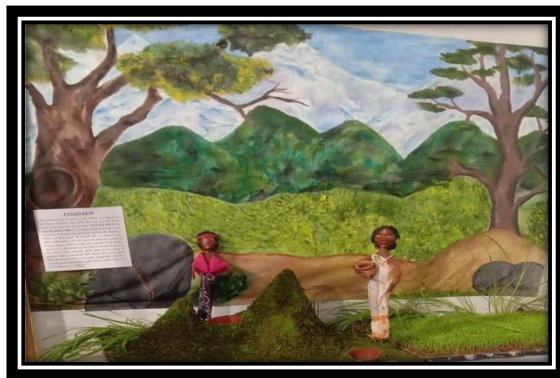


- Department of Psychology started the year with an “Environmental Week Celebration from 5 June to 9 June 2023, featuring events such as a Photography Contest, Huga tree initiative and cleaning campus drive.

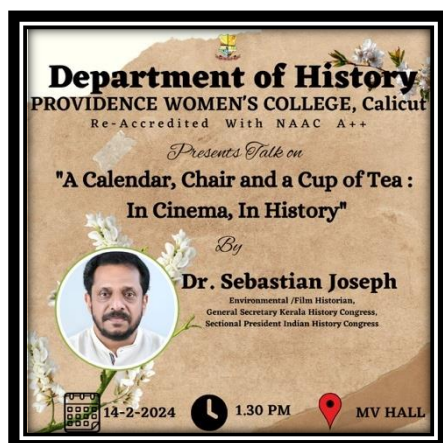




- On 16 June 2023, in association with Go Green Club of Department of Psychology, second year psychology students visited Botanical Garden of University of Calicut
- The Department of History department organized an Exhibition in connection with the NAAC visit by displaying how the traditional knowledge – ‘keni’ the sacred wells of Wayanad tribal acts a model for sustainable development.



- Dr. Sebastian Joseph, Environmental and film historian and General Secretary of Kerala History Congress addressed the students on 14-2-24. The talk was on- A Calendar, Chair and a Cup of Tea: In Cinema, in History.



- The Department of Physics on 16 July 2023. Msc Physics students participated in a thoughtfully designed nature camp, an initiative aimed at fostering environmental awareness and sustainable practices. This experience provided a platform to delve into cross-cutting issues that intersect disciplines, bridging ecological, social, and economic perspectives. During the camp, students explored themes such as biodiversity conservation, climate change, and sustainable resource management. Hands-on activities like biodiversity mapping, waste management workshops, and renewable energy demonstrations encouraged students to think critically about solutions to these global issues.



- Organized jointly by Department of Physics, Providence women's College and IIT Mumbai on 2 October 2023 as part of Gandhi global Solar Yatra. In the wake of energy sustainability and mitigating climate change, the idea of “Energy Swaraj” or localized energy self-sufficiency has been conceptualized as a global movement. Gandhi Global Solar Yatra was planned by IIT Bombay not only in India but across the globe to sensitize the young minds towards solar energy and dire consequences of climate change. 50 students from various schools in Calicut, got trained and students took a pledge to protect, preserve and nurture our environment for a gratifying present and green future.



## STUDENT SOLAR AMBASSADOR WORKSHOP

The Student Solar Ambassador workshop held on October 2nd, 2023, stands out as a collaborative effort between the Department of Physics, Providence Women's College and the Energy Swaraj Foundation.

- As part of the Environment Day celebrations, the Department of Politics and International Relations organized a "Paint with Nature" program on Monday, 5 June, 2023. Held in the Department of Politics and IR from 1:15 PM to 2:20 PM, the event was a collaborative effort between the Department of Politics and IR and the Department of English.

- The program encouraged participants to create artwork using colors extracted from natural resources like leaves, stones, and charcoal. Miss Ambili from the Department of Politics and IR and Miss Aparna from the Department of English inaugurated the event, showcasing their creativity by utilizing these natural colors derived from the environment.



- The Department of Travel & Tourism Management celebrated 'ENVIRONMENT DAY' by conducting a quiz competition on "NATURE and ENVIRONMENT" on 5<sup>th</sup> June 2023.

