



ST. DOMINIC'S COLLEGE, KANJIRAPALLY

AFFILIATED TO MAHATMA GANDHI UNIVERSITY KOTTAYAM

RE-ACCREDITED WITH A GRADE BY NAAC

ABSORB  RADIATE



DETAILS OF COURSES ADDRESSING CUTTING ISSUES



**RESTRUCTURED CURRICULUM AND SYLLABI FOR THE
B.COM DEGREE PROGRAMME (MODEL I) UNDER THE
CHOICE BASED CREDIT AND SEMESTER SYSTEM**



**MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS P O
KOTTAYAM, KERALA**

2017

(Effective from 2017-18 admissions)

SEMESTER 1

Core Course -1: DIMENSIONS AND METHODOLOGY OF BUSINESS STUDIES

Instructional Hours: 54

Credit: 2

Objectives

- *To understand business and its role in society*
- *To have an understanding of Business ethics and CSR*
- *To comprehend the business environment and various dimensions*
- *To familiarise Technology integration in business*
- *To introduce the importance and fundamentals of business research*

Module 1

Business and Environment Business- Functions - Scope - Significance of business - Objectives of business - Business and development - Forms of business organisations- Stake holders of business- Business Environment – Definition - Features- Importance - Components of business environment- Internal environment and external environment - Micro environment and macro environment- Global business environment **(10 Hours)**

Module 2

Business in India- Stages and developments of business in the Indian economy since independence - Role of public, private, co-operative sectors - Liberalisation, Privatisation and Globalization – Disinvestment – Outsourcing –Recent economic initiatives - Niti Ayog - Make in India initiative **(10 Hours)**

Module 3

Technology integration in business- E Commerce- Meaning- Functions - Operation of E-commerce - Types of E-Commerce -B2C-B2B-C2C- C2B- B2E- B2G- P2P- E-Commerce and E-Business – M-Commerce- Meaning- Advantages- Challenges – E-Payment systems (brief study) Debit/Credit card payment, Net banking, Digital wallet, e-cheque, e-cash – Payment gateway. **(14 Hours)**

Module 4

Business Ethics – Importance - Principles of business ethics - Factors influencing Business Ethics - Arguments in favour and against business ethics - Social responsibility of business – objectives and principles - Arguments in favour and against social responsibility. Corporate Governance – Meaning and importance – Objectives – Principles **(10 Hours)**

Module 5

Business Research – Research- Meaning and Definition- Importance of research- Quantitative and qualitative approach to research-Inductive and deductive reasoning- Major Types of Research (Pure-Applied - Exploratory- Descriptive- Empirical- Analytical) - Business Research- Elements of Business Research-Management Research- -Objectives- Research Methods vs Research Methodology -Research Process(brief outline only) –Research report **(10 Hours)**

Suggested Readings

1. Keith Davis and William C.Frederick: *Business and Society Management, Public Policy, Ethics.*
2. Peter F. Drucker: *Management Tasks, Responsibilities, Practices.*
3. Peter F Drucker: *The Practice of Management.*
4. P.T.Joseph, S.J, *E-Commerce: An Indian Perspective , Prentice Hall of India*
5. Kamalesh K Bajaj and Debjani Nag: *E-Commerce, the Cutting Edge of Business:, Tata McGraw Hill.*
6. Schneider: *E-Commerce:, Thomson Publication*
7. CSV Murthy, *Business Ethics, Himalaya Publishing House, Mumbai*
8. C R Kothari *Research Methodology, New Age Publishers*
9. O R Krishnaswamy: *Research Methodology- Himalaya Publications*
- 10.N V Badi and R.V. Badi: *Business Ethics: Vrinda Publications*
11. Cherunilam, Fransis, Business environment, *Himalaya Publishing House, Mumbai.*
12. Fernando, A, C., Business Environment, *Pearson, New Delhi*
- 13 Francis, Ronald & Mishra, Muktha, Business Ethics: An Indian Perspective, *Tata McGraw Hill Pvt Ltd, New Delhi*
- 14 Sharma, J.P., Corporate Governance, Business Ethics, and CSR, *Ane Books Pvt Ltd, New Delhi.*
15. Ghosh, B.N., Business Ethics and Corporate Governance, *Tata McGraw Hill Pvt Ltd, Delhi.*

Syllabus and Curriculum for M. Com Programme

Master of Commerce

2019 ADMISSION ONWARDS

(UNDER MAHATMA GANDHI UNIVERSITY PGCSS REGULATIONS 2019)



**BOARD OF STUDIES IN COMMERCE (PG)
MAHATMA GANDHI UNIVERSITY**

2019

Course Code	CM010105
Title of the Course	METHODOLOGY FOR SOCIAL SCIENCE RESEARCH
Semester	One
Type	Core
Credits	4
Hours	5 per week and Total 90

Objective of the course:

To enable a learner to understand properly the concepts of research methodology, equip them to prepare a research design and carry out research in systematic and scientific manner.

Course Outcome No	Expected Course Outcome	Cognitive Level	Programme Specific Outcome Linkage
1	Develop a thorough understanding about the basic concepts of social science research.	Understanding	PSO3, 5
2	After completing this module, the learner should be able to formulate a research design.	Understand and evaluate	PSO3, 5
3	After studying the theoretical aspects of sampling design, the learner should be able to draw a sampling design.	Understanding	PSO3, 5
4	Detailed knowledge about the instrument development, its validation and different forms of scaling.	Evaluate	PSO3, 5
5	Understand the technique of research reporting.	Understand and Apply	PSO3, 5

Unit wise arrangements of the course

Module No.	Unit No.	Unit wise Contents	Remarks
Module 1- Social Science Research an Introduction- 15 hours			
1	1.1	Research: Meaning-Significance-Objectives - Brief history of Social Science Research - Positivism and post positivism.	Short questions
	1.2	Types of research - research methods vs methodology.	Short questions and short essays
	1.3	Research Process.	Short questions and long essay
Module 2- Research problem and Design- 20 hours			
2	2.1	Research Problem- Nature-formulation of research problem – Sources of identifying research	Short questions short essays, long

		problems – Techniques involved in defining a problem.	essay
	2.2	Review of Literature – Need for review - Identifying Research Gaps.	Short questions and short essays
	2.3	Research design- Meaning, need, types of research design – features of a good design.	Short questions short essays, long essay
	2.4	Designs for exploratory research- Design for descriptive research – Experimental designs.	Short questions and short essays
	2.5	Variables-dependent, independent - extraneous variables-moderating variable- intervening variable-dichotomous variable.	Short questions short essays, long essay
	2.6	Research proposal -Research hypothesis-Sources of hypotheses- Types of hypotheses.	Short questions and short essays
Module 3- Sampling design- 15 hours			
3	3.1	Census and sample survey- Meaning and definition of sampling design - Sample frame- Adequacy of sample size.	Short questions short essays, long essay
	3.2	Methods of sampling--Random sampling-non random sampling.	Short questions, short essays, long essay
	3.3	Case study as a research strategy- Case study designs – Case study protocol- Pilot study.	Short questions short essays, long essay
Module 4- Instrument development and data collection- 25 hours			
4	4.1	Data- types of data- - Methods of data collection.	Short questions, short essays, Long essay
	4.2	Instrument development – Components of an instrument – Steps in the instrument construction process.	Short questions , short essays, long essay
	4.3	Concept of Measurement – Level of measurement – Nominal - interval - ordinal – ratio.	Short questions , short essays, long essay
	4.4	Different types of scales – Rating Scale – Numerical Scale – Graphic Scale -Attitude Scale – Likert Response Scale.	Short questions short essays, long essay
	4.5	Concept of validity and reliability- Face Validity – Construct validity – Content validity – Criterion Validity (Brief study only).	Short questions and short essays
	4.6	Internal consistency and reliability – Methods for establishing evidence for reliability – eye balling – percentage and proportion of agreement – approaches using a statistical test of correlation – test retest reliability – Parallel forms of reliability (Brief study only).	Short questions and short essays
	4.7	Internal consistency reliability – Methods of testing internal consistency – Average inter item and average item to total correlation – Split half	Short questions and short essays

		method – Cronbach alpha(Brief study only).	
Module 5- Interpretation and Research reporting- 15 hours			
5	5.1	Analysis and Interpretation – meaning – need – techniques of interpretation – precautions. <i>(Detailed study of Tools and problems excluded)</i>	Short questions and short essays
	5.2	Significance -Characteristics of a good research report – Steps in report writing –Layout of research report -Types of report.	Short questions short essays, Long essays
	5.3	Citing references using APA style -Plagiarism – Consequences of plagiarism.	Short questions and short essays

Suggested Assignments

1. Prepare a research proposal on the topic suggested by the teacher
2. Prepare a research instrument on a research topic suggested by the teacher, collect data from a small sample and test the reliability of the instrument

Recommended Text Books

1. Research Methodology: Methods and Techniques, C R Kothari, New Age International Publications
2. Statidstical Methods for Research, Prof. K. Kalyanaraman, Prentice Hall Pvt. Ltd
3. Research Methodology in Social Sciences, O R Krishnaswamy, Himalaya Publishing House
4. Business Research Methodology, Sashi K Gupta & PraneetRangi, Kalyani Publishers
5. Research methodology, R. Paneerselvam, Prentice Hall of India

References

1. Tests, Measurements and Research Methods in Behavioural Science, A K Singh, Bharath Bhawan Publishers and Distributors.
2. Research in Education, John W Best and James V Kahn, Pearson education
3. Designing and constructing instruments for social research and evaluation, David Colton and Robert W. Covert, John Wiley & Sons. Inc

English for Careers- EN5CROP03

Module 1 (Oral and Written Skills for Jobs and Careers)

- a. Applying for jobs—Preparing Resumes—Writing Cover letters.
- b. Preparing for interviews—Taking Interviews—Post-Interview follow-up-Promotion
- c. Interviews—Group Discussions

Module 2 (Correctness of Language Usage)

- a. Common errors in communication and how to avoid them.
- b. Some Notions—Conventional and idiomatic expressions.
- c. Today's Vocabulary
- d. Grammar for Grown-ups

Module 3(Facing People) (18 hours)

- a. Structuring and delivering a presentation.
- b. Communication in the Management context.
- c. Importance of Words/Language.
- d. Horizontal and Democratic Communication.

Module 4 (Keeping the Job

- a. Human relationships in academic and professional life.
- b. Front Office Management and Keeping public relations (Telephone Skills)
- c. Soft Skills for Team Building.
- d. Keeping the Job—**Professional Ethics**
- e. Managing Multiple Roles- Healthy Balancing of family and career.

**CURRICULUM AND SYLLABI FOR
BACHELOR OF FINANCIAL MARKETS (BFM)**

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS P O
KOTTAYAM, KERALA
2020

Course Code FM4CRT13

Title of the Course **MARKETING OF FINANCIAL SERVICES**

Semester Four

Type Core

Credits 4

Hours 5 per week and total 90

Objective of the Course: To equip students with knowledge in service marketing used in the financial services sector and to understand real-time challenges in the industry.

Expected Course Outcome

- 1 To understand the basic concept and factors affecting consumer buying behaviour.
- 2 The learner develops an idea about Service Market Segmentation and its application in Service Industry
- 3 Develop an idea about Marketing Mix and Distribution of Services
- 4 To evaluate the Customer Satisfaction in Service Marketing
- 5 The learner should understand the pertaining Regulations and Ethics in Service

Marketing Module 1 – Consumer Behaviour – 25 Hours

- 1.1 Consumer and business markets - buying roles - steps involved in buying process – Models of consumer Behaviour Factors affecting consumer behaviour - factors influencing buying decision
- 1.2 consumer adoption process – changing pattern of consumer behaviour - Difficulties and challenges in predicting consumer behaviour
- 1.3 Consumer Attitudes: Introduction, Functions of Attitude, Attitude Models, Learning Attitudes, Changing Attitudes, Attitude Change Strategies
- 1.4 Consumer Decision making process - introduction, level of consumer decision making, Models of consumer Decision making

1.5 Consumer Motivation: Theories of Motivation and their applications, motivational Conflict, Defense Mechanisms, Motive Arousal, Motivational Research

Module 2 - Service Marketing – 25 Hours

2.1 Service – Meaning and Definition - Characteristics – Difference between Service and Products, Classification of Services – Service Marketing – Meaning and Definition – Objective – Need and Significance

2.2 Service Marketing Dimensions - Factors Affecting Service Quality - Measures to Improve Service Quality -Service Quality and Productivity

2.3 Retail Financial Services- Investment Services – Insurance Services, Credit Services – Dimensions and drivers, Institutional Financial Service Growth of Service Sector in India.

2.4 Services Market Segmentation: Meaning – Benefits of Services Market Segmentation – Positioning and Differentiation of Services, Promotion and Communication

2.5 Environment of Service Marketing – Micro and Macro Environment

Module 3 - Marketing Mix and Distribution of Services – 15 Hours

3.1 Services Marketing Mix – Meaning – Extended Services Marketing Mix -Going Beyond the 4 Ps. (7Ps of Services Marketing) - Service Delivery Process – Service Blueprints - Service Mapping

3.2 Distribution Strategies of Services – Challenges in Distribution of Services -Personal Selling – Advertising and Sales Promotion in Service Industry.

Module 4 - Customer Satisfaction in Service Marketing – 15 Hours

4.1 Monitoring and Measuring customer satisfaction, GAP Model – Handling complaints effectively – Service Failure – Recovery - Customer Relationship Management, Customer Loyalty

4.2 Role of Internet and IT in marketing Financial Services, New trends in Marketing, Marketing through social networking channels

Module 5 - Regulations and Ethics in Service Marketing – 10 Hours

5.1 Regulations Governing Financial Services Marketing and Regulating

Bodies 5.2 **Ethical Issues in Service Marketing** -Relation to Individual and Society as a Whole

Suggested Assignments:

📖 Make a study about service quality assessment of banks, insurance companies etc 📖 Identify 2-3 marketing strategies prominently adopted in financial markets.

Suggested Readings:

📖 Reynolds & Wells, Consumer Behaviour(2010), Mcgraw Hill.
📖 Schiffman, Leon G., and Leslie Lazar Kanuk. Consumer Behavior. Pearson Prentice Hall. 📖 Marketing Financial Services: Arthur Meidam: Macmillan
📖 Marketing Financial Services: Christine Ennew, Trevor Watkins Mike Wright: Routledge 📖 The Essence of Services Marketing.: Payne, Adrian: Prentice Hall of India Private Limited, 📖 Customer Service Meaning and Measurement: La Londe, B.J. and Zinszer, P.H: National Council of Physical Distribution Management (NCPDM.)
📖 Financial Services Marketing: Harrison, Tina: Pearson Education

Course Code FM6CBT01

Title of Course **BUSINESS ETHICS & CORPORATE GOVERNANCE**

Semester Six

Type Core - Choice Based

Credit 4

Hours 5 Hours per week total 90

Objective of the course: The objective of this paper is to familiarize the students with various concepts, practices and importance of business ethics, corporate governance and CSR.

Expected Course Outcome

1 To have a basic knowledge of ethics and the role of business ethics in the day-to-day working of business organizations

2 To have a very good understanding about Corporate Governance and its

importance 3 To familiarize the issues involved in maintaining ethics and how to deal with such situations

4 To understand and evaluate organizational structure for CSR ,its importance and the regulators of CSR

5 To have an understanding of the legal aspects of CSR

Module 1- Introduction to Business Ethics - 20 hours

1.1 **Ethics- Principles of Personal Ethics - Principles of Professional Ethics -Meaning and Concept of Business Ethics**

1.2 Distinction between Values and Ethics - Morality and Spirituality - **Business Approaches to Business Ethics**

1.3 **Ethical Standards in Business** - Ethical Foundations of Business - Significance of Ethics and Values in Business

1.4 **Theories of Business Ethics** - Normative Theories and Ethical Theories.

1.5 **Business Ethics and Functional Areas**- HRM - HR related ethical issues - Role of HRM in building an ethical organization- Marketing - Areas of marketing ethics - Accounting and finance - Essence of accounting ethics- Ethics and market structure- Perfect competition – Oligopoly Monopoly.

Module 2 - Corporate Governance - 20 hours

2.1 Corporate governance: concept- need to improve corporate governance –standards- Features of good governance

2.2 Corporate governance abuses- Role played by regulators to improve corporate governance Different Approaches to Corporate Governance- Leadership and Corporate Governance- Different models of Corporate Governance

2.3 Landmarks of Corporate Governance- Rights and Privileges of shareholders- Investor's Problem and protection

2.4 Corporate Governance and Other Stakeholders: Board of Directors- Role, Duties and Responsibilities of Auditors-Bank and Corporate Governance

2.5 Business Ethics and Corporate Governance.

Module 3 - Moral Issues in Business -20 hours

3.1 Importance of moral issues and reasoning- Principles of moral reasoning-Quality of work life implications of moral issues in different functional areas of business like finance, HR and marketing

3.2 Whistle blowing: Kinds of whistle blowing-Blowing as morally prohibited, Whistle blowing as morally permitted, Whistle blowing as morally required, precluding the need for whistle blowing.

3.3 Marketing truth and advertising: Marketing- Advertising-Truth and advertising- Manipulation and coercion-Allocation of moral responsibility in advertising

3.4 Trade secrets-corporate disclosure-insider trading- Accounting finance - corporate takeovers Accounting finance and banking- corporate restructuring and takeovers-Discrimination, affirmative action and reverse discrimination-Equal employment opportunity, Affirmative action, Preferential hiring

3.5 Environmental protection: Safety and acceptable risk, Environmental harm- Pollution

and it's control,-Product safety and corporate liability-strict liability

Module 4 Corporate Social Responsibility – 15 hours

4.1 Meaning- Evolution of corporate social responsibility- Limits of corporate social responsibility Voluntary responsibility Vs. Legal requirements -Profit maximization vs. social responsibility

4.2 Socially Responsive Management: Strategies of response- formulating socially responsive strategies- Implementing social responsiveness- making a social strategy work -Conceptual framework of social responsibilities of business-SWOT analysis for evaluating organizational framework for discharging social responsibility, Financial incentives for social responsibility, Role of self-regulation in discharge of social responsibility.

Module 5 - Legal Aspects of CSR - 15 hours

5.1 Concept of Corporate Philanthropy- CSR – Corporate Sustainability - Environmental Aspects of CSR- Drivers of CSR

5.2 CSR Provisions under the Companies Act 2013- CSR Committees-CSR Reporting – CSR Models

5.3 Codes and Standards on CSR-Global Reporting Initiatives-ISO 26000 - Prestigious Awards for CSR.

Suggested assignment:

- 📖 Identify and learn the CSR practices of any two prominent multinationals in our country
- Case studies on CSR

Suggested readings:

- 📖 Velasquez Manuel G: Business ethics- concepts and cases, PHI.
- 📖 Fernando A.C.: Business Ethics – An Indian Perspective, Pearson.
- 📖 Crane Andrew & Matten Dirk: Business Ethics, Oxford.
- 📖 Fernando A.C.: Business Ethics – An Indian Perspective, Pearson.
- 📖 Fernando, A.C., Business Ethics and Corporate Governance, Pearson, New Delhi
- 📖 Francis, Ronald & Mishra, Muktha, Business Ethics: An Indian Perspective, Tata McGraw Hill Pvt Ltd, New Delhi
- 📖 Gupta, Ananda Das, Business Ethics, Springer India, New Delhi
- 📖 Sharma, J.P., Corporate Governance, Business Ethics, and CSR, Ane Books Pvt Ltd, New Delhi.
- 📖 Ghosh, B.N., Business Ethics and Corporate Governance, Tata McGraw Hill Pvt Ltd, Delhi.

Master of Science in Botany

PROGRAMME STRUCTURE AND SYLLABUS
2019-20 ADMISSIONS ONWARDS

(UNDER MAHATMA GANDHI UNIVERSITY PGCSS REGULATIONS 2019)



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**BOARD OF STUDIES IN BOTANY (PG)
MAHATMA GANDHI UNIVERSITY**

2019

**BY010301: RESEARCH METHODOLOGY, MICROTECHNIQUE, BIostatISTICS
AND BIOPHYSICAL INSTRUMENTATION**

(Theory: 18+18+18+18= 72 Hrs; Practicals: 09+27+09+18 = 63Hrs) Credits:4

RESEARCH METHODOLOGY (Theory: 18 Hrs)

Module 1: Introduction (3 hrs)

Need for research, objectives of research, types of research, stages of research; generation of a research problem, execution of work; interpretation of results: Analysis of data, interpretation and conclusions. Research ethics. Intellectual property rights (IPR): Copy right and patenting-*Brief account*.

Module 2: Review of literature (6 hrs)

Library: Structure of a Scientific Library, Journals (Current and Back-volumes), Books.
Catalogue: Types of catalogues- card catalogue, computerized catalogue. Classification of books (Universal decimal system). Journals: indexing journals, abstracting journals, research journals, review journals, e- journals. Impact factor of journals; h-Index; NCBI, PubMed, Medline. Other sources of references: reprints-acquisition and filing. Internet, open access initiative, INFLIBNET, INSDOC, N-list and Shodhganga. Preparation of index cards: author index and subject index. Open source bibliography. Management system, citation management tools (*E.g. Mendeley, EndNot*).

Module 3: Preparation of project report and Dissertation/Thesis (3 hrs)

Project report. Dissertation/Thesis: Selection of problem and its relevance; available information collected; Execution of experimental programmes; Writing dissertation (*IMRAD-System*): General Format; General principles in writing: Preliminary pages - title page, certificates, acknowledgements, and contents page. Main text of the Dissertation/Thesis: title, introduction, review of literature, material(s) and method(s), heading(s), result(s): table(s) and illustration(s), marginal indicator(s), caption(s), camera ready copy; discussion, summary and conclusion; references, abstract(s) and appendix.

Module 4: Preparation of Project Proposals, Presentation and Publication of Research Outcomes (6 hrs)

(a) Preparation of project proposal: title, introduction, literature review and abstract; aim and scope; present status; location of experiments; materials and methods; justification; expected outcome; date of commencement; estimated date of completion; estimated cost; references; funding agencies.

(b) Presentation and publication of research outcomes:

(i) Statistical analysis by using software (*Eg: - SPSS*). (ii) Preparation of research paper and short communications. (iii) Preparation of review articles. (iv) Proofreading-standard abbreviations for proof correction. (v) Presentation of Research findings in Seminars and Workshops.

Practical (9 Hrs)

1. Visit a scientific library or documentation center and submit a report.
2. Prepare a project proposal.
3. Prepare an outline of dissertation and research paper.
4. Prepare a list of references.

References

1. Anderson J., Durston B. H. and Poole (1970). *Thesis and assignment writing*. Wiley eastern.
2. Bedekar V. H. (1982). *How to write assignment and research papers, dissertations and thesis*.
3. Bercy R. (1994). *The research project, how to write it*. Rutledge, London.
4. Clifford Hawkins and Marco Sorghi. *Research: How to plan and speak about it and write about it*. Narosa Publishing Company.
5. Day R. A. (1979). *How to write and publish a scientific paper*. Cambridge University press.
6. Joseph Gibaldi (2000 & 2009). *MLA- Handbook for writers of research papers*. Affiliated East-West Press Pvt.Ltd, New Delhi.
7. Judith Bell. *How to complete your research project successfully*. UBS Publishers and Kanak publications.
8. Krishnakumar K. (1981). *An introduction to cataloguing practice*. Vikas Publishing house.
9. Parshar R. G. (1989). *Index and indexing systems*. Me dallion press New Delhi.
10. Victoria E. McMillan (1997). *Writing papers in the biological sciences (II Edn)*. Bedford books.
11. Vijay Upadhaya and Arvind Shende (2014). *Research methodology*. S. Chand and Company Pvt.Ltd. Newdelhi.

MICROTECHNIQUE (Theory: 18 Hrs)

Module 1: Killing and Fixing (3 hrs)

Principles and techniques of killing and fixing; properties of reagents, fixation images; properties and composition of important fixatives - Carnoy's Fluid, FAA, FPA, Chrome acetic acid fluids, Zirkle- Erliki fluid.

Module 2: Dehydration, Clearing, Embedding and Sectioning (5 hrs)

Dehydration: Principles of dehydration, properties and uses of important dehydrating and clearing agents - alcohols, acetone, xylol, glycerol, chloroform, dioxan. Dehydration Methods: (i) Tertiary-butyl alcohol method. (ii) Alcohol-xylol method. Embedding: Paraffin embedding. Sectioning: Free hand sections – Prospects and problems; sectioning in rotary microtome, sledge microtome and cryotome.

Module 3: Staining (5 hrs)

Principles of staining; classification of stains, protocol for preparation of; (i) Natural stains - Haematoxylin and Carmine (ii) Coal tar dyes – Fast green, Orange G, Safranin, Crystal violet, Cotton Blue and Oil Red O. Techniques of staining: (i) Single staining; Staining with Safranin or crystal violet. Double staining; Safranin-Fast green method, Safranin-Crystal violet method. Triple staining; Safranin-Crystal Violet-Orange G method. Histochemical localization of starch, lipid and lignin.

Module 4: Whole mounts (5 hrs)

Principles and techniques of whole mounting, TBA/Hygrobutol method, Glycerine-xylol method. Staining of whole mount materials (haematoxylin, fast green or Safranin-fast green)

combination). Significance of whole mounts. Techniques of smear, squash and maceration. Mounting: Techniques, common mounting media used - DPX, Canada balsam, Glycerin jelly and Lacto phenol. cleaning, labeling and storage of slides.

Practical (27 Hrs)

1. Students are expected to be thorough with the following techniques.
 - (a) Preparation of semi-permanent slides.
 - (b) Preparation of permanent slides.
 - (c) Preparation of whole mounts.
 - (d) Maceration.
 - (e) Preparation of fixatives (FAA, Carnoy's fluid).
 - (f) Preparation of dehydration series (Alcohol, Acetone, TBA).
 - (g) Preparation of paraffin blocks.
 - (h) Preparation of serial sections.
2. Candidates should prepare and submit 10 permanent slides in which the following categories should be included:
 - (a) Free hand sections (single/double stained).
 - (b) Serial sections (single/double stained).
 - (c) Wood sections and whole mounts.

References

1. Johanson D A (1940). *Plant microtechnique*. McGraw Hill co.
2. John E Sass (1967). *Botanical Microtechnique*. Oxford IBH Publ. Company.
3. Gray (1964). *Handbook of Basic Microtechnique*. McGraw Hill co.
4. Prasad M K, M Krishna Prasad (1983). *Outlines of Microtechnique*. Emkay Publications.
5. Geoffrey A Meek (1976). *Practical electron microscopy*. John Willey and sons.
6. Krishnamurthy K V (1987). *Methods in Plant Histochemistry*. S Viswanathan printers, Anand book depot, Madras.
7. Toji Thomas (2005). *Essentials of botanical microtechnique* (II Edn). Apex infotech publishing company.

BIOSTATISTICS (Theory 18 Hrs)

Module 1: Introduction to Statistics (4 hrs)

Basic principles and methods of Biostatistics: data collection, Primary and Secondary data. Tools for data collection and presentation. Measures of central tendency and dispersion.

Module 2: Probability, Correlation and Regression (5 hrs)

Probability - Definition, Mutually exclusive and Independent events. Binomial and Normal - distribution. Linear Regression and Correlation (*Simple and Multiple*).

Module 3: Design of experiments (4 hrs)

Experimental Designs: Principles - Replication, Randomization and Local control. Common designs in Biological experiments: Completely Randomized Design (CRD), Randomized Block Design (RBD), Latin Square Design (LSD), Factorial Design (FD).

Module 4: Tests of Significance (5 hrs)

Statistical Inference - Estimation - Testing of Hypothesis: - t-Test, Chi-square Test (Goodness of fit, Independence or Association, Detection of Linkages), F-test, ANOVA.

Practical (9 Hrs)

1. Test the significance of a given data using t-Test, Chi square -test.
2. Analysis of a set of data for Correlation / Regression (Scatter diagram).
3. Determine the probability for different types of events.

References

1. Chandel R. S. (1975). *A handbook of Agricultural statistics*. Achal prakashan Mandir.
2. Gomez K. A. and Gomez A. A. (1984). *Statistical procedures for agricultural research*. John Wiley and sons.
3. Gupta S. P. (1984). *Statistical methods*. S Chand and company. New Delhi.
4. Panse V. G. and Sukathme P. V. (1995). *Statistical methods for Agricultural workers*. ICAR. New Delhi.
5. Panse.V.G. and P.V. Sulchatme (1995). *Statistical Method for Agricultural workers*. Indian Council of Agricultural Research, New Delhi.
6. Robert J. Brooker (2009). *Genetics: analysis & principles* (III Edn). McGraw Hill.
7. Shukla.R.S and P.S Chandel (1974). *Cytogenetics, evolution, Biostatistics and plant Breeding*. S. Chand and Company Ltd. NewDelhi.
8. Thomas M. Little and F. Jackson Hills (1978). *Agricultural Experimentation*. Johnwiley and sons, Newyork.

BIOPHYSICAL INSTRUMENTATION (Theory 18 Hrs)

Module 1: Introduction to Microscopy (3 hrs)

Parts of Microscope, Principles of Microscopy. Types of Microscopes- Simple and Compound; Stereo Microscope, Phase contrast Microscope, Fluorescence Microscope. Electron Microscopy (Eg: TEM, SEM, and E-SEM-Brief account).

Module 2: Principles and Applications of Instruments (6 hrs)

Micrometry. Basic principles and applications of pH meter, colorimeter, UV-Visible spectrophotometer and centrifuges (E.g. Table top and ultra centrifuge). Flow cytometry. Immunoassay system-RIA and ELISA. Cryobiology- Lyophilisation and its applications. Auto radiography and Liquid Scintillation counter.

Module 3: Basic Principles and Applications of Chromatography (4 hrs)

Types of Chromatography: Paper, TLC, Column chromatography, ion exchange chromatography, GCMS, HPLC, HPTLC and LCMS.

Module 4: Basic principles and applications of Electrophoresis and Spectroscopy (5 hrs)

Electrophoresis: Agarose gel Electrophoresis, SDS PAGE, Pulse Field Gel Electrophoresis. Fluorescence, UV, IR, ORD, Visible, NMR, ESR, and Atomic Absorption.

Practical: (18 Hrs)

1. Micrometry; calibrate the ocular and stage micrometre on a light microscope and measure an object.
2. Calibrate the pH meter and measure the pH of different samples.

3. Estimate the concentration of the given sample using colorimeter or spectrophotometer.
4. Separate plant pigments by TLC or Column chromatography.

References

1. Ackerman E A, Ellis L E E, Williams L E (1979). *Biophysical Science*. Prentice-Hall Inc.
2. Chang R (1971). *Basic principles of spectroscopy*. McGraw Hill.
3. Pesce A J, Rosen C G, Pasty T L. *Fluorescence Spectroscopy: An introduction for Biology and Medicine*. Marcel Dakar.
4. Stanford J R (1975). *Foundation of Biophysics*. Academic press.
5. Henry B Bull (1971). *An Introduction to physical biochemistry*. F A Devis Co.
6. Perkampus H (1992). *UV-VIS Spectroscopy and its applications*. Springer-Verlag.
7. Garry D Christian, James E O'reilvy (1986). *Instrumentation analysis*. Alien and Bacon, Inc.
8. Friefelder D. *Physical Biochemistry*. W H Freeman and Co.
9. Mahadevan A, Sridhar R (1996). *Methods in Physiological Plant Pathology*. Sivakmi Publications.
10. Salle A J (1974). *Fundamental principles of Bacteriology*. McGraw Hill.

BY010302: BIOTECHNOLOGY, BIOINFORMATICS AND BIONANOTECHNOLOGY
(Theory 72 Hrs; Practical 36 Hrs; Credits: 4)

BIOTECHNOLOGY (54 hrs)

Module 1: Bioprocess Technology (5 hrs)

(a) Introduction to classical and modern biotechnology. Microbial biotechnology: Mode of operation of a bioprocess – basic concepts of batch, fed batch and continuous operation of a bioprocess.

(b) Basic design and construction of various types of bioreactors used in bioprocesses.

(c) Commercial production of metabolites using bioreactors. Submerged and solid state fermentation. Microbes in production of enzymes, antibiotics, biopolymers, bioethanol, organic acids, SCP.

Module 2: Plant tissue culture (12 hrs)

(a) Brief history and important milestones in plant tissue culture. Types of cultures: organized structures - meristem, shoot tip, node, embryo, root cultures; unorganized structures - callus, suspension and protoplast cultures. Cellular totipotency. Differentiation of cells in callus - tracheid formation, chloroplast differentiation. Factors influencing vascular differentiation. Organogenic and embryogenic differentiation.

(b) Culture protocol: General composition of the culture media; solid and liquid media – gelling agents. Preparation and standardization of MS medium for shoot and root differentiation. Sterilization of medium, glasswares, instruments, plant material, transfer area. Preparation of explants and inoculation, incubation. Pattern of growth and development, subculturing.

(c) Micropropagation: Methods – shoot tip and nodal segment culture, stages of micropropagation. Advantages and disadvantages of micropropagation. Applications of tissue culture.

Module 3: Genetic engineering (15 hrs)

(a) Important steps in Gene cloning: Basic principles of gene cloning. Isolation and purification of DNA from cells (Brief study). Isolation of DNA fragments of interest, creation of recombinant DNA – introduction into host cells, selection and screening of recombinants, propagation of recombinants.

(b) Tools and techniques: Restriction endonucleases, Ligases. Vectors – necessary properties of a vector, types of vectors based on origin; shuttle vectors, expression vectors.

(c) Plant transformation: *Agrobacterium tumefaciens* mediated gene transfer in plants - details of vector system based on *A. tumefaciens*, binary vector and cointegrate vector. Steps involved in *Agrobacterium* mediated gene transfer to plants. Plant transformation by direct transfer of DNA (Vectorless methods) - microprojectiles, electroporation, microinjection, chemical, lipofection.

(d) Applications of genetic engineering -in genetic studies, agriculture, and medicine (brief study citing specific examples)

Module 4: Genome editing (3 hrs)

Introduction, scope, methods and applications

Module 5: Advanced tools and techniques in Biotechnology (10 hrs)

(a) cDNA synthesis, artificial DNA synthesis – solid-phase synthesis.

(b) PCR - Procedure and applications, variants of PCR - Real time PCR and reverse transcriptase PCR and their applications.

(c) Automated DNA sequencing.

(d) *In vitro* mutagenesis, site directed mutagenesis.

(e) Blotting techniques - procedure and applications of southern, northern, western, and dot blotting. Microarray (gene chip) technology and its applications.

(f) Procedure and applications of DNA profiling, Footprinting.

(g) Procedure and applications of FISH and GISH

Module 6: Genomics (5 hrs)

Introduction to genome, genomics, transcriptomics and proteomics. Structural genomics - genome sequencing strategies. Genome annotation - structural and functional annotation, gene expression study using microarrays.

Module 7: Societal concerns with biotechnology (4 hrs)

Harm to the environment - potential impact of GMOs on the ecosystem; GM food - effect on health and environment. Misuse of modern molecular biology tools and techniques, bioweapons, bioterrorism. Ethical issues relating to rDNA techniques. Patents - issues relating to patenting living organisms, their genes and other bioresources.

BIOINFORMATICS (13 hrs)

Module 1: Methods, tools and applications of bioinformatics (3 hrs)

(a) Databases: Organization, primary and secondary databases. DNA sequence databases - Genbank, EMBL & DDBJ. Protein databases - SWISS-PROT, PDB. Sequence alignment: Significance; Global Alignment, pair wise analysis, Scoring Matrices (an introduction). Database similarity search - query sequence search; BLAST - Algorithm and different versions. FASTA. Multiple sequence analysis dynamic programming.

(b) Molecular Phylogeny: molecular clock hypothesis. Phylogenetic Trees, Terminology in Phylogenetic tree. Tree drawing Methods. Cladogram and Phylogram. Significance of Molecular Phylogeny.

(c) Structural Bioinformatics: Molecular structure viewing tool - Rasmol; Protein structure prediction - Secondary Structure prediction (Chou Fasman method), Tertiary structure prediction (Homology modeling).

Module 2 Advanced tools and techniques in Biotechnology (10 hrs)

(a) cDNA synthesis, artificial DNA synthesis - solid-phase synthesis. Construction of genomic and cDNA library.

(b) PCR - Procedure and applications, variants of PCR - Real time PCR and reverse transcriptase PCR and their applications.

(c) Automated DNA sequencing.

(d) *In vitro* mutagenesis, site directed mutagenesis.

(e) Blotting techniques - procedure and applications of southern, northern, western, and dot blotting. Microarray (gene chip) technology and its applications.

(f) Procedure and applications of DNA profiling, Footprinting.

(g) Procedure and applications of FISH and GISH

BIONANOTECHNOLOGY (5 Hrs)

Module 1: Introduction to nanoparticles and nanotechnology (3 hrs)

(a) An overview on concepts, strategies and tools. Types of nanoparticles and their relative merits and demerits.

(b) Method of biological synthesis of Zn and Ag nanoparticles – plant extract, bacteria and fungi.

Module 2: Applications of bionanotechnology (2 hrs)

Use of nanoparticles in agriculture, medicine and environment. Impact of NPs on germination and seedling emergence, parameters in various crops. Effect of NPs on gene expression. Translocation and accumulation of NPs in plant tissues and organs.

Practical (36 Hrs)

1. Production of amylase by solid state and submerged fermentation.
2. Preparation of the stock solutions of MS medium.
2. Preparation of MS medium from stock solutions.
3. Isolation, preparation, sterilization and inoculation of different explants like shoot tip, node, anther, embryo and cambium.
4. DNA isolation from coconut/onion/cauliflower and separation using agarose gel.
5. Blast search with Protein Sequence (*Magnolia latahensis* sequence)
6. Blast search with Nucleic Acid Sequence (Neanderthal man's Paleo DNA)
7. Phylogenetic tree creation with the help of CLUSTAL X, W or MUSCLE and tree drawing tools.
8. Creation of phylogenetic trees for selected families of Eudicots
9. Molecular docking (using either free or commercial software)

References

1. Susan R. Barnum (1998). *Biotechnology: an introduction*. Thomson Brooks/Cole.
2. George Acquah (2005). *Understanding biotechnology*. Pearson.
3. James D. Watson, Amy A. Caudy, Richard M. Myers, Jan A. Witkowski (2007). *Recombinant DNA* (III Edn). W H Freeman.
4. S. B. Primrose, R. M. Twyman (2006). *Principles of gene manipulation and genomics* (VII Edn). Blackwell publishing.
5. Robert J Brooker (2009). *Genetics: Analysis & principles* (III Edn.). McGraw Hill.
6. Leland H Hartwell, Leroy Hood, Michael L Goldberg, Ann E Reynolds, Lee M Silver, Ruth C Veres (2004). *Genetics: From genes to genomes* (II Edn). McGraw Hill.
7. Robert F Weaver (2002). *Molecular biology* (II Edn). McGraw Hill.
8. Smita Rastogi, Neelam Pathak (2010). *Genetic engineering*. Oxford.
9. William J Thieman, Michael A Palladino (2009). *Introduction to biotechnology* (II Edn). Pearson.
10. David W Mount (2001). *Bioinformatics: Sequence and genome analysis*. CBS publishers & distributors.
11. Jeremy W Dale, Malcolm von Schantz (2002). *From genes to genomes*. John Wiley & Sons Ltd.
12. David P Clark (2010). *Molecular biology*. Elsevier.

PROGRAMME ELECTIVE - BIOTECHNOLOGY
BY800403: GENOMICS, TRANSCRIPTOMICS, PROTEOMICS AND
BIOINFORMATICS

(Theory 90 hrs; Practical 54 hrs; Credits 4)

Module 1: Genome mapping (12 hrs)

- (a) Genome map – definition, types, and significance in genomics.
- (b) Cytogenetic map – types (Brief study)
- (c) Genetic mapping – basic principles for the construction of linkage maps. Markers for genetic mapping – genes, biochemical markers, molecular markers. Construction of linkage maps using molecular markers - RFLP, RAPD, AFLP, SSLP, SNP.
- (d) Physical mapping – restriction mapping, STS mapping, EST.

Module 2: Genome sequencing (14 hrs)

- (a) Basic steps in genome sequencing. Shot gun sequencing of small genomes. Hierarchical shot gun sequencing. Whole genome shot gun approach.
- (b) Sequence assembly – methods used.
- (c) Next generation sequencing strategies: Preparation of sequencing library. Reversible terminator sequencing (Illumina sequencing), Pyrosequencing, 454 sequencing, ion torrent method, SOLiD. Third and Fourth generation sequencing.
- (e) Important findings of the completed genome projects: Human genome project, Rice genome project, Arabidopsis genome project, *E. coli* genome project, Wheat genome project.

Module 3: Genome annotation (11 hrs)

- (a) **Structural annotation:** by computer analysis of sequence data and experimental techniques
- (b) **Functional annotation:** by computer based methods and experimental methods

Module 4: Comparative genomics (5 hrs)

Orthologs and Paralogs, gene identification by comparative genomics, comparative genomics as a tool in evolutionary studies. Metagenomics.

Module 5: Transcriptomics (5 hrs)

Components of the transcriptome. Methods of transcriptome analysis and its importance in genome annotation.

Module 4: Proteomics (8 hrs)

Proteome, proteomics. Protein profiling – steps in protein profiling. Protein sequencing. Protein expression analysis using protein microarray, protein localization using GFP.

Module 5: Bioinformatics (27 hrs)

- (a) Internet and WWW. National Centre for Biotechnology Information – SRS. Computational Biology and Bioinformatics. Database organization and function. Types of databases based on the data storage pattern. Submission to and retrieval from databases – BankIt and sequin. Secondary Databases (PROSITE, PRINTS, BLOCKS).
- (b) Sequence Analysis: Global Alignment, pairwise analysis, Scoring Matrices (an introduction), Database similarity search – query sequence search; BLAST – Algorithm and different versions; FASTA. Multiple Sequence Analysis dynamic programming for sequence alignment. Tools for multiple sequence alignment – CLUSTAL X/W.
- (c) Structural Bioinformatics: Molecular Structure viewing tool – Rasmol; Protein structure prediction, secondary structure prediction - Chou Fasman method and other Bioinformatics tools

for secondary structure prediction; Tertiary structure prediction - comparative modeling, Abinitio prediction, Homology modeling.

(d) Gene prediction strategies, ORF search, gene prediction programs – Grail/Exp, GENSCAN, ORF finder. RNA secondary structure prediction.

(e) Computer assisted drug design - concept, methods and practical approaches. Brief study about Docking tools, AutoDock, molegro virtual docker, GOLD.

(f) Applications of bioinformatics in evolutionary studies, molecular clock hypothesis. Molecular Phylogeny – Gene and Species tree. Molecular evolution and Kimuras theory, Phylogenetic Trees, Terminology in Phylogenetic tree. Tree drawing Methods. Cladogram and Phylogram, Significance of Molecular Phylogeny.

Module 6: Ethical, legal, and social impact of complete genome analysis (8 hrs)

Genome data availability – Problems with public availability of sequence data, privacy concerns, legal problems, gene and DNA sequence patenting, patenting transgenics.

Practical (54 Hrs)

1. Blast search with Protein sequence (e.g. *Cytochrome C* sequence)
2. Blast search with Nucleic Acid Sequence (e.g *Magnolia latahensis* & Neanderthal man Paleo DNAs)
3. Carry out multiple sequence alignment using the given DNA sequences.
4. Phylogenetic tree creation with CLUSTAL X, W and MUSCLE and tree viewing tools. NJ Plot, Tree View, MEGA
5. Creation of phylogentic trees for selected families of Eudicots
6. Molecular structure viewing - use of Rasmol (supply structure of a few proteins downloaded from PDB).
7. Locate specific sequences like TATA box, promoters, start signals, stop signals etc. in a DNA sequence using computer programmes e.g., *E. coli* promoter, human promoter.
8. Laboratory/Industry visit: Students are expected to conduct a visit to a sophisticated biotechnology laboratory/research centre/biotechnology industry to have an idea on the type of work going on there. A report of the visit should be prepared and submitted.

References

1. S B Primrose, R M Twyman (2006). *Principles of gene manipulation and genomics* (VII Edn). Blackwell publishing.
2. Robert J Brooker (2009). *Genetics: analysis & principles* (III Edn). McGraw Hill.
3. James D Watson, Amy A Caudy, Richard M Myers, Jan A Witkowski (2007). *Recombinant DNA* (III Edn). W H Freeman.
4. T A Brown (2018). *Genomes 4*. Garland Science.
5. Leland H Hartwell, Leroy Hood, Michael L Goldberg, Ann E Reynolds, Lee M Silver, Ruth C Veres (2004). *Genetics: From genes to genomes* (II Edn). McGraw Hill.
6. *Science*, 16 february 2001, Vol. 291.
7. David W Mount (2001). *Bioinformatics: sequence and genome analysis*. CBS publishers & distributors.
8. Jeremy M Berg, John L Tymoczko, Lubert Stryer, Gregory J Gatto Jr. (2007). *Biochemistry*. W H Freeman and company.

9. David P Clark (2010). *Molecular biology*. Elsevier.
10. D Peter Snustad, Michael J Simmons (2010). *Principles of genetics* (V Edn). John Wiley and Sons.
11. David A Micklos, Greg A Freyer with David A Crotty (2003). *DNA Science: A first course* (II Edn). L K Inter.
12. Benjamin A Pierce (2008). *Genetics: A conceptual approach* (IV Edn). W H Freeman and Company.
13. Anthony J F Griffiths, Susan R Wesler, Sean B Carroll, John Doebley (2008). *Introduction to genetic analysis* (X Edn). W H Freeman and Company.
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15. Paul G Higgs, Teresa K Attwood (2005). *Bioinformatics and molecular evolution*. Blackwell publishing.
16. C W Sensen (2002). *Genomics and Bioinformatics*. Wiley – VCH.
17. T A Brown (2002). *Genomes* (II Edn). Bios.
18. William J Thieman, Michael A Palladino (2009). *Introduction to biotechnology* (II Edn). Pearson
19. George Acquaaah (2005). *Understanding biotechnology*. Pearson.
20. Teresa K Attwood, David J Parry-Smith, Simiron Phukan (2007). *Introduction to Bioinformatics*. Pearson Education.
21. Zhumur Ghosh, Bibekanand Mallik (2008). *Bioinformatics: principles and applications*. Oxford University press.
22. Orpita Bosu, Simminder Kaur Thukral (2007). *Bioinformatics: Databases tools and algorithms*. Oxford University press.
23. Robert H Tamarin (2002). *Principles of genetics*. McGraw Hill.
24. Robert K Murray, David A Bender, Kathleen M Botham, Peter J Kennelly, Victor W Rodwell, P Anthony Weil (2009). *Harper's Illustrated Biochemistry* (XXVIII Edn). Mc Graw Hill.
25. *Nature*, 409 (6822): 860-921, 2001.
26. S R Pennington, M J Dunn (Edts) (2002). *Proteomics: From protein sequence to function*. Viva Books Private Limited.
27. Bernard R Glick, Jack J Pasternak, Cheryl L Pattein (2010). *Molecular biotechnology, principles and applications of recombinant DNA*. ASM press.
28. Burton E Tropp (2012). *Molecular biology: Genes to Proteins* (IV Edn). Jones and Bartlett Learning.
29. Jocelyn E Krebs, Elliott S Goldstein, Stephen T Kilpatrick (2011). *Lewin's Genes X*. Jones and Bartlett Publishers.
30. Rocha, M. & Ferreira, P.G. 2018. *Bioinformatics Algorithms: 1st Edition*. Academic Press.
31. Momand, J. & McCurdy, M. 2017. *Concepts in Bioinformatics and Genomics*. Oxford University Press.
32. Jeremy, R. 2015. *Bioinformatics: An Introduction*. Springer Publishing Co.
33. Choudhuri, S. 2014. *Bioinformatics for Beginners*. 1st Edition. Academic Press

Semester	Course code	Course Title	Type of course	Weight	Teaching Hours
II	EC010205	Statistical Methods for Economic Analysis	Core	4	90
Course Objectives					
<p><i>This course is designed to cover the statistical material required for entry into Econometrics. It begins with some basic concepts and terminology that are fundamental to Inferential Statistics. It then develops the notion of probability, followed by probability distributions of discrete and continuous random variables and of joint distributions. This is followed by a discussion on sampling techniques used to collect survey data. The objective of this course is to train students in the use of the most common statistical tools and techniques encountered in economics for analysis of data with valid logic and inferences. At the end of the course, students are expected to learn a clear understanding of the inferential statistics as well as analysis and the interpretation of data.</i></p>					

Unit- 1: Probability Theory and Probability distributions

(20 Hours)

- 1.1. Random variables - Discrete and Continuous.
- 1.2. Mathematical Expectation, Variance and co-variance of random variables.
- 1.3. Density function, Distribution function - Definition and properties.
- 1.4. Bivariate random variables - Marginal and conditional distributions.
- 1.5. Moment Generating function - Definition and properties.
- 1.6. Discrete distributions - Binomial - Mean, variance, mgf of Binomial distribution. Computation of probability using Binomial distribution. Fitting of Binomial.
- 1.7. Poisson distribution - mean, variance, mgf of Poisson distribution. Computation of probability using Poisson distribution, Fitting of Poisson distribution.
- 1.8. Continuous distributions - Normal distribution - Mean, variance and mgf of Normal distribution (Derivation is not required). Standard Normal distribution - pdf, tables of standard normal distribution, Computation of probabilities of Normal distribution. Log-normal distribution - pdf, relation between normal and log-normal distribution.
- 1.9. Law of large numbers and Central Limit theorem (Concept and statement only)

Unit- 2: Sampling methods and Sampling Distributions

(20 Hours)

- 2.1. Population and Sampling - Parameter and Statistic - Definition and examples.
- 2.2. Probability and non-probability sampling methods - Practical methods of drawing random samples – with replacement and without replacement.
- 2.3. Determination of Sample size.

- 2.4. Sampling distributions - Standard error. Sampling vs Non-sampling errors.
2.5. Chi-square, t, and F distribution - Definition, properties and tables of distribution.
Examples of statistics following t, Chi-square and F distributions.

Unit- 3: Inferential Statistics- Estimation

(20 Hours)

3.1. Estimation - Point and interval Estimation - Properties of Good estimators – Cramer-Rao inequality. 3.2. Methods of Estimation - Maximum Likelihood estimators and estimation using method of moments. 3.3. Calculation of MLE of parameters of Binomial, Poisson and Normal distributions.

3.4. Interval estimation - Confidence interval - population mean of normal distribution when population variance is known and unknown.

Unit- 4: Inferential Statistics - Testing of Hypothesis

(20 Hours)

4.1. Hypothesis testing - Hypothesis - Simple and composite hypothesis - Null and alternative hypothesis Rejection and acceptance region - Type I and Type II errors, Significance level and power of a test. p-value of a test.

4.2. Large sample tests of population mean of one sample and two samples, proportion of a population of one sample and two samples, Goodness of fit, independence of attributes (two-way classification). 4.3. Small sample tests of mean and variance of normal population of one sample and two samples - paired sample and independent sample tests, ratio of variances of two normal populations.

4.4. Non-parametric tests - Sign test, Wilcoxon Matched-pairs Test (or Signed Rank Test), run test, Fisher-Irwin Test, Mann-Whitney test, Kendall's Coefficient of Concordance and Kruskal-Wallis test.

Unit- 5: Research methodology

(10 Hours)

5.1. Objectives of Research - Types of Research - Research Process - Criteria of Good Research - Research Problem - Selecting the Problem - Technique Involved in defining a Problem

5.2. Research Design - Features of a Good Design - Different Research Designs

5.3. Research Report - Technique of Interpretation - Significance of Report Writing - Different Steps and layout of writing report - types of Reports - Precautions for Writing Research Reports.

Reference:

1. McClave, Benson and Sincich (2012): A First Course in Business Statistics, 8th Ed, Prentice Hall.
2. Moore, McCabe, Alwan, Craig and Duckworth (2011a): The Practice of Statistics for Business and Economics H Freeman and Company.
3. Lind A. Douglas, Marchal G. William and Wathen A. Samuel (2016)- Basic Statistics for Business and Economics, 7th Ed, McGraw Hill International Edition.
4. Mendenhall William, Beaver J. Robert and Beaver M. Barbara (2014) - Introduction to Probability and Statistics – 12th Ed, Thomson Books/Cole publishers.
5. Earl Babbie (2008): The Basics of Social Research, 4th Ed, Thomson.
6. Gerald Keller (2012): Statistics for Management and Economics, 9th Ed, South-Western.
7. James P. Stevens (2007): Intermediate Statistics: A Modern Approach, 3rd Ed, Lawrence Erlbaum Associates.
8. Joseph F. Healey (2012): Statistics: A Tool for Social Research, 8th Ed, Wardworth.
9. Roxy Peck and Jay Devore (2014): Statistics: The Exploration and Analysis of Data, 8th Ed, Cengage.
10. Sheldon M Ross (2016): Introductory Statistics, 5th Ed, Associate Press.
11. Ronald M. Weiers (2010): Introduction to Business Statistics, 7th Ed, South-Western.
12. Anderson, Sweeney and Williams (2016): Statistics for Business and Economics 12th Ed, South-Western.
13. Peter J. Diggle and Amanda G. Chetwynd (2011): Statistics and Scientific Method: An Introduction for Students and Researchers, OUP.
14. Don E. Ethridge (2004): Research Methodology in Applied Economics, 2nd Ed, Wiley-Blackwell
15. William J. Goode and Paul K. Hatt: Methods in Social Research, McGraw-Hill Book Company, Inc.
16. Bryman, Alan (2008), Social Research Methods, Oxford University Press, New Delhi.
17. Gerard Guthrie (2010), Basic Research Methods, Sage Publications New Delhi

MAHATMA GANDHI UNIVERSITY, KOTTAYAM



CURRICULUM FOR UNDER GRADUATE PROGRAMMES IN

PHYSICS

UNDER CHOICE BASED CREDIT SYSTEM (UG CBCS) 2017

2017 ADMISSIONS ONWARDS

8. SYLLABUS CORE PHYSICS

B.Sc. Physics Programme (Model – I, II & III)

Semester-I

Core Course: I

Credit – 2 (36 hours)

PH1CRT01: METHODOLOGY AND PERSPECTIVES OF PHYSICS

Module I

Concepts and Development Physics:

(8hours)

Development of physics in the last century and the birth of new scientific concepts with reference to *scientific contributions of Galileo, Newton, Einstein, J J Thomson, Curies, Rayleigh, Max Plank, Heisenberg and Schrodinger* (qualitative understanding). Contributions of Indian physicists -*C V Raman, H J Babha, J C Bose, S N Bose, M Saha, S Chandrasekhar, Vikram Sarabhai*, (Topics in this part require qualitative study only)

References:

1. Feynman lectures of Physics
2. Concepts of Modern Physics: ArtherBeisser,
3. Modern Physics: Kenneth Krane
4. Modern Physics: R Murugesan
5. https://www.nobelprize.org/nobel_prizes/physics/laureates/

Module II

(18 hours)

Number systems- Decimal, hexadecimal and Binary. Conversions, Binary arithmetic addition, subtraction and multiplication. 1's and 2's complement subtraction –signed binary numbers. Signed binary arithmetic, BCD code, ASCII code, Significance of binary number system in digital electronics, microprocessors and in computers,

PROFESSIONAL ETHICS

SEMESTER IV

Paper- 4- नाटक और लंबी कविता (Drama & Long Poem)

Course Code-HN4CCT04

नाटक/ Drama

1. कोणार्क - जगदीश चन्द्र माथुर

लंबी कविता (Long Poem) (Text Book-पाच लंबी कविताएँ)

1. नगई महुरा - त्रिलोचन
2. शहंशाह की नींद - उमाशंकर चौधरी
3. ढावा - नीलेश रघुवंशी
4. इतनी दूर मत ब्याहना बाबा - निर्मला पुत्तुल
5. जवाहर टनल - अग्निशेखर

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
कोणार्क	कोणार्क	कोणार्क	कोणार्क
नगई महुरा	शहंशाह की नींद	ढावा	जवाहर टनल
		इतनी दूर मत ब्याहना बाबा	

PROFESSIONAL ETHICS

SEMESTER III

Paper-3- कविता, व्याकरण और अनुवाद (Poetry, Grammar & Translation)

कविता/ Poetry (Text Book-काव्य कुसुम)

Course Code-HN3CCT03

1. कबीरदास - दोहा (4)
2. तुलसीदास - पद (2)
3. मीराबाई - पद (2)
4. बिहारी - दोहा (3)
5. जागो फिर एक बार - सूर्यकांत त्रिपाठी निराला
6. वे मुस्काते फूल नहीं - महादेवी वर्मा
7. सेवली - धूमिल
8. छीनने आये हैं वे - सर्वेश्वर दयाल सक्सेना
9. आजादी उर्फ गुलामी - ज्ञानेन्द्रपति
10. तुम्हें कुछ करना चाहिए - चंद्रकांत देवताले
11. सबूत - अरुण कमल
12. दिल्ली दरवाजा - कुमार विकल
13. जंगल के उजाड़ में - विनोद कुमार शुक्ल
14. बाज़ार - मंगलेश डबराल
15. बीसवीं शती के अंतिम दिनों का एक आश्चर्य - राजेश जोशी
16. दो हाथियों की लड़ाई - उदयप्रकाश
17. टंडे पानी की मशीन - एकांत श्रीवास्तव
18. अच्छे आदमी - कुमार अम्बुज

व्याकरण और अनुवाद (Grammar & Translation)

1. सामान्य हिंदी व्याकरण तथा रचना - श्रीकृष्ण पाण्डेय (Page -19-58 & 111-117)

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
कबीरदास तुलसीदास बिहारी मीराबाई	जागो फिर एक बार वे मुस्काते फूल नहीं सेवली छीनने आये हैं वे आजादी उर्फ गुलामी	तुम्हें कुछ करना चाहिए सबूत दिल्ली दरवाजा जंगल के उजाड़ में बाज़ार	बीसवीं शती के अंतिम दिनों का एक आश्चर्य दो हाथियों की लड़ाई टंडे पानी की मशीन अच्छे आदमी
व्याकरण			व्याकरण
अनुवाद			अनुवाद

PROFESSIONAL ETHICS

SEMESTER III

Paper-3- कविता, व्याकरण और अनुवाद (Poetry, Grammar & Translation)

कविता/ Poetry (Text Book-काव्य कुसुम)

Course Code-HN3CCT03

1. कबीरदास - दोहा (4)
2. तुलसीदास - पद (2)
3. मीराबाई - पद (2)
4. बिहारी - दोहा (3)
5. जागो फिर एक बार - सूर्यकांत त्रिपाठी निराला
6. वे मुस्काते फूल नहीं - महादेवी वर्मा
7. सेवली - धूमिल
8. छीनने आये हैं वे - सर्वेश्वर दयाल सक्सेना
9. आज्ञादी उर्फ गुलामी - ज्ञानेन्द्रपति
10. तुम्हें कुछ करना चाहिए - चंद्रकांत देवताले
11. सवत - अरुण कमल
12. दिल्ली दरवाज़ा - कुमार विकल
13. जंगल के उजाड़ में - विनोद कुमार शुक्ल
14. बाज़ार - मंगलेश डबराल
15. बीसवीं शती के अंतिम दिनों का एक आश्चर्य - राजेश जोशी
16. दो हाथियों की लड़ाई - उदयपरकाश
17. ठंडे पानी की मशीन - एकांत श्रीवास्तव
18. अच्छे आदमी - कुमार अम्बुज

व्याकरण और अनुवाद (Grammar & Translation)

1. सामान्य हिंदी व्याकरण तथा रचना - श्रीकृष्ण पाण्डेय (Page -19-58 & 111-117)

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
कबीरदास तुलसीदास बिहारी मीराबाई	जागो फिर एक बार वे मुस्काते फूल नहीं सेवली छीनने आये हैं वे आज्ञादी उर्फ गुलामी	तुम्हें कुछ करना चाहिए सवत दिल्ली दरवाज़ा जंगल के उजाड़ में बाज़ार	बीसवीं शती के अंतिम दिनों का एक आश्चर्य दो हाथियों की लड़ाई ठंडे पानी की मशीन अच्छे आदमी
व्याकरण			व्याकरण
अनुवाद			अनुवाद

PROFESSIONAL ETHICS

B.Com Model I

SEMESTER I

Paper- 1- गद्य और संचार मीडिया (Prose & Mass Media)

Course Code-HN1CCT01

गद्य/ Prose (Text Book-साहित्य सागर)

1. नेहरु का रास्ता - माधव हाड़ा
2. जूठन- ओमप्रकाश वात्मीकी
3. चूहा और मैं- हरिशंकर परसाई
4. अग्नि की उड़ान- ए पी जे अब्दुल कलाम
5. आस्था और रोमांच की यात्रा- पवन चौहान
6. गौरी का गुस्सा-स्वयं प्रकाश

संचार मीडिया (Mass Media) (Text Book-संचार मीडिया एवं व्यावसायिक पत्र लेखन)

1. दर्शकों को अब भी अच्छे सिनेमा की तलाश - ओमपुरी
2. विज्ञापन और स्त्री - कुमुद शर्मा
3. माध्यम की तलाश - राही मासूम रज़ा
4. चक दे इण्डिया - रामशरण जोशी

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
नेहरु का रास्ता	चूहा और मैं	आस्था और रोमांच की यात्रा	गौरी का गुस्सा
जूठन	अग्नि की उड़ान		
दर्शकों को अब भी अच्छे सिनेमा की तलाश	विज्ञापन और स्त्री	माध्यम की तलाश	चक दे इण्डिया

UNDERGRADUATE PROGRAMME IN HISTORY

COMMON CORE COURSE

SEMESTER - 1

HY1CRT01- PERSPECTIVES AND METHODOLOGIES IN SOCIAL SCIENCES – HISTORY

Module I Introduction to Social Sciences

Social Science -Its historical setting. Relevance of the Social Sciences to understanding and solving contemporary problems at the regional, national and global levels. Discussion of basic principles and concepts Basic epistemology of Social Sciences

Core Readings

- Hunt, Elgin F, Social Science and its Methods, *in Social Science an Introduction to Study of Society*, Allyn and Bacon, 2008
- Perry, John, Through the Lens of Science, *in Contemporary Society: An Introduction to Social Science*, Allyn and Bacon, 2009.
- Porta, Donatella Della and Michael Keating, *Approaches and Methodologies in the Social Sciences: A pluralistic Perspective*, Cambridge University Press, Delhi, 2008, pp. 19-38.

Module II Survey of the Social Sciences

Social Sciences: How they are related how they are different Social Science disciplines Relation to other fields of knowledge. History and its relation with other social sciences- Differing nature of history as a social science- Multi disciplinary and inter disciplinary methodology- interdisciplinary approaches in history

Core Readings

- Perry, John, Through the Lens of Science, in *Contemporary Society: An Introduction to Social Science*, Allyn and Bacon, 2009.
- Natraj, V.K., et.al, Social Science: *Dialogue for Revival*, *Economic and Political Weekly*, August, 18, 2001, pp. 3128-3133.

Module- III- Nature of Social Sciences

Notions of objectivity and subjectivity in social sciences- objectivity and subjectivity in history- Use of theories in history.

Core Readings;-

- Weber, Max, *Objectivity in Social Science and Social Policy* in *The Methodology of Social Sciences*, Free Press, Illinois, 1949, pp. 49 – 112.
- Mark J Smith (Ed.) , *Philosophy and Methodology of Social Sciences*, Vol. II, Sage Publications, New Delhi 2005, pp. 3-49.
- Nagel, Ernest, *Problems of Concept and Theory Formation in Social Sciences*, ibid pp.301-390

Module IV- On History

Understanding History- Definitions of history- nature of history- scope of history- epistemologies relevant to history- kinds of history- political-social- economic- intellectual, gender- local- oral histories.

Core Readings

- E H Carr, *What is History*, Penguin, 2008.
- Arthur Marwick, *Nature of History*, Macmillan, 1989
- Arthur Marwick, *New Nature of History*, Palgrave, 2001.
- Marc Bloch, *Historian's Craft*, Manchester University Press, 1992.
- Shashibushan Upadhyaya, *Historiography in the Modern World*, OUP, 2016
- John Tosh, *Pursuit of History*. Rutledge, 2005.

SEMESTER 4

HY4CRT06 – RESEARCHING THE PAST

The Course intends to familiarize the students the basic terms, concepts and categories of history to understand the discipline as an intelligent knowledge system. The scientific understanding of the discipline with different approaches of history at different historical contexts and the methodology of historical writing is introduced with techniques and technicalities.

Module 1 - Basics of historical Research

Methods- Methodology- Research Problem in history- Synopsis Writing- Research Plan- Literature Review- Hypothesis: Induction and Deduction- Types of research: descriptive, analytical, quantitative and qualitative.

Module 2 - Treasures of Past

Repositories: Archives: Government and Private- Museums- Fields- Classification: Primary, secondary, tertiary- non conventional sources: Visual sources- Memory and history

Module 3 - On Interpreting

Textual analysis - Heuristics and Hermeneutics - New methods: Structural linguistic methods – Post Structuralism - Objectivity and Subjectivity- Causation and Generalization.

Module 4 - On Referencing

Techniques of documentation - Style Manuals - MLA,APA, Chicago – Footnotes - Use and abuse - Bibliography- Types of bibliography and its importance- Index, Glossary, Appendix, Tables, Charts and Maps.

Essential Readings

- E H Carr, *What is History*, Penguin Books, London, 1961.
- Jeremy Black & Donald M. MacRaild, *Studying History*, Palgrave Mac Millan, New York, 2007.
- Arthur Marwick, *Nature of History*, Macmillan Education, UK, 1989.
- Arthur Marwick, *New Nature of History*, Macmillan Education, UK, 2001.

- R.G.Collingwood, *The Idea of History*, OUP, 1974.
- Fernand Braudel, *On History*, University of Chicago Press, 1982.
- Paul Thomson, *Voice of the Past*, OUP Oxford, 2000.
- Keith Jenkins, *Rethinking History*, Routledge, 2003.
- John Tosh, *Pursuit of History*, Routledge, 2013.
- Marc Bloch, *Historians Craft*, Manchester University Press, 1992.
- John Scott, *A Matter of Record*, Polity Press, 1990.
- Anthony Brundage, *Going to the Sources: A Guide to Historical Research and Writing*, John Wiley & Sons, 2013
- John Lewis, Gaddis, *The Landscape of History: How Historians Map the Past*, OUP, 2004
- Jorma Kalela, *Making History: The Historian and the Uses of the past*, Palgrave Macmillan, 2012

SEMESTER 5

• **HY5CRT07- Inheritance and Departures in Historiography**

- The course intends to trace the historiographical trends from the traditional phase to the contemporary scene. The course is designed to orient students in new trends with a view to improving their understanding of historical writings and perspectives and to inspire the students in taking up higher courses in History.

• **Module-1 Classical Notion of History**

- History and Historiography-The European versions - Greek Notion of History - Roman Histories
- - Church Historiography- The Persian version of History –Ancient Indian conceptualization of past- Notions of time in history

• **Module-2 The Positivist Turn**

- Positivist Historiography - Facts- Interpretation Shift to Explanation Hegalian Philosophy of History - Marxian Materialism- Spengler – Toynbee

• **Module-3 The Paradigm Shift**

- Annales –Lucien Febvre and Marc Bloch- Braudelian approach-Third and Fourth generation Annales- Idea of Total History -History of Mentalities and Emotions- The Post Modern Turn – Post Colonial History.

• **Module-4 History from the margins**

- History from below-Subaltern Studies - Local History –Oral History- Women’s History

• **Reading List:**

- R.G Collingwood, *The Idea of History*, OUP, New York, 1946.EH Carr, *What is History?*,Penguin, London, 1961
- Arthur Marwick, *Nature of History*, Macmillan, London, 1970
-
- Arthur Marwick, *The New Nature of History*. Palgrave, London, 2001.

- M.I. Finley, *The Greek Historians*, Viking, New York, 1971.
-
- G.A Cohen, *Karl Marx Theory of History*, OUP, London, 1978.
-
- Tom Bottomore, *Dictionary of Marxist thought*, Blackwell, New York, 1983
-
- T.R Venugopal (ed) *History and Theory*
-
- Marc Bloch, *The Historians Craft*, Vintage, New York, 1953
-
- Fernand Braudel, *On History*, University of Chicago Press, Chicago, 1980.
-
- Peter Burke, *The French Historical Revolution, The Annales School*, Polity Press, 1990. Robert M Burns, *Historiography : Critical concepts in Historical Studies*, London ,2006.
- Harbans Mukhia and Maurice Aymard, *French Studies in History 2 Vols*, Sangam Books, NewDelhi 1988.
- Ranajit Guha (ed.) *Subaltern Studies: Vol-1*, OUP, New Delhi, 1996. Sumit Sarkar, *Writing Social History*, OUP, New Delhi, 1998.
- Dipesh Chakrabarty, *Habitations of Modernity*, University of Chicago Press, 2002.
-
- Vinay Lal, *Subaltern Studies and its Critics: Debates over Indian History* in *History and Theory*, Vol.40, No.1 (Feb 2001) pp. 135-148.
- Dipesh Chakrabarty, *Marx after Marxism: A Subaltern Historians Perspective-*. EPW Vol 28.No22 (May 29, 1993) pp. 1094-1096.
- Paul Thompson, *Voice of the Past*, OUP, New York, 2000.
-
- Satish K Bajaj, *Recent trends in Historiography*, Anmol publications, New Delhi 1998
-
- J. Donald Hughes, *An Environmental History of the World*, Psychology Press, New York, 2001. Juliet Gardiner, *What is history today?*, Palgrave, 1988.
- K. Offen, *Writing Womens history: International Perspectives*, John Wiley & Sons, London 1991.

- Keith Jenkins, *Re thinking History*, Routledge, London, 1995
- Keith Jenkins, *From Carr to Elton, Rorty to White*, Routledge, London, 1995
-
- Shashi Bhushan Upadhyaya, *Historiography in the Modern World*, New Delhi, OUP, 2016

SEMESTER 5

OPEN COURSE

- **HY5OCT01 – INTRODUCING ENVIRONMENTAL HISTORY**

- This course will introduce students to the dynamic field of environmental history, presenting essential concepts, concerns and methodology in the context of global / Indian environmental history.

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- **Module 1 Basics**

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- What is Environmental history? - Political, material and cultural dimensions of environmental history- Interdisciplinary approaches – Ecology and environment- cultural ecology- environmentalism- deep ecology- planetary consciousness- UN and environment- Stockholm Declaration- Earth Summits- Climate change and protocols

- **MODULE 2 Roots of Environmental Crisis**

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- Mode of resource use- hunting gathering- nomadic pastoral- settled agriculture- industrial- ecological impact

- **MODULE 3 The Context of Colonial India**

-

- Pre colonial scenario- European attitude towards environment- the European gaze- Imperial Agendas and exploitation of natural resources-deforestation-ship building- Railways-opening of plantations- world war and forests-reservation of forests and enactments-plant imperialism-botanical gardens - hunting in colonial India

- **MODULE 4 - Environmental Movements in India**

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- Chipko Movement-Narmada Bachao Andolan-Silent Valley in Kerala- Plachimada issue-sand mining and river protection groups-voices from the margins-Women and environment.

- **Essential Readings:**

-

- Donald Worster, ed. *The Ends of the Earth: Perspectives of Modern Environmental History*, New York, 1988

- Al Gore, *Earth in the Balance*, London, 1992
-
- Sverker Sorlin and Paul Warde, *The Problem of Environmental History: A Re-reading of the field*, *Environmental History*. Vol 12, No. 1, Jan .2007.
- Erach Bharucha, *Textbook of Environmental Studies*, Universities Press India Pvt Ltd, 2005. Lester R. Brown, *Eco-Economy*, Orient Blackswan Pvt Ltd
- Samir Dasgupta, *Understanding the Global Environment*, Pearson Longman, New Delhi, 2009. S.N. Chary, *Environmental Studies*, Macmillan India Ltd, 2008.
- Agrawal et.al, *A Textbook of Environment*, Macmillan India Ltd, 2002. Kiran B. Chhokar, *Understanding Environment*, Sage Publications, 2004.
- S.P. Misra, et.al, *Essential Environmental Studies*, Ane Books, New Delhi, 2008. V.K. Ahluwalia, et.al, *Environmental Science*, Ane Books, New Delhi, 2006.
- Donald Worster, ed., *The Ends of the Earth: Perspectives of Modern Environmental History*, New York, 1988.
- Alfred W. Crosby, *Ecological Imperialism: the biological expansion of Europe, 900-1900*, New York, 1986.
- Dennis Pirages, *The Ecological Perspective and the Social Sciences*,
- *Capitalism*
- Lester J. Bilsky (ed), *Historical Ecology*, New York, 1980.
-
- J.F. Richards and R. Tucker, (ed) *World Deforestation in the Twentieth century*, Durham, 1988.
-
- Patricia Jagentowicz Mills, *Feminism and Ecology: on the Domination of Nature*,
-
- Hypatia, vol. 6, No. 1, Ecological Feminism (Spring, 1991) pp

162-178.<http://www.jstor.org/stable/3810039>.

- Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, OUP, New Delhi, 1992.
- Ramachandra Guha, *Natures Spokesman: M.Krishnan & Indian Wildlife*, Penguin Books, New Delhi, 2007.
- Ramachandra Guha, *The Unquiet Woods*, OUP, Delhi, 1989.
- Longman, 2000. Stebbing E.P *The Forest of India*, Vols, 11, London, 1922-27.
- S. Fernandez and Kulkarni (ed), *Towards a New Forest Policy: Peoples Rights and Environmental Needs*.
- Madhav Gadgil and R. Guha, *Ecology and Equity* (Penguin, 1996).
-
- Amita Baviskar, *In the belly of the River: Tribal Conflicts over Development in the Narmada Valley* OUP, New Delhi.
- Amita Baviskar, (ed.), *Contested Grounds: Essays on Nature, Culture and Power*, New Delhi, 2008.
- James Connelly and Graham Smith, *Politics and the Environment: From Theory to Practice*, New York, 2003.
- Lafferty, W. and Eckerberg, K. (eds), *From Earth Summit to Local Agenda 21: Working Towards Sustainable Development*, London, 1998.
- Lorraine Elliot, *The Global Politics of the Environment*, London, 1998.
-
- Vandana Shiva, *Staying Alive: Women, Ecology and Development*, London, 1989. John Vogler and Iunber, *The Environment and International Relations*, London, 1996.
- National Committee on Environmental Planning and Coordinator, Dept. of Science and Technology, *Ecological Investigation in the Silent Valley*, June 1980.
- V.R. Krishna Iyer, *Hydel Projects and Perils: An Instance in Kerala*, The Hindu, 3 May 2007.
-
- Peter Dauvergne, *Handbook of Global Environmental Politics*, University of British Columbia, 2013

- Mahesh Rangarajan, Environmental Issues in India, Pearson, 2007

Semester 2 – Core Course 6:
[EN010201] – Modernity and Modernisms

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

To familiarize the students with the literary trends of the early twentieth century in the context of the sensibility of literary modernism in the wake of the World War.

Course description:

The course includes an introduction to the changed literary perspectives in the twentieth century, along with the social, economic and political background. Imperial expansion which had reached a boiling point, the onset of the World War I coupled with the attempts at creating a new world order remained some of the key issues. The impact of the Soviet experiment at the global level that needs to be read against the backdrop of the spread and influence of Marxism on a global scale calls for a radical review of world politics. This was followed by the rise of Fascism and Nazism, followed curiously by the shadow of doubt cast over communism. In the literary field reaction against Romanticism and Victorianism led to experimentation in writing in all genres. Starting from the poetry of World War I the movement traverses a wide range of concerns topics and forms of writing. The discussion also includes movements like the Avant Garde, the Pink Decade and so forth.

Module I:

1.1 Georg Lukacs: “The Ideology of Modernism”

1.2 Malcolm Bradbury and James McFarlane: “The Name and Nature of Modernism” (Ch. 1 of Modernism: A Guide to European Literature 1890-1930)

1.3 David Harvey: “Modernity and Modernism” [in David Harvey: The Condition of Postmodernity – An Enquiry into the Origins of Cultural Change (Blackwell); also available in Tim Middleton (ed.): Modernism – Critical Concepts in Literary and Cultural Studies (Routledge)]

Module 2:

2.1 G.M.Hopkins :The Windhover

2.2 Wilfred Owen :Strange Meeting

2.3 W.B. Yeats :Easter 1916

2.4 W.H.Auden :In Memory of W.B. Yeats

2.5 Dylan Thomas :Poem in October

2.6 Philip Larkin : Next, Please

Seminar:

2.7 Ted Hughes : Thrushes

Module 3:

2.1 T.S.Eliot : The Waste Land

Seminar:

2.2 Robert Graves : Ulysses

Module 4:

4.1 Bernard Shaw : The Apple Cart

4.2 Samuel Beckett : Waiting for Godot

Seminar:

4.3 J.M.Synge : Riders to the Sea

Module 5:

5.1 Virginia Woolf : Mrs. Dalloway

5.2 James Joyce : A Portrait of the Artist as Young Man

5.3 D.H.Lawrence : Rainbow

Seminar:

5.4 Joseph Conrad : Heart of Darkness

Texts for Consultation:

1. James Frazer: The Golden Bough
2. Frank Kermode: The Sense of an Ending: Studies in the Theory of Fiction
3. Malcolm Bradbury and James McFarlane: Modernism 1890-1930
4. D. H. Lawrence: Selected Literary Criticism
5. G M Hopkins: The Wreck of the Deutschland
6. George Orwell: 1984
7. Louis MacNiece: Snow
8. Tim Middleton (ed.): Modernism – Critical Concepts in Literary and Cultural Studies
Vols.1-5 (Routledge)]

Semester 2– Core Course 7:
[EN010202] –Postmodernism and Beyond

Total Credits: 4

Total Hours: 25

Weightage:

Objectives: This course aims to acquaint the learners with the postmodern works of literature which defy categorisation and prove to be experimental in nature, subverting what is conventionally revered as the norm. The learners are to be familiarised with the eclectic dimensions of postmodern thought as reflected in these literary works in which the boundaries that demarcate the different genres are often blurred. Such literature eludes fitting into the rigid frames of nomenclature and rejects the concepts of objectivity, absolute truth and the notion of the stratification into the high and the low culture. Further, it is keenly perceptive and critical of the underlying ideologies that nurture oppressive institutions. The emphasis is on acknowledging the heterogeneity of thought and articulation.

Course Description: Module I familiarises the learners with the theoretical concepts of postmodernism drawing upon Jean Francois Lyotard’s notions. Barry Lewis’s essay dwells on the stylistic aspects of postmodern literature. Jeffrey T. Nealon’s “Preface” considers the concept of post-postmodernism and briefly explores the current scenario. The second module offers a compilation of the diverse postmodern poetry by Frank O’Hara, John Ashberry, Tony Harrison, Michael Palmer, Allen Ginsberg, Carol Ann Duffy and Adrienne Rich. The third and the fourth modules present novels by writers from Kurt Vonnegut to William Gibson, which facilitate the learners to trace the evolution of postmodern fiction over the decades with its culmination in the cyberpunk. The fifth module presents postmodern plays by Edward Bond, Sam Shepard and Tom Stoppard, which employ significant themes and novel techniques.

Module 1:

- 1.1 Jean Francois Lyotard: “Answering the Question: What is Postmodernism?” from *The Postmodern Condition: A Report on Knowledge*. Trans. Regis Durand (pp.71-82)
- 1.2 Barry Lewis: “Postmodernism and Literature (or: Word Salad Days, 1960-1990)” from *The Routledge Companion to Postmodernism*. Ed. Stuart Sim (pp. 121-133)
- 1.3 Jeffrey T. Nealon: “Why Post-Postmodernism?” Preface to *Post-Postmodernism: Or, The Cultural Logic of Just-in-Time Capitalism* (ix-xii)

Module 2:

- 2.1 Frank O’Hara : “The Day Lady Died”
- 2.2 John Ashberry : “But What Is the Reader to Make of This”

2.3 Tony Harrison : “National Trust”

2.4 Michael Palmer : “Sun”

Seminar:

2.5 Allen Ginsberg : “Homework”

2.6 Carol Ann Duffy : “Anne Hathaway”

2.7 Adrienne Rich : “Diving into the Wreck”

Module 3:

3.1 Kurt Vonnegut: *Slaughterhouse- Five*

3.2 John Fowles : *The French Lieutenant’s Woman*

Seminar:

3.3 Milan Kundera: *The Joke*

Module 4:

4.1 Angela Carter: *Nights at the Circus*

4.2 Ishmael Reed: *Mumbo Jumbo*

Seminar:

4.3 William Gibson: *Neuromancer*

Module 5:

5.1 Edward Bond: *Lear*

5.2 Sam Shepard: *The God of Hell*

Seminar:

5.3 Tom Stoppard: *Arcadia*

Specific Background Reading:

1. Jonathan Holden: “Postmodern Poetic Form: A Theory” from *New England Review and BL Quarterly* Vol.6, No.1 (Autumn 1983), pp.1-22

2. Keith Booker: “Technology, History and the Postmodern Imagination: The Cyberpunk Fiction of William Gibson” from *Arizona Quarterly* Vol.50, No.4 (Winter 1994), pp.63-87

3. Bran Nicol: *The Cambridge Introduction to Postmodern Fiction*

4. Stephen Watt: *Postmodern/Drama: Reading the Contemporary Stage*

Texts for Consultation:

1. Fredric Jameson: *Postmodernism or the Cultural logic of Late Capitalism*
 2. Linda Hutcheon: “Postmodernism” from *The Routledge Companion to Critical Theory* edited by Simon Malpas and Paul Wake (pp.115-126) and “Historiographic Metafiction: The Pastime of Past Time” (Part II, Chapter 7) from *A Poetics of Postmodernism: History, Theory, Fiction*
 3. Michael W. Messmer: “Making Sense of/with Postmodernism” (from *Postmodernism – Critical Concepts: Volume III*)
 4. Ihab Hassan: “Toward a Concept of Postmodernism” (from *The Postmodern Turn*)
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**Semester 2 – Core Course 8:
[EN010203] -American Literatures**

Total Credits: 4

Total Hours: 25

Weightage:

Course Objectives:

This course seeks to introduce the students to the most important branch of English literature belonging to the non- British tradition, The course attempts to provide detailed information to the student regarding the processes and texts chiefly responsible for the evolution of American Literature as a separate branch possessing characteristic features which sets it apart from others

Course Description:

To acquaint the students with some of the major conflicts, struggles and movements that are closely connected with the experiences of a group of people struggling to establish themselves as a nation

Module One:

1.1 Robert E. Spiller: “Architects of Culture: Edwards, Franklin, Jefferson” (Chapter 1 of *The Cycle of American Literature*)

1.2 Leslie Fiedler: *Love and Death in American Fiction* (Chapter I)

1.3 John Paul Pritchard: ‘The Early Nineteenth Century Cultural Scene’, chapter I of *Criticism in America* (3-13)

Module Two:

2.1 Edgar Allen Poe: “Raven”

2.2 Walt Whitman: “Out of the Cradle Endlessly Rocking”

2.3 Emily Dickinson:

“The Soul Selects Her Own Society”

“Success is Counted Sweetest”

“Safe in Their Alabaster Chambers”

“A Narrow Fellow in the Grass”

2.4 Robert Frost: “Birches”

2.5 Wallace Stevens: “The Emperor of Ice-cream”

2.6 Marge Tindal: “Cherooke Rose”

2.7 e. e. cummings : “Anybody Lived in a Pretty How Town”

2.8 Gloria Anzaluda: “To live in the Borderlands”

Seminar:

2.9 Edgar Allen Poe: “Philosophy of Competition”

Module Three:

3.1 Arthur Miller: Death of a Salesman

3.2 Eugene O'Neill: Emperor Jones

Seminar:

3.3 Amiri Baraka: Dutchman

Module Four:

4.1 Herman Melville : “Bartleby the Scrivener”

4.2 Nathaniel Hawthorne: “Young Goodman Brown”

4.3 Ernest Hemingway: “The Snows of Kilimanjaro”

4.4 Mark Twain: *Adventures of Huckleberry Finn*

4.5 Saul Bellow: *Herzog*

Seminar:

4.6 Susan Abulhawa: *Mornings in Jenin*

Module Five:

5.1 Ralph Waldo Emerson : “Self-Reliance”

5.2 Martin Luther King: “I Have A Dream”

5.3 Henry David Thoreau: *Walden* (Chapter 1 &2)

Seminar:

5.4 Ralph Ellison: *Invisible Man*

Texts for Consultation:

1. George Parker Anderson: *American Modernism*
2. Daniel Hoffman: *The Harvard Guide to Contemporary American Writing*
3. Linda Tihn Morser: *Contemporary Literature: 1970 to the Present*
4. Jennifer Ashton: *From Modernism to Postmodernism*
5. Alan Bilton: *An Introduction to Contemporary American Fiction*
6. Robert .E. Spiller: *The Cycle of American Literature*
7. F.O. Matthiessen: *The American Renaissance*
8. Marcus Cunliffe: *The Literature of the United States*
9. Ihab Hassan: *Radical Innocence*
10. Paul .C. Conkins: *Puritans and Pragmatists*
11. C. W. Bigsby: *Modern American Drama 1945- 2000*
12. Leslie. A. Fiedler: *Love and Death in the American Novel*

Semester 2 – Core Course 9:**[EN010204] -English Language History and Contemporary Linguistics**

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

To inculcate in the students awareness about the basic concepts of linguistics, the scientific study of language after initiating them into the history of English language.

Course Description:

The course, divided into five modules covers the important areas in linguistics and updates the pupil on the most recent advances in the theory of language study. The course has also taken into consideration the necessity to introduce the historical perspective of English language though not in detail. This should ideally prepare the student at one level with modern notions and concerns in the field of linguistics.

Module 1 Linguistics: Tradition and History with Reference to English

1.1 The Indo-European language family

1.2 Old English, Middle English, Modern English: Comparative linguistic features and evolution.

1.3 A descriptive and a prescriptive view on linguistic phenomena- emphasis on scientific study and analysis of language.

1.4 Basic Introduction to major sub disciplines of linguistics: Phonetics and phonology, Morphology, Semantics, Syntax, Pragmatics.

Module 2 Phonetics and Phonology:

2.1 General Phonetics, Cardinal Vowels, Consonants, Phonetic Transcription in practice

2.2 The phonemic theory: Phoneme, allophones, contrastive and complementary distribution, free variation, phonetic similarity, pattern congruency

2.3 Plurals & past tense in English as examples for phonologically conditioned alternation,

2.4 Rules and rule ordering in phonology (some examples)

2.5 Syllable, onset nucleus and coda, foot, prosody, stress, stress rules, intonation, rhythm

Seminar:

- 2.6 “Phonetics and phonology: understanding the sounds of speech”(Chapter 1, pages 1-30), Robert Kirchner, Department of Linguistics, University of Alberta, https://sites.ualberta.ca/~kirchner/Kirchner_on_Phonology.pdf

Module 3 Syntax

- 3.1 Traditional grammar – fallacies – Saussure, system and structure, language as a system of signs, Saussurean dichotomies: synchronic -diachronic, signifier- signified, syntagmatic – paradigmatic, langue – parole, form – substance,
- 3.2 Structuralism: Contributions of Bloomfield – IC Analysis – disambiguation using IC analysis, limitations of IC analysis –
- 3.3 PS grammar – PS rules: context free and context sensitive rules, optional and obligatory rules
- 3.4 TG Grammar Components – transformational and generative – Standard Theory

Seminar:

- 3.5 “Phrasal Structure and Verb Complementation”, Chapter 7, pages 163-190, The Structure of Modern English: A linguistic introduction, Laurel J. Brinton University of British Columbia.

Module 4 Morphology and Semantics

- 4.1 The notion of a morpheme, allomorphy, zero morph, portmanteau morph
- 4.2 Inflection and derivation, level I and Level II affixes in English, ordering between derivation and inflection, + boundary (morpheme level) and # boundary (word level) in affixation,
- 4.3 Word formation techniques: blending, clipping, back formation, acronyms, echo word formation, abbreviation etc.
- 4.4 Semantic relations Componential analysis, prototypes,
- 4.5 Implication, entailment, and presupposition
- 4.6 Semantic theories: sense and reference, connotation and denotation, extension and intension,
- 4.7 Truth Conditional semantics: propositions, truth values, determining the semantic value of a proposition, compositional procedure, terms and predicates, predicate logic, possible worlds semantics.

Seminar:

4.8 The Structure of a Semantic Theory, Jerrold J. Katz; Jerry A. Fodor, *Language*, Vol. 39, No. 2. (Apr. - Jun., 1963), pp. 170-210. <http://links.jstor.org/>

Module 5 Branches of Linguistics

5.1 Psycholinguistics: Definition and scope - child language acquisition – Innateness hypothesis – speech production, speech recognition – aphasia – slips – gaps

5.2 Socio Linguistics: definition and scope – structural and functional approach – speech community – speech situation – speech event – speech act – language planning – bilingualism- multilingualism-diglossia - (Language and gender & Language and politics - overview)- Pragmatics.

5.3 Applied linguistics: Definition and scope – language teaching and learning – contrastive analysis – error analysis – Translation-Computational linguistics.

5.4 Other Schools/ Approaches: Brief discussion about Case Grammar, Systemic Grammar, Stratification Grammar, Tagmemics, Indian Contribution to Linguistics, Paninian Phonology and the Karaka theory

Seminar:

5.5 Of Minds and Language, Noam Chomsky,
<http://www.ucd.ie/artspgs/meaningthree/mindslanguage.pdf>

Texts for Consultation:

1. Charles Barber: *The English Language: A Historical Introduction*. Cambridge: Cambridge University Press, 2000.
2. A. C. Baugh and T. Cable: *A History of the English Language*. London: Routledge. [fifth edition], 2002.
3. G. Cardona: *Panini: His Work and its Tradition*, vol. 1. Motilal Banarasi Das, Delhi, 1988.
4. Gennaro Chierchia and Sally McConnell-Ginet: *Meaning and Grammar: An Introduction to Semantics*. MIT Press, 1990.
5. Noam Chomsky: *Knowledge of Language: Its Nature, Origin and Use*. New York: Praeger, 1986
6. Noam Chomsky: *Syntactic Structures*, Berlin: Mouton de Gruyter, 1957/2002
7. Noam Chomsky: *Aspects of the Theory of Syntax*, Cambridge, Massachusetts: MIT Press, 1965.
8. Noam Chomsky: "Linguistics and Philosophy", in *Language and Philosophy: A Symposium*, Sidney Hook, (ed.), New York: New York University Press, 1969, 51–94.
9. Noam Chomsky: *Lectures on Government and Binding*, Dordrecht: Foris, 1982.

10. Noam Chomsky: The Science of Language, Cambridge:Cambridge University Press, 2012.
 11. J. D. Fodor: Semantics: Theories of Meaning in Generative Grammar. Hassocks, Sussex: Harvester Press, 1977.
 12. D. Freeborn: From Old English to Standard English. A course book in languagevariation across time. Houndsmill: Palgrave. [second edition], 1998
 13. V. Fromkin et al: Linguistics: an introduction to linguistic theory. Oxford: Blackwell, 2000.
 14. Geoffrey Leech: Semantics - The Study of Meaning. Second Edition. Penguin Books.
 15. Liliane Haegeman: Introduction to Government and Binding theory. Oxford & Cambridge, MA: Basil Blackwell, 1991.
 16. Henry Widdowson: Explorations in Applied Linguistics. Oxford: Oxford University Press, 1984.
 17. R. Jackendoff: Foundations of Language. Oxford University Press, 2002.
 18. Andreas H.Jucker: History of English and English Historical Linguistics. Stuttgart:Klett, 2004
 19. Krishnaswami, S.K.Verma, M. Naga Rajan: Modern Applied Linguistics: An Introduction. Madras: MacMillan, 1992.
 20. Leonard Bloomfield: Language. Great Britain, London and Aylesbury: Compton Printing Ltd., 1967, (8th Reprint).
 21. J. Lyons: Introduction to Theoretical Linguistics. Cambridge: CUP, 1977.
 22. S. Pinker: The Language Instinct, New York, NY: Harper Perennial Modern Classics, 1994/2007.
 23. E. Sapir: Language - An Introduction to the Study of Speech. New York Harcourt, Brace & World, 1921
 24. D. I. Slobin: Psycholinguistics. Glenview, IL Scott, Foresman and Company, 1974.
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Semester 2 - Core Course 10:
[EN010205] -Thinking Theory

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

This course aims at introducing students to certain core aspects of what is currently designated as 'literary theory' and also provide exposure to select current developments in this domain.

Course Description:

Conceived as interfaces, the course has 5 modules; ideally to be taught in the order in which the readings are listed.

Module 1 puts forth 3 readings which will serve as signposts that mark the moments that retrospectively are termed as turns to/within 'theory' – Jonathan Culler's 'over-view essay' on the emergence of 'Theory', Levis-Strauss' application of Saussurean Theory, and Derrida's critique of Levis-Strauss.

Module 2 situates the theoretical ruminations on Authorship and Discourse: Roland Barthes' "The Death of the Author" and Michel Foucault's "What Is an Author?" problematizes the hallowed assumptions of Literary Criticism; Robert J. C. Young's "Poems That Read Themselves" takes the unsettling deconstructive project of Poststructuralism forward.

Module 3 seeks to frame a reference wherein Psychoanalysis tackles issues pertaining to the Unconscious and Cognition: Shoshana Felman's "Beyond Oedipus: The Specimen Story of Psychoanalysis" traces the shift from Freud to Lacan; "The Phantom of Hamlet or the Sixth Act: Preceded by the Intermission of "Truth"" by Nicolas Abraham and Nicholas Rand is an interface where Literary Creativity takes Theory *per se* as its content!; Julia Kristeva's "Approaching Abjection" throws light on how insights from psychoanalysis enrich our understandings of contemporary [literary] cultures.

Module 4 has three readings, which in tandem present a discussion platform that goes beyond the normative heterosexual assumptions of Identity and even Feminism – in fact it *Queers* the Gender dynamic: Judith Butler's "Performativity, Precarity and Sexual Politics", Judith Halberstam's "Queer Temporality and Postmodern Geographies" and Eve Sedgwick's "Paranoid Reading and Reparative Reading", all are focused on the Liminality and Transitivity that are often overlooked to shore up the normative Male-Female dynamic.

Module 5 is in many ways a 'Post-postcolonial Turn': Critical Race/Ethnic Studies. In encountering bell hooks' two short pieces, "Postmodern Blackness" & "Marginality as a Site of Resistance." along with Stuart Hall's "Gramsci's Relevance for the Study of Race and Ethnicity" and Barbara Christian's "The Race for Theory", it is hoped that the student/reader will be illumined as to the way the [dominant-normative] Self *disavows* its encounter with the Othered-Marginal.

Module 1 [Change of Stance - 'Criticism to Theory']:

1.1 Jonathan Culler: 'What is Theory?' in *Literary Theory: A Very Short Introduction*

1.2 Claude Levi-Strauss: "The Structural Study of Myth"

1.3 Jacques Derrida: "Structure, Sign and Play..." in *Margins of Philosophy*

Module 2 [Post-StructuralDeconstructions – ‘Authorship and Discourse’]:

2.1 Roland Barthes: “The Death of the Author”

2.2 Michel Foucault: “What Is an Author?”

Seminar:

2.3 Robert J. C. Young: “Poems That Read Themselves.”

Module 3 [Psychoanalysis – ‘Unconscious and Cognition’]:

3.1 Shoshana Felman: “Beyond Oedipus: The Specimen Story of Psychoanalysis.”

3.2 Nicolas Abraham and Nicholas Rand: “The Phantom of Hamlet or the Sixth Act: Preceded by the Intermission of “Truth”” in *Diacritics*, Vol. 18, No. 4 (Winter, 1988)

Seminar:

3.3 Julia Kristeva: “Approaching Abjection” in *Powers of Horror: An Essay on Abjection*

Module 4 [Queering Gender – ‘Liminality and Transitivity’]:

4.1 Judith Butler: “Performativity, Precarity and Sexual Politics” in *Powers of Horror*

4.2 Judith Halberstam: “Queer Temporality and Postmodern Geographies” in *In a Queer Time and Place: Transgender Bodies, Subcultural Lives*

Seminar:

4.3 Eve Kosofsky Sedgwick: “Paranoid Reading and Reparative Reading” from *Touching Feeling*

Module 5 [Critical Race/Ethnic Studies – ‘Self and the Othered-Marginal’]:

5.1 bell hooks: “Postmodern Blackness” in *Norton Anthology of Theory and Criticism*, 1990 & “Marginality as a Site of Resistance.” in Russell Ferguson, Martha Gever, Trinh T. Minh-ha, Cornel West (eds) *Out there: marginalization and contemporary cultures*, MIT Press, New York, 1990

5.2 Stuart Hall: “Gramsci’s Relevance for the Study of Race and Ethnicity,” in *Journal of Communication Inquiry* (1986)

Seminar:

5.3 Barbara Christian: “The Race for Theory”

Specific Additional Readings:

0. Frederic Jameson: ““End of Art or ‘End of History’?” in *The Cultural Turn*.

1. Michel Foucault: “Nietzsche, Genealogy, History,” In Donald F. Bouchard (ed.), *Language, Counter-memory, Practice*

2. Jacques Derrida: “Différance” in *Margins of Philosophy*

3. Kwame Anthony Appiah: “Is the Post- in Postmodernism the Post- in Postcolonial?” *Critical Inquiry* Vol. 17, No. 2 (Winter, 1991), pp. 336-357

4. Edward Said: “Travelling Theory” in *The Edward Said Reader*

5. Terry Eagleton: “The Politics of Amnesia” in *After Theory*

6. Andrzej Warminski: “The Future Past of Literary Theory” *Canadian Review of Comparative Literature*, September-December, 2006
7. Dr. Vince Brewton: “Literary Theory” - University of Tennessee’s *Internet Encyclopedia of Philosophy*
8. Louis Althusser: “Ideology and Ideological State Apparatuses”
9. Theodore Adorno: “Commitment”
10. Frantz Fanon: “Racism and Culture”. (*African Philosophy: An Introduction* AP: A1)
11. Paul Gilroy: “The Black Atlantic” (Rivkin & Ryan)
12. Cornel West: “Moral Reasoning vs Racial Reasoning” (AP: A1)
13. Toni Morrison: “Playing in the Dark” (Rivkin & Ryan)
14. bell hooks: “Racism and Feminism” (AP : A1)
15. Jotiba Phule: “Racism Exposed in India Under the Guise of Brahmanism”
16. Andrew Bennett and Nicholas Royle: “Uncanny” [pp 34 – 42] in *An Introduction to Literature, Criticism and Theory* [Third edition]
17. Vince Brewton: ‘Literary Theory’.

Texts for Consultation:

1. Kwame Anthony Appiah: *In My Father’s House: Africa in the Philosophy of Culture*
2. Gregory Castle: *The Blackwell Guide to Literary Theory*, 2007
3. Andrew Bennett and Nicholas Royle: *An Introduction to Literature, Criticism and Theory* [Third edition]
4. M. A. R. Habib: *Literary Criticism from Plato to the Present: An Introduction*
5. David Lodge ed.: *Modern Criticism and Theory: A Reader*
6. Terry Eagleton: *Literary Theory: An Introduction*
7. Hans Bertens: *Literary Theory* [The Basics series]
8. Catherine Belsey: *Critical Practice*
9. Peter Barry: *Beginning Theory*
10. Graham Allen: *Roland Barthes*
11. Sara Mills: *Michel Foucault*
12. Christopher Norris: *Deconstruction: Theory and Practice*
13. Gerald Graff: *Professing Literature*
14. Terence Hawkes: *Structuralism and Semiotics*
15. Kiernan Ryan: *New Historicism and Cultural Materialism: A Reader*
16. Raymond Williams: *Marxism and Literature*
17. Michael Payne & John Schad (eds): *Life after Theory*
18. Robert Rogers: *A Psychoanalytical Study of the Double in Literature*
19. Lillian Feder: *Madness in Literature*
20. Phyllis Chesler: *Women and Madness*
21. Susan Sontag- *Illness as Metaphor*

**Semester 3 - Core Course 11:
[EN010301] -Reading India**

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

The course is intended to provide an insight to the historical, cultural and literary heritage of India by acquainting the students with major movements and figures of Indian literature in English. Questions of language, nation and aesthetics figure prominently among the objectives of this course.

Course Description:

The course explores the origin and growth of Indian writing in English especially in the colonial and post colonial context. Representative selections from all the four major genres of Poetry, Prose, Novel and Drama which highlight the evolution of the coloniser's language in the native soil, the differences in the thematic and stylistic aspects between the pre independence and post independence periods will be studied in detail. The problem of modernisation in Indian writing in English, the Diaspora and the quest for identity also will be focussed. A close study of select literary texts including translations of regional literatures is expected to acquaint the students with the cultural diversity of the country as well as the Indian philosophy reflected in these writings.

Module 1 [Essays]:

1.1 A.K. Ramanujan: "Is there an Indian Way of Thinking?"

1.2 P.P Raveendran: "Genealogies of Indian Literature". Economic and Political Weekly. Vol 41. No. 25. June 24-26, 2006. Pp 2558-2563.

1.3 Meenakshi Mukherjee: "The Anxiety of Indianness" in *The Perishable Empire*. PP 166-185.

Module 2 [Poems]:

2.1 Toru Dutt: Our Casuarina Tree

2.2 Sarojini Naidu: An Indian Lovesong

2.3 Rabindranath Tagore: The Child, *Gitanjali* (section 35)

2.4 Nissim Ezekiel: Minority Poem

2.5 K. Sachidanandan: How to go to the Tao Temple

2.6 Jayanta Mahapatra: The Whorehouse in a Calcutta Street

2.7 Kamala Das: The Old Playhouse

2.8 Ranjit Hosekote: Madman

2.9 C.P. Surendran: At the Family Court

Seminar:

2.10 Syed Amaruddin: Don't Call Me Indo-Anglian

2.11 Sujata Bhatt: Muliebrity

Module 3 [Plays]:

3.1 Girish Karnad: *The Fire and the Rain*

3.2 Mahesh Dattani: *Tara*

Seminar:

3.3 G.P. Deshpande: *A Man in Dark Times*

Module 4 [Fiction]:

4.1 R.K. Narayan: *The Guide*

4.2 Salman Rushdie: *Midnight's Children*

4.3 Amitav Ghosh: *The Shadow Lines*

4.4 Arundhati Roy: *God of Small Things*

Seminar:

4.5 Living Smile Vidya: *I am Vidya: A Transgender's Journey*

Module 5 [Regional Writings]:

5.1 Bankim Chandra Chatterjee: *Ananda Math*

5.2 U.R. Ananthamurthy: *Samskara*

5.3 Anand: *Vyasa and Vigneshwara*

5.4 Sharan Kumar Limbale: *Akkarmashi*

Seminar:

5.5 K.R. Meera: *Hangwoman*

Texts for Consultation:

1. K.R Sreenivasan Iyengar :*Indian writing in English*

2. Salman Rushdie: *Imaginary Homelands*

3. Meenakshi Mukherjee:*Twice Born Fiction : Indian Novel in English*

4. Rajeswari Sunder Rajan: *Lie of the Land*

5. Susie Tharu: *Subject to Change: Teaching Literature in the Nineties*

6. Ashish Nandi: *The Intimate Enemy*

7. G N Devy: *After Amnesia*

8. Sujit Mukherjee: *Translation as Discovery*

9. R. Pardhasaradhy (ed.):*Ten Twentieth Century Indian Poets*

10. A K Mehrotra (ed.):*An Illustrated History of Indian Literature in English*

11. Eunice D' Souza (ed.): *Nine Indian Women Poets: an Anthology*

12. M.K.Naik: *Aspects of Indian Writing in English*

**Semester 3 - Core Course 12:
[EN010302]-Postcolonial Fiction**

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

To introduce the students to the discursive nature of colonialism, and the counter-discursive impulses of postcolonial theory, narratives and texts.

Course Description:

The course attempts to cover through representative texts the writing, reading and critical-theoretical practices based on the (post)colonial experience. While a segment of the course addresses the consequences of European expansion and the creation and exploitation of the 'other' worlds, the course also addresses 'internal colonisations' of diverse kinds.

Module 1 is a conceptual orientation; it includes extracts from three of the 'seminal' writings on what 'postcoloniality' is all about.

Module 2 is India-specific; it has a slight slant towards 'hybridity' 'spectrality' and 'subalternity' - as the texts by Gayatri Spivak, Homi Bhabha, Salman Rushdie, and C Ayyappan would amply attest.

Module 3 is a choice take on West Asia; alongside the unavoidable Edward Said, this section tries to tease out a familiarity with 'Arabic' literature as it engages itself in postcolonial concerns.

Module 4 is on Africa. It might appear that this section is in a curious sense 'patriarchal'! However, the selection-choice has to do with the weight of cultural capital that these authors bring, and also the understanding that non-male voices have adequate representation in other courses within the same syllabus.

Module 5 is on South America/Caribbean. Here the effort is to try and wrench this writing corpus from the analytical frame that reduces it to the Magic Realist/Fabulist mode.

Module 1 [Conceptual]:

- 1.1 Bill Ashcroft, Gareth Griffiths & Helen Tiffin: "Cutting the Ground: Critical Models of Post-Colonial Literatures" in *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge, 1989. (Chapter 1 PP.15-37)
- 2.2 Dipesh Chakrabarty: "Introduction: The Idea of Provincialising Europe" in *Provincialising Europe: Postcolonial Thought and Historical Difference*
- 3.3 Ania Loomba: "Feminism, Nationalism and Postcolonialism" in *Colonialism/Postcolonialism*

Module 2 [India]:

- 2.1 Homi K. Bhabha: "Of Mimicry and Man: The Ambivalence of Colonial Discourse" in Homi K. Bhabha. *Location of Culture*. Routledge, 1994. (PP.85-92)
- 2.2 Gayatri Chakravorty Spivak: "The Burden of English" in Gregory Castle (ed) *Postcolonial Discourses: An Anthology*

Seminar:

2.3 Salman Rushdie: *East, West* [“The Prophet’s Hair” & “Yorick”]

2.4C Ayyappan: “Spectral Speech” & “Madness” [V. C. Harris translation...]

Module 3 [West Asia]:

3.1 Edward W. Said: “Narrative and Social Space” in *Culture and Imperialism*

3.2 Tayeb Salih: *Season of Migration to the North*

Seminar:

3.3 Assia Djebar: *Women of Algiers in Their Apartment* [“Day of Ramadan”]

3.4 Najwa Qa‘war Farah: *For Whom Does Spring Come* [“The Worst of Two Choices or The Forsaken Olive Trees”]

3.5 Khayriyah Ibrahim as-Saqqaf: “The Assassination of Light at the River’s Flow”

Module 4 [Africa]:

4.1 Frantz Fanon: “On National Culture” in *The Wretched of the Earth*.

4.2 Chinua Achebe: “An Image of Africa: Racism in Conrad’s *Heart of Darkness*” in *Hopes and Impediments*.

Seminar:

4.3 Ngugi wa Thiong’o: *Secret Lives and Other Stories* [“Minutes of Glory”] & Hellen Nyana [“Waiting”]

4.4 J.M. Coetzee: *Waiting for the Barbarians*

Module 5 [Americas/Carribbean]:

5.1 José Rabasa: Allegories of Atlas in *The Postcolonial Studies Reader*

5.2 Juan Rulfo: *Pedro Páramo*

Seminar:

5.3 Clarice Lispector (Brazil): “Looking for Some Dignity” & Maria Virginia Estenssoro (Bolivia): “The Child That Never Was” in Celia Correás de Zapata (ed): *Short Stories by Latin American Women: The Magic and the Real*

5.4 Jean Rhys: *Wide Sargasso Sea*.

Specific Additional Readings:

1. Waïl S. Hassan: “Postcolonial Theory and Modern Arabic Literature: Horizons of Application”, *Journal of Arabic Literature*, Vol. 33, No. 1 (2002), pp. 45-64

2. Waïl S. Hassan: “Postcolonialism and Modern Arabic Literature: Twenty-First Century Horizons” in Anna Ball, Karim Mattar (eds): *The Edinburgh Companion to the Postcolonial Middle East*

3. Graham Holderness: “Arab Shakespeare: Sulayman Al-Bassam’s *The Al-Hamlet Summit*”, *Culture, Language and Representation*, Vol IV, 2007, pp. 141-150

4. Graham Huggan: “Decolonizing the Map” in *The Postcolonial Studies Reader*

5. Gayatri Chakravorty Spivak: “A Literary Representation of the Subaltern” in *In Other Worlds/ Subaltern Studies 5*

6. Gayatri Chakravorty Spivak: “Can the Subaltern Speak?”

7. George Lamming: "A Monster, a Child, a Slave" in *Pleasures of Exile*. Univ. of Michigan Press, 1960. (PP. 95-117)
8. P. A. Aborisade: "National and Revolutionary Consciousness: Two Phases of Ngugi's Artistic Praxis", *Ufahamu: A Journal of African Studies*, 18(2) 1990
9. Udayakumar: "The Strange Homeliness of the Night: Spectral Speech and the Dalit Present in C. Ayyappan's Writings," *Studies in Humanities and Social Sciences*, XVII: 1 and 2 (2010, pub. 2013) pp. 177-91.
10. Ngugi wa Thiong'o: 'The Language of African Fiction' in *Decolonising the Mind*

Texts for Consultation:

1. Bill Ashcroft, Gareth Griffiths, Helen Tiffin: *Key Concepts in Post-Colonial Studies*, Routledge
2. Bill Ashcroft, Gareth Griffiths, Helen Tiffin (eds.): *The Post-Colonial Studies Reader*, Routledge
3. Bill Ashcroft, Gareth Griffiths & Helen Tiffin: *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge
4. John McLeod: *Beginning Postcolonialism*. Manchester Univ. Press
5. Ania Loomba: *Colonialism/Postcolonialism*. Routledge
6. Leela Gandhi: *Postcolonial Theory: An Introduction*. Edinburgh Univ. Press
7. Elleke Boehmer: *Colonial and Postcolonial Literature*. OUP
8. Gregory Castle (ed.): *Postcolonial Discourses: An Anthology*. Blackwell
9. Padmini Mongia (ed.): *Contemporary Postcolonial Theory: A Reader*. Arnold
10. Francis Barker, Peter Hulme & Margaret Iversen (eds.): *Colonial Discourse/Postcolonial Theory*. Manchester Univ. Press
11. Homi K. Bhabha (ed.): *Nation and Narration*. Routledge
12. Donna Landry & Gerald MacLean (ed.): *The Spivak Reader*. Routledge
13. Edward Said: *Orientalism*. Penguin
14. Aijaz Ahmed: *In Theory: Classes, Nations, Literatures*. Verso
15. Robert Young: *Colonial Desire: Hybridity in Theory, Culture and Race*. Routledge
16. Helen Gilbert: *Postcolonial Plays: An Anthology*
17. Sarankumar Limbale: *Towards an Aesthetics of Dalit Literature*
18. Cornel West: *Race Matters*
19. Frantz Fanon: *The Wretched of the Earth*
20. Paul Gilroy: *There Ain't Any Black in the Union Jack*
21. bell hooks: *Ain't a Black Woman*
22. Paul Gilroy: *Small Acts*

Semester 3 – Core Course 14:
[EN010304] -Literature and Gender

Total Credits: 3

Total Hours: 25

Weightage:

Objectives:

The course seeks to highlight the historic, thematic and cultural concerns that literature attempts against the backdrop of gender issues. A theoretical framework is provided whereby gender issues are examined, paying special attention to the fundamental political, religious and social issues that shape gender relations, thereby viewing gender as a fluid rather than a *mere* fixed hetero-normative Male-Female concept.

Course Description:

The ‘woman quotient’ in Gender Studies is mapped in the first module where the concept of Masculinity which looms large in a patriarchal social order is also examined. The learner is taken on a poetic voyage through *écriture feminine* in the second module. The third section interrogates the social stakes involved in being a woman and addresses the issue of Gender and Community Identity. The fourth section addresses the problematic issues of Lesbian and Black identity. The last module is an exclusive study of the issue of patriarchal oppression portrayed in various Indian languages over the decades.

Module 1:

- 1.1 Elaine Showalter; “The Female Tradition” from *A Literature of their Own. (Feminisms: An Anthology of Literary Theory and Criticism* Ed. Robyn R. Warhol & Diane Price Herndl. pp 269-88)
- 1.2 Patricia Hill Collins: “The Power of Self-Definition”. (*Black Feminist Thought* pp 107-32)
- 1.3 Susan Jeffords: “Masculinity as Excess in Vietnam Films: The Father/Son Dynamic of American Culture”. (*Feminisms: An Anthology of Literary Theory and Criticism* Ed. Robyn R. Warhol& Diane Price Herndl 988-1010)

Module 2:

- 2.1 Sappho: Ode to Aphrodite
- 2.2 Auvaiyar: “Real Freedom”
- 2.3 AkkaMahadevi: “It was like a Stream”
- 2.4 Phyllis Wheatley: “On being brought from Africa to America”
- 2.5 Margaret Atwood: “Helen of Troy does Countertop Dancing”
- 2.6 Kamala Das: “An Introduction
- 2.7 Imtiaz Dharker: “Purdah”

Seminar:

- 2.8 Taslima Nasrin: “Things Cheaply Had”
- 2.9 Kishwar Naheed: “The Grass Is Really Like Me”
- 2.10 Meena Kandaswamy: “Princess in Exile”
- 2.11 Meena Alexander: “Illiterate Heart”

Module 3:

- 3.1 Bapsi Sidwa: The Ice Candy Man
- 3.2 Sylvia Plath: The Bell Jar
- 3.3 Alice Walker: Color Purple

Seminar:

- 3.4 Virginia Woolf: The Hours

Module 4:

- 4.1 Revathy. A.: The Truth About Me: A Hijra Life Story
- 4.2 Maya Angelou: I know Why the Caged Bird Sings
- 4.3 Lorraine Hansberry: Raisin in the Sun

Seminar:

- 4.4 Chimamanda Adichie: “We should all be Feminists,” Ted talk,
(https://www.ted.com/talks/chimamanda_ngozi_a_dichie_we_should_all_be_feminists#t-181958)
- 4.5 Rebecca Walker: “Becoming the Third Wave” (United States 1992) { *The Essential Feminist Reader* Ed. Estelle. B. Freedman 397-401 }

Module 5:

- 5.1 Lalithambika Anantharjanam: Pratikaradevatha (Transl. Gita Krishnankutty *Women Writing in India Vol: I*) (490-501)
- 5.2 Prathibha Ray: The Blanket (Transl. Jayanta Mahapatra. *Women Writing in India Vol: II*) (512-23)
- 5.3 Ajeet Cour: Dead End (*Speaking for Myself: An Anthology of Asian Women’s Writing*) (369-85)
- 5.4 Rokeya Sakhwat Hossain: Sultana’s Dream (*Women Writing in India Vol: I*) (342-351)
- 5.5 Hamsa Wadkar: I’m Telling You Listen (*Women Writing in India Vol: I*) (190-196)
- 5.6 Sajitha Madathil: Kaalinaadakam (Translated by Anand Haridas in *Indian Literature* No 303, January/February 2018, Vol LXI No. 1)
- 5.7 Susie Tharu & J. Lalitha: The Twentieth Century: Women Writing the Nation (43-78)

Seminar:

- 5.8 Sara Joseph: Black Chinks (Translated by J. Devika in *The Oxford Anthology of Modern Malayalam Literature* Ed. P. P. Raveendran & G. S. Jayasree) (280-88)
- 5.9 S. Sithara: Fire (Translated by Jayasree Ramakrishnan in *The Oxford Anthology of Modern Malayalam Literature* Ed. P. P. Raveendran & G. S. Jayasree) 393-98

Texts for Consultation:

1. Robyn R. Warhol & Diane Price Herndl (eds): *Feminisms: An Anthology of Literary Theory and Criticism*
 2. Estelle B. Freedman (ed): *The Essential Feminist Reader*
 3. Susie Tharu & J. Lalitha (ed): *Women Writing in India*, vols I & 2
 4. Patricia Hill Collins: *Black Feminist Thought*
 5. Sukrita Paul Kumar and Malashri Lal (eds): *Speaking for Myself: An Anthology of Asian Women's Writing*
 6. Shosanna Feldman; "Women and Madness: the Critical Fallacy" in *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism*. Ed, Catherine Belsey & Jane Moo
 7. P. P. Raveendran & G. S. Jayasree Ed. *The Oxford Anthology of Modern Malayalam Literature (Vol I&II)*
 8. J. Devika: *En-gendering Individuals: The Language of Re-forming in Early Twentieth Century Keralam* (Orient Black Swan)
 9. Claire Colebrook: *Gender* (transitions - Gen Editor Julian Wolfreys)
 10. Toril Moi: *Sexual/Textual Politics*
 11. Simone de Beauvoir: *The Second Sex*
 12. Kate Millet: *Sexual Politics*
 13. Elaine Showalter: *A Literature of Their Own*
 14. Isobel Armstrong: *New Feminist Discourses*
 15. Judith Butler: "Imitation and Gender Insubordination" in Diana Fuss(ed) *Inside Out : Lesbian Theories*
 16. Helene Cixous: "The Laugh of the Medusa" in Elaine Marks & Isabelle de Courvitron (Ed) *New French Feminism*
 17. Monique Wittig: *The Straight Mind and Other Essays*
 18. Rebecca Walker: "How my mother's fanatical views tore us apart,"
<http://www.dailymail.co.uk/femail/article1021293/How-mothers-fanatical-feministviews-tore-apart-daughter-The-Color-Purpleauthor.html>
 19. Bell hooks: "Black Women Shaping Feminist Theory," *Feminist Theory: From Margin to Center*, 1984
 20. Virginia Woolf: "Professions for Women," in *Women and Writing & A Room of One's Own*
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Semester 3 - Core Course 15:
[EN010305]-Ethics in/as Literature

Total Credits: 3

Total Hours: 25

Weightage:

Course Objectives:

The main objective of this course is to familiarise the student with certain ‘ethics’ that narrative fiction has adopted across centuries, continents and languages. It is expected that the student will be introduced to the various ethical, formal choices that schools, influences and narrative devices have upheld so as to shape narrative fiction into its present expressive plurality.

Course Description:

Module 1 includes reading from some of the major theoretical interpretations of the narrative and narrative mores: Roland Barthes’ ‘Authors and Writers’, Milan Kundera’s ‘The Depreciated Legacy of Cervantes’, Orhan Pamuk’s Preface to *Tristram Shandy* and Franco Moretti’s “History of the Novel, Theory of the Novel”.

Module 2 takes a walk down the fabulist lane that stretches beyond what we usually understand as fictional/narrative realism: Miguel de Cervantes’s *Don Quixote (Part 2)*, Lawrence Sterne’s *Tristram Shandy*, Donald Barthelme’s post-modern reworking of the *Snow White* – fairy tale, Jorge Luis Borges’ ‘The Garden of Forking Paths’ and Gabriel Garcia Marquez’ ‘The Handsomest Drowned Man in the World’

Module 3 is an attempt to sample how fiction has dealt with the issue of disabilities at different levels. Starting with the perennial classic, Victor Hugo’s *The Hunchback of Notre-Dame*, the module also includes Nikos Kazantzakis’ *God’s Pauper: St Francis of Assisi*, José Saramago’s *Blindness*, W. Somerset Maugham’s ‘The Man with the Scar’ and Raymond Carver’s ‘Cathedral’

Module 4 is all about the environment – the natural and the human and the intersectionality between them. The module starts off with the phenomenal Malayalam work by Subhash Chandran, *A Preface to Man*, followed by Orhan Pamuk’s *Snow*, Margaret Atwood’s *Oryx and Crake*, J. M. Coetzee’s ‘The Lives of Animals’ and Mahasweta Devi’s ‘Dopti/Draupadi’

Module 5 looks into issues of Otherness, as it has been tackled by narrative fiction. The selection includes Fyodor Dostoyevsky’s *The Possessed*, Ama Ata Aidoo’s parody of Joseph Conrad’s *Heart of Darkness - Our Sister Killjoy*, Arundhati Roy’s *The Ministry of Utmost Happiness*, John Henrik Clarke’s ‘The Boy Who Painted Christ Black’ and the Malayalam Dalit masterpiece, Paul Chirakkarode’s ‘Eli Eli Lama Sabachthani?’ [My God, My God, Why Hast Thou Forsaken Me?]

Note: As is evident from a perusal of the syllabus, all the seminar fields have been assigned ‘short stories’; this is a tacit nod to acknowledging the trajectories which this ‘other’ prose fictional genre has traversed in the last two hundred odd years.

Module 1 [On Narrative Ethics]:

- 1.1 Roland Barthes: 'Authors and Writers' (*Critical Essays*)
- 1.2 Milan Kundera: 'The Depreciated Legacy of Cervantes' (Part 1 of: *The Art of the Novel*)
- 1.3 Orhan Pamuk: 'Everyone Should Have an Uncle Like This' (*Other Colours*)
- 1.4 Franco Moretti: "History of the Novel, Theory of the Novel" *New Left Review* 52, July-August 2008

Module 2 [Beyond Realism]:

- 2.1 Miguel de Cervantes: *Don Quixote (Part 2)* [Edith Grossman Translation]
- 2.2 Lawrence Sterne: *Tristram Shandy*
- 2.3 Donald Barthelme: *Snow White*

Seminar:

- 2.4 Jorge Luis Borges: 'The Garden of Forking Paths'
- 2.5 Gabriel Garcia Marquez: 'The Handsomest Drowned Man in the World'

Module 3 [Disabilities]:

- 3.1 Victor Hugo: *The Hunchback of Notre-Dame*
- 3.2 Nikos Kazantzakis: *God's Pauper: St Francis of Assisi*
- 3.3 José Saramago: *Blindness*

Seminar:

- 3.4 W. Somerset Maugham: 'The Man with the Scar'
- 3.5 Raymond Carver: 'Cathedral'

Module 4 [The Human (and the) Environment]:

- 4.1 Subhash Chandran: *A Preface to Man*
- 4.2 Orhan Pamuk: *Snow*
- 4.3 Margaret Atwood: *Oryx and Crake*

Seminar:

- 4.4 J. M. Coetzee: 'The Lives of Animals'
- 4.5 Mahasweta Devi: 'Dopti/Draupadi'

Module 5 [Otherness]:

- 5.1 Fyodor Dostoyevsky: *The Possessed (The Devils/ Demons)*
- 5.2 Ama Ata Aidoo: *Our Sister Killjoy*
- 5.3 Arundhati Roy: *The Ministry of Utmost Happiness*

Seminar:

- 5.4 John Henrik Clarke: 'The Boy Who Painted Christ Black'
- 5.5 Paul Chirakkarode: 'Eli Eli Lama Sabachthani?'

Specific Additional Readings:

- 1. Mark DeStephano on *Don Quixote*

2. Ignacio Arellano on *Don Quixote*
3. Oana-Roxana Ivan on *Tristram Shandy*
4. Daniel Thomières on *Tristram Shandy*
5. Shaghayegh Mohammadi on *Snow White*
6. Alina Leonte on *Snow White*
7. Gemma Curto on ‘Garden of Forking Paths’
8. Ethan Weed on ‘Garden of Forking Paths’
9. David Holland on *Marquez*
10. Anupa Lewis on *Marquez*
11. Fiona Whittington-Walsh on *Hunchback of Notre Dame*
12. Alex J Novikoff on *Hunchback of Notre Dame*
13. Frederick Sontag on Kazantzakis and St Francis
14. Paulo C Chagas on Saramago
15. Hayfa Chenini on Saramago
16. On –‘The Man with the Scar’
17. Ala Eddin Sadeq on Raymond Carver
18. Libe García Zarranz on Raymond Carver
19. Sandhya Suresh V on *A Preface to Man*
20. Jyothi lekshmi G on *A Preface to Man*
21. Alver Ahmet on Orhan Pamuk’s *Snow*
22. Pritha Mukherjee on Orhan Pamuk’s *Snow*
23. Beth Irwin on *Oryx and Crake*
24. Valeria Mosca on *Oryx and Crake*
25. Alan Northover on Coetzee
26. Wolfe on ‘Lives of Animals’
27. Huma Yaqub on Mahasweta Devi
28. Ranita Chakraborty on Mahasweta Devi
29. Eva M Meyersson on Dostoevsky
30. Christine Smoley on Dostoevsky
31. Lhoussain Simour on *Our Sister Killjoy*
32. Aisha Al Matari on *Our Sister Killjoy*
33. Alex Tickell on Arundhati Roy
34. Angelo Monaco on Arundhati Roy

Texts for Consultation:

1. Georg Lukacs: *The Theory of the Novel*
2. Lucien Goldmann: *Towards a Sociology of the Novel*
3. David Lodge: *The Art of Fiction*
4. Wayne C. Booth: *The Rhetoric of Fiction*
5. Patricia Waugh: *Metafiction*
6. Jeremy Hawthorn: *Studying the Novel*
7. Shlomith Rimmon-Kenan: *Narrative Fiction: Contemporary Poetics*

8. Joyce Carol Oates: *Telling Stories – An Anthology for Writers*
 9. Linda Hutcheon: *A Poetics of Postmodernism: History, Theory, Fiction*
 10. Mikhail Bakhtin: *The Dialogic Imagination*
 11. Susan Lohafer & Jo Ellyn Clarey (eds): *Short Story Theory at a Crossroads*
 12. Edgar V. Roberts and Henry E. Jacobs: *Literature: An Introduction to Reading and Writing*
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Semester 4 - Core Course 16:
[EN010401]-Cultural Studies

Total Credits: 3

Total Hours: 25

Weightage:

Objectives: To introduce students to certain interpretive strategies commonly employed in Cultural Studies. Emphasis is on overt interdisciplinary approaches to exploring how cultural processes and artifacts are produced, shaped, distributed, consumed, and responded to in diverse ways.

Course Description:

“It is —a tendency across disciplines rather than a discipline itself.” By transgressing disciplinary boundaries, Cultural Studies suggests a “remapping of the humanities.”

Module 1 is axiomatic in the sense that the 3 readings taken from Raymond Williams, Stuart Hall, and John Storey set the stage for the subsequent engagements.

Module 2 draws attention to the pervading cultural semiosis that one can discern in societies the world over. The readings from Guy Debord, R. Nandakumar, and David Forgacs offer ways by which one can understand the methodologies of representation and the decoding of such social signs as such.

Module 3 is all about the different modes that Lifestyles assume. The readings from Michel de Certeau, Pierre Bourdieu, and George Simmel offer means by which we can and ‘read’ the various negotiations of socio-cultural identities.

Module 4 is the terrain of ‘Homo Ludens’ – the playing human. The writings of Roland Barthes, Abilash Nalapat/Andrew Parker, and Amanda Roth/Susan A. Basow draw attention to the poetics and politics of sports-as-myth.

Module 5 is an assemblage that can be termed ‘Manifestoes.’ The readings from Arjun Appadurai, Achille Mbembe, and *Jacques Rancière* form an inter-textual deep-play network that constellates to draw attention to the horizon of cultural certitudes, expectations and anxieties that deserve thorough academic scrutiny.

Module 1 [Axioms]:

1.1 Raymond Williams: “The Analysis of Culture”

1.2 Stuart Hall: “The Emergence of Cultural Studies and the Crisis of the Humanities.’

1.3 John Storey: “What is Popular Culture?” (pp 1-16 in *Cultural Theory and Popular Culture*)

Module 2 [Representations]:

2.1 Guy Debord: “The Commodity as Spectacle.”

2.2 R Nandakumar: “The Missing Male: The Female Figures of Ravi Varma and the Concepts of Family, Marriage and Fatherhood in Nineteenth century Kerala” (*South Indian Studies*, No.1, Jan-June, 1996)

Seminar:

2.3 David Forgacs: “National-popular: Genealogy of a concept” in Simon During (ed) *The Cultural Studies Reader*.

Module 3 [Lifestyles]:

3.1 Michel de Certeau: “Walking in the City” in Simon During (ed) *The Cultural Studies Reader*.

3.2 Pierre Bourdieu: “Distinction: A Social Critique of the Judgement of Taste” in Carole Counihan and Penny van Esterik (eds), *Food and Culture: A Reader*, Routledge, 2013, pp 31-40

Seminar:

3.3 George Simmel: “Fashion”

Module 4 [Homo Ludens]:

4.1 Roland Barthes: ‘The World of Wrestling’ (From *Mythologies*, selected and translated by Annette Kavers, London, Jonathan Cape, 1972)

4.2 Abilash Nalapat and Andrew Parker: ‘Sport, Celebrity and Popular Culture: Sachin Tendulkar, Cricket and Indian Nationalisms.’

Seminar:

4.3 Amanda Roth & Susan A. Basow: ‘Femininity, Sports, and Feminism.’

Module 5 [Manifestoes]:

5.1 Arjun Appadurai: ‘The Thing Itself’

5.2 Achille Mbembe: ‘Necropolitics’

Seminar:

5.3 Jacques Rancière: ‘Preface to *Proletarian Nights*’

Specific Additional Readings:

1. Raymond Williams: “Culture is Ordinary” (*Resources of Hope: Culture, Democracy, Socialism*)

2. Stuart Hall: “Cultural Studies: Two Paradigms” (*Media, Culture and Society* vol.2)

3. Simon During: “Postmodernism or Post-colonialism Today” (in Bill Ashcroft et al: *The Post-colonial Studies Reader*)

4. Chandra Mukerji & Michael Schudson: “Introduction: Rethinking Popular Culture.” in *Rethinking Popular Culture: Contemporary Perspectives in Cultural Studies*. Berkeley: University of California Press, 1991.

5. Simon During: ‘Value’ in Simon During: *Cultural Studies: A Critical Introduction*. London; New York: Routledge (2005)

6. Susan Sontag: *On Photography*

7. Janet Murray: *Hamlet On the Holodeck*. New York: Free Press, 1997. Pp. 273-283.

8. Bhaskar Mukhopadhyay: “Cultural Studies and Politics in India Today,” *Theory Culture Society*, 2006 (SAGE, London, Thousand Oaks and New Delhi), Vol. 23(7–8): 279–292

9. Ashis Nandy: "Introduction: Indian Popular Cinema as a Slum's Eye View of Politics" in *The Secret Politics of Our Desires: Innocence Culpability and Indian Popular Cinema*, Ashis Nandy (ed) Delhi: OUP, 1998)
10. John Fiske: "The Signs of Television."
11. Pierre Bourdieu: 'How can one be a sports fan?'
12. Udayakumar: "Autobiography as a Way of Writing History: Personal Narratives from Kerala and the Inhabitation of Modernity" (in *History in the Vernacular*, eds. Partha Chatterjee and Raziuddin Aquil, Delhi: Permanent Black, 2008.)
13. Raadhika Gupta: 'Bowled Out of the Game: Nationalism and Gender Equality in Indian Cricket.'
14. Lorenzo Magnani: 'Ritual Artifacts as Symbolic Habits.'
15. Arjun Appadurai: 'Playing with Modernity: The Decolonization of Indian Cricket.'
16. Arjun Appadurai: 'Architecture and Amnesia in Indian Modernity.'
17. Roland Barthes: "Rhetoric of the image." *Image, Music. Text.*
18. Jacques Lacan: "Sign, Symbol, Imagery." *On Sign*. Ed. Marshall Blonsky.
19. John Fiske: "Television Culture" *Literary Theory: An Anthology*. (Rivkin and Ryan).
20. Raymond Williams. *Television; Technology and Cultural Form*.
21. Ann Keplan: "Feminist Criticism and Television" from *Channels of Discourse Reassembled* (Robert Allen)
22. Aravind Rajagopal: "Hindu Nationalism and the Cultural Forms of Indian Politics."
23. Carole M. Cusack: "The Gods on Television: Ramanand Sagar's Ramayan", in *Politics and Popular Piety in Late Twentieth-Century India* by Alex Norman and Cusack, 2012.
24. Aarttee Kaul Dhar: "The Ramayana and Sita in Films and Popular Media: The Repositioning of a Globalised Version" in *The Return of the Epic Film*,
25. Prabha Krishnan: "In the Idiom of Loss: Ideology of Motherhood in Television Serials." *Economic and Political Weekly* 25, no. 42/43 (1990): WS103–16.
26. ShantiKumar: *Gandhi Meets Primetime: Globalization and Nationalism in Indian Television* Chicago: University of Illinois Press, 2006.
27. Purnima Mankekar: *Screening Culture, Viewing Politics: An Ethnography of Television, Womanhood, and Nation in Postcolonial India*. Durham: Duke University Press, 1999.
28. Clifford Geertz: 'The Balinese Cockfight.'
29. Helena Tolvhed : 'Sex Dilemmas, Amazons and Cyborgs: Feminist Cultural Studies and Sport.'

Texts for Consultation:

1. Theodor Adorno: *The Culture Industry: Selected Essays on Mass Culture* (ed., with intro.), J.M. Bernstein. London: Routledge (1991)
2. Elaine Baldwin: *Introducing Cultural Studies*. New York: Pearson/Prentice Hall (2004)
3. Roland Barthes: *Mythologies*. London: Paladin (1973)
4. Catherine Belsey: *Culture and the Real: Theorizing Cultural Criticism* London; New York: Routledge (2005)

5. Walter Benjamin, W.: *Illuminations*. New York: Schocken Books (1968)
 6. Tony Bennett, L. Grossberg: *New Keywords: A Revised Vocabulary of Culture and Society*. Blackwell (2005)
 7. Tony Bennett: *Outside Literature*. London: Routledge (1990)
 8. Pierre Bourdieu: *The Field of Cultural Production*. Cambridge: Polity Press (1993)
 9. Simon During (ed.): *The Cultural Studies Reader*. London: Routledge (1993)
 10. Simon During: *Cultural Studies: A Critical Introduction*. London; New York: Routledge (2005)
 11. Antony Easthope: *Literary into Cultural Studies*. London: Routledge (1991)
 12. Antony Easthope: *A Critical and Cultural Theory Reader*. Open University Press (1992)
 13. John Fiske: *Understanding Popular Culture*. Boston, MA: Unwin Hyman (1989)
 14. Toby Miller (ed): *A Companion to Cultural Studies*. Blackwell (2001)
 15. Nelson, Cary and Dilip Parameshwar Gaonkar (eds.): *Disciplinary and Dissent in Cultural Studies*. New York: Routledge, 1996.
 16. Johan Huizinga: *Homo Ludens*
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**Semester 4 - Core Course 17:
[EN010402]-Postcolonial Poetry**

Total Credits: 3

Total Hours: 25

Weightage:

Objectives:

To introduce the students to the diversity of poetry coming from the erstwhile colonies of the European Colonial Empires. To clear the ground from where the student can see how, beyond the general discursive constellations, there are regional specifics that ‘in a hybrid mode’ negotiate issues of sovereignty, language, race, gender, identity and place.

Course Description:

“Here we stand at the messiest point of our time // someone should write us, if we don’t / who will.” - Gülten Akin (2007).

The course attempts to cover, through representative texts, the entire gamut of poetry that has emerged from and still addresses the (post)colonial experience, the world over.

Module 1 is a conceptual orientation; it tries to situate, in a somewhat general way, certain contours that ‘Poetic Postcolonialisms’ assume.

Module 2 is a collection of poems that are South Asia & Australasia-specific.

Module 3 is a choice take on West & East Asia.

Module 4 is solely representative of poems from Africa.

Module 5 brings together myriad yet ‘intertwined’ verses from South America & Caribbean.

Special Note: A detailed delving into the poems is not expected vis-à-vis the Seminar Fields. Questions pertaining to these sections will be Generic: issues like Identity, Gender, Cultural Poetics and Language Politics.

Module 1 [Poetic Postcolonialisms]:

- 1.1 Jahan Ramazani: “Contemporary Postcolonial Poetry” in Neil Roberts (ed): *A Companion to Twentieth-Century Poetry*, Blackwell Publishing, 2007
- 1.2 Sudipta Kaviraj: “A Strange Love of the Land: Identity, Poetry and Politics in the (Un)Making of South Asia.”

Module 2 [South Asia & Australasia]:

- 2.1 **India:** Kamala Das: “Someone Else’s Song” & Agha Shahid Ali: “I See Kashmir From New Delhi at Midnight”
- 2.2 **Pakistan:** Faiz Ahmad Faiz: “Black Out” & Kishwar Naheed: “We Sinful Women”
- 2.3 **Sri Lanka:** Yasmine Gooneratne: “There was a Country” & R. Cheran: “Yaman”
- 2.4 **Bangladesh:** Taslima Nasrin: “Can’t I have a homeland to call my own?” & Kaiser Haq: “Ode on the Lungi”

Seminar:

- 2.5 Australia:** A D Hope: “Australia” & Judith Wright: “Eve to her Daughters”
2.6 New Zealand: Selina Tusitala Marsh: “naming myself” & “The Young and the Restless”
2.7 Fiji: Konai Helu Thaman: “Living Amongst the Trees” & “Kakala Folau (a gift of love)”

Module 3[West & East Asia]:

- 3.1 Israel:** Yehuda Amichai: “National Thoughts” & Dahlia Ravikovitch: “Hovering at a Low Altitude”
3.2 Palestine: Mahmoud Darwish: “The Earth is Closing on Us,” & Hanan Mikha’il ’Ashrawi : “From The Diary of an Almost-Four-Year-Old”
3.3 Iran: Forugh Farrokhzad: “I Will Greet the Sun Again” & Simin Behbahani: “And Behold”
3.4 Turkey: Orhan Veli: “For Free” & Gülten Akın: “Woman’s Song”

Seminar:

- 3.5 Philippines:** Cirilo F. Bautista: “Written in Stratford-Upon-Avon” & Marjorie Evasco: “Caravan of the Waterbearers”
3.6 Singapore: Arthur Yap: “The Correctness of Flavour” & Lee Tzu Pheng: “Singapore River”
3.7 Hong Kong: Nicholas YB Yong: “Toys ‘R’ Us” & Tammy Ho Lai-ming: “Leftovers”

Module 4[Africa]:

- 4.1 Nigeria:** Chinua Achebe: “Vultures” & Mabel Segun: “The Pigeon-Hole”
4.2 Egypt: Iman Mersal: “Sometimes Wisdom Possesses Me” & Fatima Naoot: “Blind”
4.3 Mozambique: Noémia de Sousa: “Black Blood” & Ana Mafalda Leite: “Liquid Frontier”
4.4 Algeria: Muhammad Dib: “Guardian Show” & Djamel Amrani: “Beneath a Pile of Rubble”

Seminar:

- 4.5 South Africa:** Dennis Brutus: “A poem about Sharpeville” & Antjie Krog: “Country of Grief and Grace”
4.6 Kenya: Shailja Patel: “Shilling Love” & Micere Githae Mugo: “I Want You To Know”
4.7 Ghana: Kofi Awoonor: “The Weaver Bird” & Ama Ata Aidoo: “For My Mother in Her Mid-90s”

Module 5[South America & Caribbean]:

- 5.1 Argentina:** Jorge Luis Borges: “Borges and I” & Alfonsina Storni: “They’ve Come”
5.2 Brazil: Olavo Bilac: “Milky Way: Sonnet 13” & Hilda Hilst: “Poems for the Men of Our Time,”
5.3 Uruguay: Mario Benedetti: “Little Stones at My Window” & Selva Casal: “the last angels of the evening.”
5.4 Chile: Pablo Neruda: “The Poet” & Gabriela Mistral: “To See Him Again”

Seminar:

- 5.5 Columbia:** José Asunción Silva: “Sonnet”

5.6 Saint Lucia: Derek Walcott: “The Lost Empire”

5.7 Guyana: John Agard: “Prospero Caliban Cricket”

5.8 Barbados: Edward Kamau Brathwaite: “Bread”

5.9 Trinidad and Tobago: Surya Vahni Priya Capildeo: “I Love You”

5.10 Jamaica: Louise Bennett: “Colonisation in Reverse”

Specific Additional Readings:

1. Anna Bernard: “Poetry, Translation, and Postcolonial Criticism...”

2. Muneeza Shamsie: South Asian Muslims: Fiction and Poetry in English, *Religion & Literature* Vol. 43, No. 1 (spring 2011), pp. 149-157

3. Priya Satia: Poets of Partition, *Tanqeed: A magazine of politics and culture*, Jan 2016

4. Omer Tarin, Ilyas Khan, and K. Majied: Pakistani English Literature – A Brief Introduction, 1947 to the Present, *Prachya Review*, Dec 30, 2015

5. Kaiser Haq: An Apology for Bangladeshi poetry in English

6. Mohammad Ali Ghazalsofli: A Political Review of Iranian Contemporary Poetry

7. Bulend Ecevit: Poetry in Turkey - A Nation’s Most Popular Art

8. Müesser Yeniay: Turkish Women's Poetry: Ottoman to Contemporary

9. J. Neil C. Garcia: Postcolonialism and Filipino Poetics

10. Barbara Jane Reyes: Filipina Lives and Voices in Literature

11. Cyril Wong: An interview

12. Irving Goh: Promising ‘Post-Colonialism’: Deleuze-Guattari’s ‘Minor Literature’ and the Poetry of Arthur Yap

13. Thow Xin Wei: Arthur Yap: Uniquely Singaporean

14. Odimegwu Onwumere: The Evolution of Nigerian Poetry

15. Mick Delap: Nigerian Poetry – Black Star or Black Hole?

16. Gemma Robinson: “Postcolonial Poetry of Great Britain: a poetics of contradictory affinity.”

17. Ngugi Wa Thiongo: ‘The Quest for Relevance’ in *Decolonising the Mind*

Texts for Consultation:

1. Neil Roberts (ed): *A Companion to Twentieth-Century Poetry*, Blackwell Publishing, 2007

2. Rajeev S. Patke: *Postcolonial Poetry in English*, Oxford University Press, 2006

3. Ashok Bery: *Cultural Translation and Postcolonial Poetry*, Palgrave Macmillan, 2007.

4. Jahan Ramazani (ed): *The Cambridge Companion to Postcolonial Poetry*, Cambridge University Press, 2017

5. Jahan Ramazani: *The Hybrid Muse: Postcolonial Poetry in English*, University of Chicago Press, 2001

6. Robert Stilling: *Beginning at the End: Decadence, Modernism, and Postcolonial Poetry*, Harvard University Press, 2018

7. Ato Quayson (ed): *The Cambridge History of Postcolonial Literature: Volume 1*, Cambridge University Press, 2012

Semester 4 – Elective Course:
[EN820401] -Modern European Fiction

Total Credits: 3

Total Hours: 25

Weightage:

Course Objectives:

To familiarize the students with the evolution of European fiction over the latter half of the Nineteenth and early twentieth century

Course Description:

To acquaint the students with some of the major movements that shaped the growth of the European novel and the makers of European Fiction and to familiarize them with the writings of major novelists belonging to France, Germany, Russia, Greece, Italy and Austria spanning movements as varied as Realism, Existentialism, Naturalism and Postmodernism.

Module One:

1.1 Walter Cohen: "Modernism". *A History of European Literature*. Pp.413-420. Oxford: Oxford University Press, 2017

1.2 Jerome de Groot: "Postmodernism and the Historical Novel" in *The Historical Novel* Pp. 109-133. London: Routledge, 2010.

1.3 Joseph Frank: "The Background of Crime and Punishment" in *Through the Russian Prism*. PP 122-136. Princeton: Princeton University Press, 1990

Module Two:

2.1 Gustave Flaubert: *Madame Bovary*

2.2 Fyodor Dostoevsky: *Crime and Punishment*

2.3 Emile Zola: *Nana*

Seminar:

2.4 Tolstoy: *Anna Karenina*

Module Three:

3.1 Nikos Kazantzakis: *Zorba the Greek*

3.2 Patrick Modiano: *The Missing Person*

3.3 Thomas Mann: *Death in Venice*

Seminar:

3.4 Boris Pasternak: *Doctor Zhivago*

Module Four:

4.1 Franz Kafka: *The Trial*

4.2 Albert Camus: *The Outsider*

4.3 J.M.G. Le Clezio: *Desert*

Seminar:

4.4 Herman Hesse: *The Glass Bead Game*

Module Five:

5.1 Italo Calvino: *The Invisible Cities*

5.2 Gunter Grass: *Cat and Mouse*

5.3 Primo Levi: *If Not Now, When?*

Seminar:

5.4 Elfriede Jelenik: *Lust*

Specific Additional Readings:

1. James McFarlane : “The Mind of Modernism” in *Modernism: A Guide to European Literature* (Eds) Malcolm Bradbury and James McFarlane, Penguin,1976,(71-94)

2. Umberto Eco: “On Some Functions of Literature” in *Our Literature*.2002.(1-15)

3. Italo Calvino: “Literature as a Projection of Desire” in *The Uses of Literature*, Harcourt Brace, 1986(50-61)

Texts for Consultation:

1. Franco Moretti (Ed): *The Novel: Forms and Themes Vol. 2*

2. Mario Vargas Llosa: *The Perpetual Orgy: Flaubert and Madame Bovary*

3. Georg Lukacs: *The Theory of the Novel*

4. Joseph Frank: *Dostoevsky: A Writer in His Time* (third and fourth volumes)

5. Mikhail Bakhtin: *The Dialogic Imagination*

6. Julian Preece: *The Life and Work of Gunter Grass*

7. Umberto Eco: *Six Walks in the Fictional Woods*

8. Sigmund Freud: *Mourning and Melancholia*

9. Primo Levi: *The Survival in Auschwitz*

10. Beren Lang. (ed): *Writing and the Holocaust*

11. Dominick La Capra: *Writing History, Writing Trauma*

12. Jacques Derrida: *The Other Heading*

13. Georg Lukacs: *Studies in European Realism*

14. Bill Overton: *The Novel of Female Adultery; Love and Gender in Continental European Fiction, 1830-1900*

15. George Steiner: *Tolstoy or Dostoevsky*

16. Ulrich Beck: *The Metamorphosis of the World*

17. Ronald Heyman: *Dostoevsky*

18. Gilles Deleuze: *Kafka: Toward a Minor Literature*

19. Giorgio Agamben: *Remnants of Auschwitz : The Witness and Archive*

Semester 4 – Elective Course:
[EN820402] -Modern European Drama

Total Credits: 3

Total Hours: 25

Weightage:

Objectives:

To familiarize the student with modern European Drama in terms of topics, perspectives, and dramatic literature

Course Description:

This paper contains representative works to acquaint the student with the social and cultural contexts that inform modern European Drama. The conventions of play beginning from the turn of the century realistic plays to the postmodern experiments are chosen. The paper contains representative plays of the Realistic, Naturalistic, Modernist, epic theatre, Theatre of the Absurd and postmodernist theatre. The paper has five modules. The first module consists of introductory essays on both modernist and postmodernist theatre along with some key terms associated with it. The teacher and the learner are expected to address these terms while studying the representative plays. The second, third and fourth modules consist of representative plays of the various modernist dramatic modes. The fifth Module entirely consists of postmodern plays. While dealing with them the teacher and the learner are expected to keep in mind the characteristics of postmodern plays in general. The student is also encouraged to revisit the ideological foundations of modernism. The student is to be acquainted with how the diversified movements in post-modernist theatre are informed by the theatre's increasing propensity to self-consciousness besides discussing poststructuralist theories and feminist theatre, environmental theatre, multicultural theatre, performance theories, threat from the cinema and the future of theatre.

Module 1:

1.1 John Fletcher and James McFarlane: "Modernist Drama: Origins and Patterns" in *Modernism: A Guide to European Literature*. Eds. Malcolm Bradbury and James McFarlane. Penguin, 1991.

1.2 Philip Auslander: "Postmodernism and Performance". (Pages 97- 115) Published in *Cambridge Guide to Postmodernism*. Edited by Steven Connor. Cambridge: Cambridge University Press, 2004

1.3 Key Terms: Realist Theatre, Naturalist Theatre, Meta theatre, Epic Theatre, Poor Theatre, Theatre of the Absurd, Theatre of Cruelty and Feminist Theatre

Module 2:

2.1 Henrik Ibsen: *A Doll's House*

2.2 August Strindberg: *Miss Julie*

Seminar:

2.3 Anton Chekhov: *The Cherry Orchard*

Module 3:

3.1 Luigi Pirandello: *Six Characters in Search of an Author*

3.2 Bertolt Brecht: The Life of Galileo

Seminar:

3.3 Federico Garcia Lorca: Blood Wedding

Module 4:

4.1 Sartre: The Flies

4.2 Jean Genet: The Maids

Seminar:

4.3 Eugene Ionesco: Rhinoceros

Module 5:

5.1 Heiner Muller: Hamletmachine

5.2 Georg Büchner: *Woyzeck*

Seminar:

5.3 Samuel Beckett: Catastrophe

Specific Additional Readings:

1. *Catastrophe*, in *Collected Shorter plays of Samuel Beckett* (London: Faber, 1984) 295-301)
2. Beryl S. and John Fletcher, *Student's Guide to the Plays of Samuel Beckett* 2d ed.(London: Faber, 1985)
3. Jonathan Kalb, *The Theater of Heiner Müller* (Cambridge: Cambridge University Press, 1998)
4. David Barnett, *Literature versus Theatre. Textual Problems and Theatrical Realization in the Later Plays of Heiner Müller* (Berne: Lang, 1998)
5. *A Glossary of Literary Terms 10th (tenth) Edition* by Abrams, M.H., Harpham, Geoffrey published by Cengage Learning (2011)
6. *Cambridge Guide to Postmodernism* Edited by Steven Connor. Cambridge: Cambridge University Press, 2004
7. *Modernism: A Guide to European Literature*. Eds. Malcolm Bradbury and James McFarlane. Penguin, 1991.
8. *No Exit and Three Other Plays*. By Jean Paul Sartre. NO EXIT (Huis Clos). THE *FLIES* (Les Mouches) translated from the French by Stuart Gilbert.

Texts for Consultation:

1. Patrick Campbell (ed): *Analysing Performance: Issues and Interpretations*. Manchester Univ. Press, 1996
2. Stephen Watt. *Postmodern/Drama: Reading the Contemporary Stage*. Ann Arbor: University of Michigan Press, 1998
3. Martin Esslin :*The Theatre of the Absurd*
4. Luigi Pirandello: “Preface to Six Characters in Search of an Author”
5. Bertolt Brecht: A Short Organum for the Theatre
6. Keir Elam: Semiotics of Theatre and Drama
7. Dario Fo: Accidental Death of an Anarchist

8. Max Frisch: The Fire Raisers
 9. John Willet: Brecht on Theatre: The Development of an Aesthetic
 10. Eric Bentley: The Playwright as Thinker: A Study of Modern Drama in Modern Times
-

Semester 4 – Elective Course:
[EN820403] – Indian Poetics: Theories and Texts

Total Credits: 3

Total Hours: 25

Weightage:

Objectives:

The aim of the course is to familiarise the students with the major texts of the Indian tradition in the light of Indian poetic principles.

Course Description:

The eight major schools of Indian Aesthetics are to be introduced. The two cardinal schools viz. Rasa and dhvani are to be discussed in detail. The students must be familiar with the strong geopolitics behind Tamil poetics. Texts have to be discussed in the light of the theories. Questions pertaining to the dominant aesthetic sentiment, the suggestive potential of the language of the text, and so on need to be raised. Alternative readings have to be encouraged. Issues like the ideological ramifications of the erotic sentiment as a tool for the containment of women, the heroic sentiment as a mechanism for authenticating kingship and social stratification, the distinction of language into Sanskrit for noble men and Prakrit for menial characters and women, the division of space into domestic and exterior and its significance in the domestication of women, the significant absence of women (with the possible exception of Avvaiyyar) etc. are to be highlighted. Students may be encouraged to read Romila Thapar's analysis of Shakuntalam to see the drastic difference in the portrayal of women in the epic and the play. How Sanskrit became an Orientalist imperial weapon also may be analysed.

MODULE 1:

1.1 S.S. Barlingay: "Various Senses of the Word Rasa" (A Modern Interpretation to Indian Aesthetic Theory. Ch.4 PP.84-102)

1.2 K.K. Kunjunni Raja: The Theory of Dhvani (Indian Aesthetics. Ed. V.S. Sethuraman)

1.3 A K Ramanujan: "The Five Landscapes" (Ed. Poems of Love and War 236-43)

MODULE 2:

2.1 "Drona Parva" from the Mahabharata

2.2 Bhana Bhatta: Kadambari

Seminar:

2.3 "Sundara Kanda" from the Ramayana

MODULE 3:

3.1 Kalidasa: Abhijnana Shakuntala (Ed. Romila Thapar)

3.2 Sudraka: Mrichakatika (The Little Clay Cart)

Seminar:

3.3 Vishakhadatta: Mudrarakshasa

MODULE 4:

4.1 Bhasa: Urubhanga

4.2 Jayadeva: "Song to the Melody Gurjari" in Gitagovinda

Seminar:

4.3 Bhavabhuti: Uttararamacharita

MODULE 5:

5.1 Ilango Adikal: Chilappatikaram

Seminar:

5.2 "Palai" from A. K. Ramanujan (Poems of Love and War)

Texts for Consultation:

1. S K Nandi. Studies in Modern Indian Aesthetics Simla: Indian Institute of Advanced Study, 1975

2. Sudhakar Pandey and V N Jha eds.: Glimpses of Ancient Indian Poetics: From Bharata to Jagannatha. Delhi: Indian Book Centre, 1993

3. A V Subrahmanian: The Aesthetics of Wonder: New Findings in Sanskrit Alankarasastra Delhi: Motilal Banarsidas, 1988

4. Kapil Kapoor: Literary Theory: Indian Conceptual Framework. New Delhi: Affiliate East-West Press, 1998.

5. Sushil Kumar De.: History of Sanskrit Poetics Calcutta: Firma, 1988.

PROFESSIONAL ETHICS

ബി. എ. / ബി. എസ്സി.
സെമസ്റ്റർ 1 കോമൺ കോഴ്സ്
കോഴ്സ് കോഡ് : ML1CCT01

കഥാസാഹിത്യം

പഠനലക്ഷ്യങ്ങൾ

1. സാമാന്യമായ സാഹിത്യപരിചയവും വായനാഭിരുചിയും ആസ്വാദനശേഷിയും വളർത്തിയെടുക്കുക
2. മലയാളകഥാസാഹിത്യത്തിൽ സംഭവിക്കുന്ന ഭാവുകത്വപരിണാമങ്ങൾ തിരിച്ചറിയുക
3. കാലഘട്ടത്തിന്റെ പൊതുപ്രവണതകളും ഉദാത്തമായ ജീവിതവീക്ഷണവും എഴുത്തിൽ പ്രകടമാവുന്നത് അനുഭവിച്ചറിയുക

പാഠപുസ്തകം - യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം.

ഖണ്ഡം ഒന്ന് - ചെറുകഥ

1. പൂവമ്പഴം - കാരൂർ
2. ഭൂമിയുടെ അവകാശികൾ - വൈക്കം മുഹമ്മദ് ബഷീർ
3. കടൽ - ടി. പത്മനാഭൻ
4. പെരുമഴയുടെ പിറ്റേന്ന് - എം.ടി വാസുദേവൻ നായർ
5. മാനാഞ്ചിറ ടെസ്റ്റ് - വി.കെ. എൻ
6. തരിശുനിലം - മാധവിക്കുട്ടി
7. ആർക്കറിയാം - സക്കറിയ
8. ഓരോ എഴുത്തുകാരിയുടെ ഉള്ളിലും - സാരാജോസഫ്
9. തിരുത്ത് - എൻ.എസ് മാധവൻ
10. മോഹമഞ്ഞ - കെ. ആർ മീര
11. അഗ്നി - സിതാര എസ്.
12. ബിരിയാണി - സന്തോഷ് ഏച്ചിക്കാനം
13. മോദസ്ഥിരനായ് അങ്ങ് വസിപ്പൂ മലപോലെ - എസ്. ഹരീഷ്
14. പ്രാണിലോകം - ഉണ്ണി ആർ.
15. ചില സ്വപ്നങ്ങളിൽ..... സീതാലക്ഷ്മിയുടെ കറുത്ത മുടിയിഴ - ഇന്ദുമേനോൻ

ഖണ്ഡം രണ്ട് - നോവൽ

ആടുജീവിതം - ബന്യാമിൻ

സഹായകഗ്രന്ഥങ്ങൾ

1. ചെറുകഥ ഇന്നലെ ഇന്ന് - എം. അച്യുതൻ
2. ചെറുകഥാപ്രസ്ഥാനം - എം. പി. പോൾ
3. ചെറുകഥ വാക്കും വഴിയും - ഡോ. കെ.എസ് രവീകുമാർ
4. നോവൽ സാഹിത്യ ചരിത്രം - പ്രൊഫ. കെ.എം തരകൻ

PROFESSIONAL ETHICS

ബി.എ./ബി.എസ്സി.
സെമസ്റ്റർ 2 കോമൺ കോഴ്സ്
കോഴ്സ് കോഡ് : ML2CCT02

കവിത

പഠന ലക്ഷ്യങ്ങൾ

1. സാമാന്യമായ കവിതാസാഹിത്യപരിചയവും വായനാഭിരുചിയും കാവ്യാസ്വാദനശേഷിയും വളർത്തിയെടുക്കുക
2. മലയാള കവിതാസാഹിത്യത്തിൽ സംഭവിക്കുന്ന ഭാവുകത്വപരിണാമങ്ങൾ തിരിച്ചറിയുക
3. കാലഘട്ടത്തിന്റെ പൊതുപ്രവണതകളും ഉദാത്തമായ ജീവിതവീക്ഷണവും എഴുത്തിൽ പ്രകടമാവുന്നത് അനുഭവിച്ചറിയുക

കവിതകൾ

1. മാംസനിബദ്ധമല്ലരാഗം - കുമാരനാശാൻ
(ലീലയിലെ 47 മുതൽ 74 വരെയുള്ള 28 ശ്ലോകങ്ങൾ)
 2. സ്നേഹസുന്ദരപാതയിലൂടെ - വൈലോപ്പിള്ളി ശ്രീധരമേനോൻ
'കുടിയൊഴിക്കലി' ലെ അവസാന ഖണ്ഡം
 3. ഒറ്റയ്ക്കിരിക്കാൻ പഠിച്ചു കഴിഞ്ഞു ഞാൻ - സുഗതകുമാരി
 4. കോഴി -കടമ്മനിട്ട രാമകൃഷ്ണൻ
 5. പഴഞ്ചൊല്ലുകൾ - സച്ചിദാനന്ദൻ
 6. മുളളൻ പന്നി - കെ.ജി. ശങ്കരപ്പിള്ള
 7. തിരുത്ത് - പി.പി. രാമചന്ദ്രൻ
 8. പിറക്കാത്ത മകൻ -ബാലചന്ദ്രൻ ചുള്ളിക്കാട്
 9. മൃഗശിക്ഷകൻ - വിജയലക്ഷ്മി
 10. ആടിയാടി അലഞ്ഞ മരങ്ങളേ... - അൻവർ അലി
 11. കർവീട് - വി.എം. ഗിരിജ
 12. ആഴങ്ങൾ അടച്ചിട്ട പുഴ- എസ്. ജോസഫ്
 13. സ്മാരകം - വിരാൻകുട്ടി
 14. കുട്ടമ്മാൻ - എം. ആർ. രേണുകുമാർ
 15. നാഷണൽ ജ്യോഗ്രഫി -എസ്. കണ്ണൻ
 16. വെറ്റിലച്ചെല്ലം - ടി.പി. രാജീവൻ
 17. പഴയ ചിലത് - പി. രാമൻ
 18. ഗോതമ്പു ശില്പം - കവിത ബാലകൃഷ്ണൻ
 19. കുന്തിമണികൾ - കുഞ്ഞുണ്ണിക്കവിതകൾ
(കറന്റ് ബുക്സിന്റെ 2004 ജൂലൈ എഡിഷൻ 'കുഞ്ഞുണ്ണിക്കവിത'കളിൽ നിന്ന് 460, 463, 464, 465, 466, 469, 490, 491 ക്രമനമ്പരുകളുള്ള കവിതകൾ)
- പാഠപുസ്തകം - യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം

PROFESSIONAL ETHICS

ബി.കോം

സെമസ്റ്റർ 1 കോമൺ കോഴ്സ്

കോഴ്സ് കോഡ് : ML1CCT05

കഥയും കവിതയും

പാഠപുസ്തകം - യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരിക്കുന്നത്

പഠനലക്ഷ്യങ്ങൾ

1. സാമാന്യമായ സാഹിത്യപരിചയവും വായനാഭിരുചിയും ആസ്വാദനശേഷിയും വളർത്തിയെടുക്കുക
2. മലയാളസാഹിത്യത്തിൽ സംഭവിക്കുന്ന ഭാവുകത്വപരിണാമങ്ങൾ തിരിച്ചറിയുക
3. കാലഘട്ടത്തിന്റെ പൊതുപ്രവണതകളും ഉദാത്തമായ ജീവിതവീക്ഷണവും എഴുത്തിൽ പ്രകടമാവുന്നത് അനുഭവിച്ചറിയുക

കഥകൾ

1. ഉറുബ് - ഇറ്റാൾസിയിലേക്ക് തിരികെ പോകുന്ന വണ്ടി.
2. ഒ.വി വിജയൻ - കാറ്റു പറഞ്ഞ കഥ
3. എം. മുകുന്ദൻ - ദൽഹി 1981
4. സി.വി ശ്രീരാമൻ - ചിദംബരം
5. എൻ. പ്രഭാകരൻ - മറുപിറവി
6. സുഭാഷ് ചന്ദ്രൻ - തല്പം
7. ഗ്രേസി - തിച്ച്ചാമുണ്ഡി
8. സി.എസ് ചന്ദ്രിക - ക്ലിനിക്കലി എക്സ്പയേർഡ്
9. അൽമനം ജോൺ - കടിക്കുന്ന അമ്മച്ചിയും കൊച്ചുമകൾ ആൻസിയും
10. ഇ. സന്തോഷ് കുമാർ - ചേക്ക
11. ടി.വി കൊച്ചുബാവ - അടുക്കള

10 കവിതകൾ

1. മൈനാകശ്ശംഗം - ഇടശ്ശേരി
2. കടുക - അയ്യപ്പപ്പണിക്കർ
3. പാടുന്ന പിശാചിന് - ഡി. വിനയചന്ദ്രൻ
4. വിളക്കു കൊളുത്തു വിളക്കു കൊളുത്തു - സാവിത്രി രാജീവൻ
5. ഇഷ്ടമുടിക്കായൽ - കുരീപ്പുഴ ശ്രീകുമാർ
6. വേനലിൽ ഒരുപുഴ - റോസ് മേരി.
7. കൈക്കലത്തുണികൾ - വിജില ചിറപ്പാട്
8. നായകടിക്കും സൂക്ഷിക്കുക - കൽപ്പറ്റ നാരായണൻ
9. തോരാമഴ - റഫീക്ക് അഹമ്മദ്
10. ശിലകളെ പൂവുകളാക്കുവാൻ - പി. രാമൻ

PROFESSIONAL ETHICS

ബി.കോ

സെമസ്റ്റർ 2 കോമൺ കോഴ്സ്

കോഴ്സ് കോഡ് : ML2CCT06

ആത്മകഥ, ലേഖനം

ലക്ഷ്യം.

മലയാള ഗദ്യത്തിന്റെ സൗന്ദര്യവും ശക്തിയും തിരിച്ചറിയാൻ കഴിയും വിധമുള്ള ലേഖനങ്ങളാണ് ഈ സെമസ്റ്ററിലെ പഠന വിഷയം. വ്യത്യസ്ത മേഖലകൾ പഠിക്കുന്ന വിദ്യാർത്ഥികൾക്ക് പല വിഷയങ്ങളെയും മാതൃഭാഷയിൽ സമീപിക്കുവാൻ കഴിയുമെന്ന ബോധ്യം ഇതുവഴി ലഭ്യമാക്കാനാകും.

1. പാഠഭാഗങ്ങൾ

1. ഉത്തുംഗ സ്നേഹഗോപുരം-കല്പറ്റ നാരായണൻ
2. പുതിർവാക്കുകൾ-ശാരദക്കുട്ടി
3. മഹാനടൻ- ചിദംബരസ്തരണ-ബാലചന്ദ്രൻപുള്ളിക്കാട്
4. അനുജന്റെ ഭാര്യ- ലളിതാംബിക അന്തർജനം
5. ഇന്ത്യയിലെ സ്വതന്ത്രബോധവും ഭാഷാ മനോഭാവവും-പി.എം. ഗിരീഷ്
6. അരങ്ങിലുയരുന്ന സ്ത്രീശബ്ദങ്ങൾ- സജിത മഠത്തിൽ
7. മാധ്യമസംസ്കാരം-ജനകീയതയും ജനപ്രിയതയും- സി.എസ്. വെങ്കിടേശ്വരൻ.
8. സാധുജനപരിപാലനസംഘവും പുലയമഹാസഭയും- പി.ഗോവിന്ദപിള്ള

പാഠപുസ്തകം- യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം

2. ആത്മകഥ

കണ്ടൽക്കാടുകൾക്കിടയിൽ എന്റെ ജീവിതം-പൊക്കുടൻ

PROFESSIONAL ETHICS

ബി.എസ്.സി ബി.എ. മോഡൽ 2

സെമസ്റ്റർ 1 കോമൺ കോഴ്സ്

കോഴ്സ് കോഡ് : ML1CCT07

കഥ, നോവൽ

കഥകൾ

1. കെ. സരസ്വതിയമ്മ - പോലമരങ്ങൾ
2. യു.എ. ഖാദർ - ചാത്തുകുട്ടിയുടെ അമ്മ
3. കാക്കനാടൻ - മസ്കീനാസിന്റെ മരണം
4. പി. പത്മരാജൻ - കൈവരിയുടെ തെക്കേയറ്റം
5. സേതു - ദൂരക്കാഴ്ചകൾ
6. വൈശാഖൻ - നിഴൽ യുദ്ധം
7. കെ.പി രാമനൂണി - എം.ടി.പി
8. സി.വി ബാലകൃഷ്ണൻ - മക്കൾ
9. അഷിത - ഒത്തുതീർപ്പുകൾ
10. വി.ജെ ജെയിംസ് - പ്രണയോപനിഷത്ത്
11. പ്രിയ എ.എസ് - ജാഗരൂക
12. അശോകൻ ചെരുവിൽ - യുദ്ധാനന്തര വംശങ്ങൾ

നോവൽ

പ്രേമലേഖനം - വൈക്കം മുഹമ്മദ് ബഷീർ

പാപുസ്തകം - കഥകൾ, യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം.

PROFESSIONAL ETHICS

ബി.എസ്.സി. ബി.എ. മോഡൽ 2

സെമസ്റ്റർ 2 കോമൺ കോഴ്സ്

കോഴ്സ് കോഡ് : ML2CCT08

കവിതയും നാടകവും

കവിതകൾ

1. ഇനി യാത്ര പറഞ്ഞിട്ടെ - കുമാരനാശാൻ
(ചിന്താവിഷ്ടയായ സീത -168 മുതൽ 186 വരെ 18 ശ്ലോകങ്ങൾ)
2. ആശുപത്രിയിൽ - വൈലോപ്പിള്ളി
3. മരിച്ച കുഞ്ഞുങ്ങൾ വരുന്നുണ്ട്. - സുഗതകുമാരി
4. മകനോട് - കടമ്മനിട്ട
5. വിഷഗ്നനി- സച്ചിദാനന്ദൻ
6. ശ്രീഷ്മവും കണ്ണീരും - എ. അയ്യപ്പൻ
7. അത് - പി.പി രാമചന്ദ്രൻ
8. തിരസ്കാരം - മധുസൂദനൻ നായർ
9. തുടങ്ങിയവർ - രേണുകുമാർ
10. പ്ലമേനമ്മായി - 'കടം' എന്ന കവിത മാത്രം - കെ.ആർ ടോണി
11. ആലപ്പുഴ വെള്ളം - അനിതാ തമ്പി
12. മരിച്ചു നോക്കുമ്പോൾ - റഫീക് അഹമ്മദ്
13. ഓട് ദോസാ ഓട് - പി.എൻ ഗോപികൃഷ്ണൻ
14. കാത്തുശിക്ഷിക്കണേ - എം.എസ് ബനേജ്
15. പ്ലാറിന്റെ കഥ - എസ്. കലേഷ്.

നാടകം

ഓരോരോ കാലത്തിലും - ശ്രീജ കെ.വി

പാഠപുസ്തകം കവിതകൾ യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം.

PROFESSIONAL ETHICS

ബി. എ. / ബി. എസ്സി.

സെമസ്റ്റർ 3 കോമൺ കോഴ്സ്

കോഴ്സ് കോഡ് : ML3CCT03

ദൃശ്യകലാസാഹിത്യം

പഠനലക്ഷ്യങ്ങൾ

1. കേരളത്തിന്റെ സമ്പന്നമായ ദൃശ്യകലാപാരമ്പര്യത്തെക്കുറിച്ച് കുട്ടികൾക്ക് അറിവ് നൽകുക.
2. സിനിമ പോലെയുള്ള ദൃശ്യകലകളെ പരിചയപ്പെടുത്തുക.

ഖണ്ഡം ഒന്ന് - സാസ്കൃത നാടകം.

മലയാളശാകുന്തളം നാലാമങ്കം- ഏ.ആർ രാജരാജവർമ്മ
 ഊരുഭംഗം - ഭാസൻ - കാവ്യാലം നാരായണപ്പണിക്കരുടെ തർജ്ജമ
 (വിഷ്കംഭം കഴിഞ്ഞ് ബലദേവന്റെ സംഭാഷണം മുതൽ അവസാനം വരെ)

ഖണ്ഡം രണ്ട്- ആട്ടക്കഥ

നളചരിതം (ഒന്നാം ദിവസം)- ഉണ്ണായിവാര്യർ (തുടക്കം മുതൽ "എന്നുംചൊല്ലിക്ഖഗ
 പതി പറന്നംബരേ പോയ്മറഞ്ഞാൻ"(നാലാം രംഗത്തിന്റെ അവസാനം) വരെ)

ഖണ്ഡം മൂന്ന് - തുള്ളൽ

കല്യാണസൗഗന്ധികം (ശ്രീതങ്കൻ തുള്ളൽ) - കുഞ്ചൻ നമ്പ്യാർ
 (തുടക്കം മുതൽ 'ശ്രീരാമദാസന്റെ വംശേ ജനിക്കയാൽ പാരം നിനക്കുമഹംഭാവ-
 മിങ്ങനെ' വരെയുള്ള ഭാഗങ്ങൾ)

ഖണ്ഡം നാല്- മലയാളനാടകം

'1128 ൽ ക്രൈം 27' - സി.ജെ. തോമസ്.

ഖണ്ഡം അഞ്ച് - സിനിമ

സിനിമയുടെ സാംസ്കാരിക പ്രതിനിധാനങ്ങളെ സൂക്ഷ്മതലത്തിൽ വിശകലനം ചെയ്യുന്ന ഡോ. പി.എസ് രാധാകൃഷ്ണന്റെ സിനിമാപഠനങ്ങൾ - 5 ലേഖനങ്ങൾ.

പാഠപുസ്തകം

1. ഖണ്ഡം 1, 2, 3 ചേർത്തുകൊണ്ട് യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരിക്കുന്ന പുസ്തകം.
2. 1128 -ൽ ക്രൈം 27 - സി.ജെ തോമസ്
3. സിനി-

COURSE 3 - Issues that Matter- EN2CC03

COURSE OUTLINE

Module 1

Luigi Pirandello: War

Judith Wright: The Old Prison

Arundhati Roy: Public Power in the Age of Empire

Module 2

Bertolt Brecht: The Burning of the Books

W. H. Auden: Refugee Blues

Romila Thapar: What Secularism is and Where it Needs to be Headed

Module 3

Zitkala- Sa: A Westward Trip

Bandhumadhav: The Poisoned Bread

Temsula Ao: The Pot Maker

Module 4

Khushwant Singh: A Hosanna to the Monsoons

Ayyappa Paniker: Where are the woods, children?

Sarah Joseph: Gift in Green [chapter 2] - Hagar: A Story of a Woman and Water

Module 5

Ghassan Kanafani: Six Eagles and a Child

Sanchari Pal: The Inspiring Story of How Sikkim Became India's Cleanest State

Indrajit Singh Rathore: Hermaphrodite

Literature and/as Identity- EN3CC05

COURSE OUTLINE

Module 1 (Diasporic Identities)

Agha Shahid Ali: I See Kashmir from New Delhi at Midnight

M.G. Vassanji: Leaving

Imtiaz Dharker: At the Lahore Karhai

Chitra Banerjee Divakaruni: Indian Movie, New Jersey

Module 2 (South Asian Identities)

C. V. Velupillai: No State, No Dog

Sadaat Hasan Manto: The Dog of Tetwal

Intizar Hussain: A Chronicle of the Peacocks

Selina Hossain: Double War

Module 3 (Life Writings)

Malcolm X: —Nightmare], excerpt from The Autobiography of Malcolm X.

Sashi Deshpande: Learning to be a Mother in Janani – Mothers, Daughters, Motherhood,
(ed.) Rinki Bhattacharya.

Module 4 (Indigenous Identities)

Excerpts from Binti, the Santhal creation song of cosmology, the Bhilli Mahabharat and

Garhwali Songs in Painted Words - An Anthology of Tribal Literature - Edited by G. N.

Devy.

Amos Tutuola: The Palm-Wine Drinkard. [Excerpt]

Module 5 (Alter Identities)

Nathaniel Hawthorne: The Birth Mark

John Henrik Clarke: The Boy Who Painted Christ Black

Ruskin Bond: The Girl on the Train

Illuminations- EN4CC06

COURSE OUTLINE

Module 1 [Life Sketches]

Helen Keller: Three Days to See

Jesse Owens: My Greatest Olympic Prize

Dominic Lapierre: Mother Teresa

Module 2 [Essays]

Lafcadio Hearn: On Reading

Stephen Leacock: Are the Rich Happy?

A.G. Gardiner: On Courage

Module 3 [Speeches]

J. K. Rowling: The fringe benefits of failure and the importance of imagination

Malala Yousafzai: Nobel Lecture

Module 4 [Short Stories]

Oscar Wilde: The Nightingale and the Rose

George Orwell: The Miser

John Galsworthy: Quality

Paolo Coelho: The Beggar and the Baker

Module 5 [Poems]

William Ernest Henley: Invictus

Robert Frost: The Road Not Taken

Kahlil Gibran: Of Good and Evil

Joyce Kilmer: Trees

Methodology of Literary Studies- EN1CR01

COURSE OUTLINE

Module 1

Part A: W. H. Hudson: —Some Ways of Studying Literature|| from An Introduction to the Study of Literature.

Part B: William Shakespeare: Sonnet 116 – —Let Me Not to the Marriage of True Minds||

Module 2

Part A: Cleanth Brookes: —The Formalist Critics|| from the My Credo series: The Kenyon Review

Part B: Emily Dickinson: —Because I could not stop for Death|| (poem 479)

Module 3

Part A: Terry Eagleton: —What is Literature?|| from Literary Theory: An Introduction.

Part B: Mahasweta Devi: —Kunti and the Nishadi

Module 4 (18 hours)

Part A: Lois Tyson: —Feminist Criticism

Part B: Sara Joseph: —Inside Every Woman Writer

Module 5

Part A: Peter Barry: Postcolonial Criticism

Part B: 2 Poems in tandem: Mahmoud Darwish: —Identity Card and S. Joseph: —Identity Card

Module 6

Part A: Pradeepan Pampirikunnu: —What did Literary Histories Say to You?

Part B: Poikayil Appachan: —No Alphabet in Sight

Approaching the Course:

Ideally this paper should have a consistent linearity from Module 1 to 6; such a step-by-step progression will help trace the following trajectory effectively: Traditional to Formalist to Political-Contextual to **Feminist** to Postcolonial to Regional-Subaltern methodologies.

Harmony of Prose -EN3CR03

Module 1

Francis Bacon: Of Friendship

Jonathan Swift: The Spider and the Bee

Joseph Addison: Meditations in Westminster Abbey

Module 2

Samuel Johnson: Death of Dryden

Charles Lamb: Dream Children; a reverie

William Hazlitt: The Fight

Module 3

Robert Lynd: Forgetting

Virginia Woolf: A Room of One's Own (an extract)

Aldous Huxley: The Beauty Industry

Module 4 (18 hours)

Nirad C. Choudhari: Indian Crowds (extract from The Autobiography of an Unknown Indian)

Amartya Sen: Sharing the World

A. K. Ramanujan: A Flowery Tree: A Woman's Tale

Module 5 (18 hours)

Kamau Brathwaite: Nation Language

Pico Iyer: In Praise of the Humble Coma

William Dalrymple: The Dancer of Kannur (extract from Nine Lives)

Symphony of Verse -EN3CR04

COURSE OUTLINE

Module 1 (Renaissance and Restoration)

Edmund Spenser: One Day I Wrote Her Name

William Shakespeare: Sonnet 130

John Donne: Canonization

John Milton: Lycidas

John Dryden: A Song for St. Cecilia's Day

Module 2 (Romantic Revival)

William Wordsworth: Lucy Gray

Samuel Taylor Coleridge: Christabel (Part I)

Percy Bysshe Shelley: Ode to the West Wind

John Keats: To Autumn

Module 3 (Victorian)

Alfred, Lord Tennyson: Ulysses

Robert Browning: Porphyria's Lover

Matthew Arnold: Dover Beach

Christina Rossetti: A Hope Carol

Module 4 (Twentieth Century)

W. B. Yeats: Easter 1916

T S Eliot: The Love Song of J Alfred Prufrock

Philip Larkin: The Whitsun Weddings

Sylvia Plath: Lady Lazarus

Module 5 (Contemporary)

A. D. Hope: Australia

Maya Angelou: Phenomenal Woman

Seamus Heaney: Digging

Carol Ann Duffy: Stealing

Women Writing- EN6CR11

Module 1 [Essays]

Betty Friedan: The Problem that has No Name (Chapter 1 of The Feminine Mystique)

Elaine Showalter: Towards a Feminist Poetics

Patricia Hill Collins: Mammies, Matriarchs and Other Controlling Images (Chapter 4 of

Black Feminist Thought pp. 79-84

Module 2 [Poetry]

Anna Akhmatova: Lot's Wife

Mamta Kalia: After Eight Years of Marriage

Julia Alvarez: Women's Work

Meena Alexander: House of a Thousand Doors

Sutapa Bhattacharya: Draupadi

Kristine Batey: Lot's Wife

Vijayalakshmi: Bhagavatha

Module 3 [Short Fiction]

Charlotte Perkins Gilman: The Yellow Wallpaper

Willa Cather: A Wagner Matinee

Isabel Allende: And of the Clay We Created

Sara Joseph: The Passion of Mary

Module 4 [Fiction]

Alice Walker: The Color Purple

The Evolution of Literary Movements: The Cross Currents of Change- EN4CM04

Module 1 [Literature and Revolution]

The interaction between the French Revolution and the literature of the age

Literature in the context of the Russian Revolution

Module 2 [Literature and Renaissance]

The social context of the burgeoning of literature in Latin America

Kerala at the dawn of awakening

Module 3 [Literature and Liberation]

Literature and feminism

Dalit writing

Module 4 [Literature and the Third World]

Articulating the Postcolonial Experience

An overview of New Literatures

MAHATMA GANDHI UNIVERSITY
PRIYADARSINI HILLS
KOTTAYAM
KERALA

MICHAEL THOMAS
Assistant Professor & Head
Department of Botany
St. Dominic's College
Kanjirapally-686 512



SYLLABUS FOR UNDER GRADUATE PROGRAMME IN
BOTANY
UNDER THE RESTRUCTURED CURRICULUM
IN
CHOICE BASED CREDIT SYSTEM (UGCBCS)
(EFFECTIVE FROM 2017 ADMISSIONS)

PREPARED BY:
BOARD OF STUDIES IN BOTANY (UG) AND FACULTY OF SCIENCE,
MAHATMA GANDHI UNIVERSITY, KOTTAYAM

4. Action of various enzymes in plant tissues: peroxidase, dehydrogenase.
5. Quantitative estimation of protein using colorimeter.

REFERENCES

1. Dayananda B, 1999. Experiments in Plant Physiology. Narosa Publishing House, New Delhi.
2. Hopkins W G, Norman P A Huner, 2008. Introduction to plant physiology. John Wiley and sons. New York.
3. Jain J L, Sanjay Jain, Nitin Jain, 2005. Fundamentals of Biochemistry. S Chand, New Delhi.
4. Lehninger A L, 1961. Biochemistry. Lalyan publishers, Ludhiana.
5. Nelson D L, Cox M M, 1993. Principles of Biochemistry. MacMillan Publications.
6. Pandey S N, Sinha B K, 2006. Plant Physiology. Vikas Publishing House Pvt. Ltd.
7. Plummer D T, 1988. An introduction to practical biochemistry. Tata McGraw-Hill publishing Company, New Delhi.
8. Sadasivam S, Manickan A, 1996. Biochemical Methods. New Age International Ltd. New Delhi.
9. Salisbury F B, Ross C W, 1992. Plant Physiology. CBS Publishers and Distributors, Delhi.
10. Srivastava H S, 2005. Plant Physiology. Rastogi publications, Meerut.
11. Verma V, 2007. Textbook of Plant Physiology. Ane Books India, New Delhi.
12. Taiz L, Zeiger E, 2003. Plant Physiology (III Edn). Panima publishing Corporation, New Delhi.

Core course 8

Code: BO5CRT08

ENVIRONMENTAL SCIENCE AND HUMAN RIGHTS

(Theory 54 hrs; Practical 36 hrs; Credits 3 + 1)

Objectives:

- Acquaint the student with the significance of Environmental Science.
- Make the students aware about the extent of the total biodiversity and the importance of their conservation.
- Help the student to design novel mechanisms for the sustainable utilization of natural resources.
- Enable the students to understand the structure and function of the ecosystems.
- Enable the students to understand various kinds of pollution in the environment, their impacts on the ecosystem and their control measures
- Make the students aware about various environmental laws in India and the role of various movements in the protection of nature and natural resources.

ENVIRONMENTAL SCIENCE (48 hrs)

Module 1: Introduction to ecology (8 hrs)

Ecology: introduction, definition, scope and relevance; sub-divisions of ecology - autecology, synecology and ecosystem ecology.

Population: population size, density, natality, mortality, age, rate of natural increase, growth form and carrying capacity, population interactions between species - competition, parasitism, predation, commensalism, protocooperation, mutualism, neutralism.

Community: community concept, biotic community, species diversity, species richness, dominance; growth forms and structure, trophic structure, ecotone, edge effect, habitat, ecological niche, microclimate, ecological indicators, keystone species.

Module 2: Ecosystems (10 hrs)

Structure and function of ecosystems, ecosystem components: abiotic - atmosphere, climate, soil, water; biotic - producers, consumers, decomposers. Productivity - primary and secondary - gross and net productivity - homeostasis in the ecosystem. Concept of energy in ecosystems - energy flow, food chain, food web, trophic levels, trophic structure and ecological pyramids - pyramid of numbers, biomass, energy. Nutrient cycles - biogeochemical cycles of C and N₂.

Ecosystem development: ecological succession, process, climax community, hydrosere, xerosere. Adaptations of plants to environment - xerophytes, hydrophytes, epiphytes, halophytes, mangroves.

Module 3: Biodiversity and its conservation (10 hrs)

Biodiversity: definition, types, examples - endemism - hot spots; hot spots in India - Western Ghats as hot spot. Wetlands and their importance. Biodiversity loss - IUCN threat categories, Red data book; causes and rate of biodiversity loss - extinction, causes of extinction. Conservation: methods - *in-situ*, *ex-situ*. Joint Forest management - people's participation in biodiversity conservation: community reserve, eg. Kadalundi-vallikkunnu. Remote sensing and GIS: introduction, principle, application of remote sensing and GIS in environmental studies and biodiversity conservation (brief account). Ecotourism: ecotourism centers in Kerala - Thenmala and Thattekkad WLS.

Module 4: Environmental pollution (10 hrs)

Environmental studies - definition, relation to other sciences, relevance. Environmental pollution - introduction, definition; Air pollution - air pollutants, types, sources, effect of air pollution on plants and humans, control measures; Water pollution - common pollutants, sources, impact, control measures; water quality standards - DO and BOD; eutrophication. Soil Pollution - causes, sources, solid waste, biodegradable, non-biodegradable, management of solid waste, composting, e - waste. Environmental issues - global warming, greenhouse effect, climate change - causes and impact, ozone layer depletion. Carbon sequestration.

Module 5: Conservation of nature (10 hrs)

Global conservation efforts - Rio Earth summit - Agenda 21, Kyoto protocol, COP15 (15th Conference of the parties under the UN framework convention on climate change) and Paris protocol - major contributions. Conservation strategies and efforts in India and Kerala.

Organizations, movements and contributors of environmental studies and conservation: organizations - WWF, Chipko, NEERI; contributors - Salim Ali, Sunder Lal Bahuguna, Madhav Gadgil, Anil Agarwal, Medha Patkar, Vandana Siva (brief account only).

Environmental Legislation and Laws: Environment (protection) Act 1986, Air (protection and control of pollution) act, 1981 Water (protection and control of pollution) Act, 1974, Wildlife (protection) Act, 1972, Forest (conservation) Act, 1980, Biological Diversity Act (2002) [brief account only].

Module 6: Human rights (6 hrs)

Introduction, meaning, concept and development. Three generations of human rights - civil and political rights, economic, social and cultural rights. Human Rights and United Nations: contributions; main human rights related organizations - UNESCO, UNICEF, WHO, ILO; Declarations for women and children, Universal declaration of human rights. Human rights in India: fundamental rights and Indian constitution, rights for children and women, scheduled castes, scheduled tribes, other backward castes and minorities.

Environment and human rights: right to clean environment and public safety; issues of industrial pollution; prevention, rehabilitation and safety aspect of new technologies such as chemical and nuclear technologies, issues of waste disposal, protection of environment. Conservation of natural resources and human rights: reports, case studies and policy formulation. Conservation issues of Western Ghats - Madhav Gadgil committee report, Kasturi Rangan report. Over-exploitation of ground water resources, marine fisheries, sand mining etc.

PRACTICAL (36 hrs)

1. Estimation of CO₂, Cl, and alkalinity of water samples (Titrimetry)
2. Determination of pH of soil and water.
3. Assessment of diversity, abundance, and frequency of plant species by quadrat method (Grasslands, forests).
4. Study of the most probable number (MPN) of Coliform bacteria in water samples.
5. EIA studies in degraded areas (Sampling, Line transect, Quadrat).
6. Ecological adaptations in xerophytes, hydrophytes, epiphytes, halophytes and mangroves.

REFERENCES

1. Ahmedullah M, Nayar M P, 1987. Endemic plants of the Indian region. Botanical survey of India, Calcutta.
2. A K Bhattacharya, 2005. Ecotourism and Livelihoods. Concept Publishing Co. New Delhi.
3. AmalRaj S. Introduction to environmental science and technology. Laxmi Publications Pvt. Ltd., New Delhi.
4. Asthana D K, Meera Asthana, 2006. A text book of environmental studies. S Chand.
5. Basha S C, 1991. Indian forester. 117: 439-448. The distribution of mangroves in Kerala.
6. Bharucha, Erach, 2003. The Biodiversity of India. Mapin Publishing Co., New Delhi.
7. Ceballos-Lascurian, Hector, 1996. Tourism, Ecotourism and Protected areas. IUCN, Cambridge UK.
8. Champion H G, 1986. A preliminary survey of forests of India and Burma. Ind. For. Rec. 1: 1-236.
9. Champion H G, Seth S K, 1968. A revised survey of the forest types of India. Govt. of India press, Delhi.
10. Chandrasekharan C, 1962. A General note on the vegetation of Kerala state; Ind. For.88: 440-441.
11. Chandrasekharan C, 1962. Ecological Study of the Forests of Kerala State; Ind. For.88: 473-480.
12. Chandrasekharan C, 1962. Forest Types of Kerala State. Ind. For. 88: 660-847.
13. Garg M R, Bansal V K, Tiwana N S, 2007. Environmental Pollution and Protection. Deep and Deep Publishers, New Delhi.
14. H D Kumar, 2000. Modern Concepts of Ecology. Vikas Publishing House, New Delhi.
15. H Kaur. Environmental studies. Pragathi Prakashan, Meerut.
16. IUCN, 2000. The IUCN Red list categorie. IUCN. Gland.
17. IUCN, 2007. The 2000 IUCN Red list of Threatened Species. IUCN. Gland.
18. Jain S K, Sastry A R K, 1984. The Indian plant red data book. Botanical survey of India, Calcutta.
19. Khopkar S M, 1995. Environmental Pollution Analysis. New Age International (P) Ltd.
20. Kreg Lindberg, Deonal E Hawkins, 1999. Ecotourism: A guide for planners and managers. Natraj Publishers, Dehradun.
21. Kumar D, 2006. Ecology for Humanity Eco Tourism. Intellectual Book Bureau, Bhopal.
22. Kumar U, M Asija, 2006. Biodiversity: Principles and conservation. Agrobios India.
23. Mani M S, 1974. Ecology and Biogeography in India. W Junk B V Publishers, Netherlands.
24. Misra D D, 2008. Fundamental concepts in Environmental Studies. S. Chand & Co. Ltd., New Delhi.
25. Myers N, 1988. The Environmentalist 8: 187-208.
26. Nayar M P, Giri G S, 1988. Keywords to the Floristics of India. Vol. 1. Botanic Survey of India. Calcutta.
27. Nayar M P, Sastry A R K, 1987, 1988, 1990. Red Data Book of Indian Plants, Vols. I - III. Botanical Survey of India, Calcutta.
28. Nayar M P, 1996. Hot Spots of Endemic Plants of India, Nepal and Bhutan. Tropical Botanic Garden and Research Institute, Trivandrum.

29. Nayar M P, 1997. Biodiversity challenges in Kerala and science of conservation biology. In: P. Pushpangadan, K S S Nair (Eds), Biodiversity of tropical forests the Kerala scenario. STEC, Kerala.
30. Odum E P, 1971. Fundamentals of Ecology. WB Saunders.
31. Oza G M, 1992. The Earth Summit. Ind. For. 5: 338.
32. Panday S N, S P Misra, 2011. Environment and Ecology. Ane Books Pvt.Ltd. New Delhi
33. Ravindranath N H, Sudha P, 2004. Joint Forest Management: Spread performance and Impact. Universities Press.
34. Richard Wright, 2009. Environmental Science towards a Sustainable Future. Pearson Education.
35. Santhra S C, 2004. Environmental Science. New Central Book Agency.
36. Sulekha, Chendel. Plant Ecology and Soil. S Chand & Co. Ltd. New Delhi.
37. Waxena H M, 2006. Environmental Studies. Rawat Publications, New Delhi.
38. Wood, Ronald, 1974. The Geography of the Flowering Plants. Longman Group Ltd., London.
39. Amartya Sen, 2009. The Idea Justice. Penguin Books, New Delhi.
40. Chatrath, K J S (ed.), 1998. Education for human rights and democracy (Shimla: Indian Institute of Advanced Studies)
41. Law Relating to Human Rights, Asia Law House, 2001.
42. Shireesh Pal Singh, Human Rights Education in 21st Century. Discovery Publishing House Pvt. Ltd. New Delhi.
43. S K Khanna, 1998, 2011. Children and the human rights. Commonwealth publishers.
44. Sudhir Kapoor, 2001. Human Rights in 21st Century. Mangal Deep Publications, Jaipur.
45. United Nations Development Programme, Human Development Report 2004. Cultural liberty in today's diverse world. Oxford University Press, New Delhi.

OPEN COURSES

Open course 1 Code: BO5OPT01
AGRI-BASED MICROENTERPRISES
(Theory 72 hrs; Credits 3)

Objectives:

- Provide basic information about the business opportunities in plant sciences.
- Inform the student about sustainable agriculture and organic farming.
- Inculcate an enthusiasm and awareness about ornamental gardening, nursery management and mushroom cultivation.

Module 1: Organic farming and composting techniques (9 hrs)

Advantages of organic manures and fertilizers. Composition of fertilizers – NPK content of various fertilizers. Common organic manures – bone meal, cow dung, poultry waste, oil cakes, organic mixtures and compost. Preparation of compost - aerobic and anaerobic - advantages of both; vermicompost - preparation, vermiwash. Biofertilizers: definition, types – *Trichoderma*, *Rhizobium*, PGPR. Biopesticides – Tobacco and Neem decoction. Biological control.

Module 2: Horticulture and Nursery management (18 hrs)

Soil components. Preparation of potting mixture. Common Garden tools and implements. Methods of plant propagation - by seeds - advantages and disadvantages. Vegetative propagation - advantages and disadvantages. Natural methods of vegetative propagation. Artificial methods - cutting, grafting.

LIST OF COURSES OFFERED WITH SPECIFICATION ON GENDER, HUMAN RIGHTS & ENVIORNMENT

Economics department offers two courses on Environment , Human rights and Gender in both UG and PG programmes. The courses are :

(A) M A PROGRAMME

1st Semester : CORE COURSE: Development Economics

1st Semester: CORE COURSE: Indian Economy

3rd Semester :CORE COURSE : Environment Economics

(B) B A PROGRAMME

3rd Semester :CORE COURSE :ECONOMICS OF GROWTH & DEVELOPMENT

4th Semester : CORE COURSE: PUBLIC ECONOMICS

5th Semester : CORE COURSE :ENVIORNMENT ECONOMICS

They imparts an awareness regarding the issues like environment conservation and climate change. Papers also emphasize the need of environmental protection and its role in economic development .They stress the role of human beings in preserving nature and nurture human values. It makes the students to understand the theory and practice of sustainable development. Students become familiar with the impacts of environment on health and also aware about the human rights not only for the present generation but also for the future generation. In Development economics, students could able to analyses the current status of gender equality through various indices and impact of various govt policies to improve the status of women and also the vulnerable sections of the society.In Public Economics ,the concept like gender budgeting creates an awareness about the state of being of women population. Thus the above courses offer a platform for the students to make an empirical analysis of the issues of human rights, gender equality and environment protection.

(A) M A PROGRAMME

FIRST SEMESTER : CORE COURSE: Development Economics

Module-I: Economic Development –Overview

1.1. Human Development Index, Gender Related Development Index, Gender Empowerment Measure, Gender Inequality Index, Human Poverty Index).

1.2. Quality of life indices: Entitlements approach- Capabilities and Functioning- Development as Freedom- Human Rights-Based Approach

1.3. Inequality in income distribution

Unit- 5: Critical Issues in Development Process

5.3. Development and Human Rights

SECOND SEMESTER : CORE COURSE: INDIAN ECONOMY11

Unit-1: Labour and Employment

1.1. Demographic changes in India – Census – Population policies – Demographic Dividend

1.2. Labour Market – Demand and Supply in labour market – Problems

Labour Market Reforms

Employment Generation Programmes in India – MGNREGS

THIRD SEMESTER : CORE COURSE : Environment Economics

Unit- 1: Basic Environmental issues: Environment and Economy

Unit- 2: Welfare Economics, Social Sector and Environment

Unit- 3: Environmental Valuation

Unit- 4: Sustainable Development

B A PROGRAMME

THIRD SEMESTER : CORE COURSE

ECONOMICS OF GROWTH & DEVELOPMENT

Module I: Introduction to Economics of Growth and Development

Measurement of development - income and non income indices – GDP, PCI, PQLI, HDI, HPI, GEM – (GDI, GNH) – Development redefined – Development as a total social process – Development as freedom – Development as Liberation – Sen’s capability approach – poverty as capability and Entitlement failure – multidimensional poverty index – Quality of life – Education – Health and Nutrition – poverty – absolute and relative – inequality of income and wealth

Module IV: Human Resource and Development

Gender and development – women in the labour force – missing women

FIFTH SEMESTER : CORE COURSE

ENVIORNMENT ECONOMICS

Module I

Unit 1 : Multidisciplinary nature of environmental studies

Unit 2 : Natural Resources

Unit 3: Ecosystems

Module11

Unit 1: Biodiversity and its conservation

Unit 2: Environmental Pollution

Unit 3: Social Issues and the Environment

Module – III

Unit I: Economics and Environment

Module – V

Unit 1- Human Rights– An Introduction to Human Rights, Meaning, concept

and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

Unit-2 Human Rights and United Nations

Unit-3 Human Rights and environmental rights

Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
III	EC010304	Environmental Economics	Core	4	90
Course Objectives					
<p><i>This course examines the economics behind environmental issues and problems and policies designed to address them. Topics cover the valuation of non-market goods, cost-benefit analysis, correcting market failures especially in the provision of public goods, the tragedy of the commons, and climate change. The economic assessment of environmental impacts and the economics of policies and institutions which have a significant bearing on the environment are also dealt with in this course. This course will provide students with the tools to understand how market inefficiencies might arise in the presence of externalities like pollution and how market solutions can correct market failures. The main objective of the course is to illustrate how the study of mainstream economics needs to be reoriented in the light of the following premises: the natural environment is the core of any economy and economic sustainability cannot be attained without environmental sustainability. Thus, the course is intended to equip students with analytical skills that would enable the evaluation of environmental and economic policy issues. It is expected to enable students to understand the economics of the relationship between economic activities and environmental impacts. This course builds on the knowledge of students in microeconomics and public economics.</i></p>					

Unit- 1: Basic Environmental issues: Environment and Economy (15 Hours)

- 1.1.Environment and Economy- Environmental Economics, Ecological Economics and Resource Economics- Interlinkages between the Economy and the Environment
- 1.2.Material Balance Approach- criteria of Natural Resource Use-Principles of uncertainty and irreversibility – Inter generational equity- intra generational equity
- 1.3.Environment-Development Trade-offs: Environmental Cost of Economic Growth- The Environmental Kuznets Curve. Theory of Krutilla-Fisher Equation for Preservation or Development.
- 1.4.Different Perspectives on Development and Growth: The First and Second Laws of Thermodynamics Pessimist and Optimistic Models Limits to Growth- Beyond the Limits - Simon Julian’s thesis of “Ultimate Resource”-The Skeptical Environmentalist.
- 1.5.Global environment issues – climate change: positive and normative analysis of climate change- Economics of Global Warming and Climate Change: Nordaus’ Dice Model.

Unit- 2: Welfare Economics, Social Sector and Environment (20 Hours)

- 2.1. Individual preference regarding environmental protection-Pareto optimality
- 2.2. Market Failure and Externalities: Non-exclusion and the Commons Tragedy of Commons Nonrivalry and Public Goods -Non-convexities- Asymmetric Information

2.3. Hardin's Thesis, Olson Theory of Collective Action, Externalities and Property Rights: Coase theorem -Pigouvian Solution, Ostrom's Co-operative Solutions to Common Pool Resources (CPR) -Optimal Provision of Public Goods- Pollution Prevention, Control and Abatement – Command, Control and Market Based Instruments -Taxes Vs Tradable Permits - CPRS

2.4. Land use - Deforestation- urbanization and their impact on environment - Air and water pollution

Unit- 3: Environmental Valuation

(20 Hours)

3.1. Valuing the Environment: The Economic Concept of Value-Types of Value: Use- Value, Option Value and Non-use or Passive Use Values- The standard model-divergence in value measures-challenges to neo-classical theory of environmental valuation - Development of Nonmarket Valuation—Anthropocentric versus Biocentric Viewpoints - Valuation techniques-market and non-market- direct and indirect - Environment impact assessment-LCA

3.2. Valuation Methods: Compensating and Equivalent Welfare Compensating and Equivalent Variations and Willingness to Pay and Willingness to Accept.

3.3. Alternative Approaches and Methods of Environmental Valuation – Revealed Preference Methods—Travel Cost Method—Random Utility Site Choice Model—Problems of Travel Cost Method—Hedonic Pricing Method and the Problems—Hedonic Wage Values—Dose Response Function—Averting Expenditure and Avoided Cost Methods—Challenges—Aggregation and Partial Values

3.4. Stated Preference Methods—Contingent Valuation—Steps in Conducting a Contingent Valuation—Reliability and Validity—Attribute Based Models—Conjoint Analysis—Choice Experiments—Contingent Ranking—Production Function Methods—General Methodology and Measurement Issues

3.5. Economic Incentives: Emission taxes, tradable pollution permits, Pigouvian fee; Emission standards and Environmental Protection

Unit- 4: Sustainable Development

(15 Hours)

4.1. Sustainable Development: Sustainability Criteria: Hicksian Sustainability Possible-Sustainability Rules -The Hartwick-Solow Approach

4.2. Non-Declining Natural Capital Stock Approach -Safe Minimum Standards Approach -
Daly's Co-operational Principles - Sustainability versus Efficiency

4.3. Indicators of Sustainability ENP/AENP (Environmentally Adjusted or Approximate
Environmentally Adjusted National Product) and Green GNP Indicator on the Basis of Natural
Capital Stock and SMS Approaches

4.4. Weak, Strong and Very Strong Sustainability- Pearce-Atkinson Measure of Weak
Sustainability Daly-Cobb's Index of Sustainable Economic Welfare- Common-Perring's
Model of Sustainable Development.

4.5. Course of Inter-Generational Welfare- Environmental Sustainability- Ecological
Sustainability-Protecting Forest Products and Services

4.6. Eco Economy and its Shape—Solar Hydrogen Economy—New Materials Economy
Feeding Everyone Well—Protecting Forest Products and Services

Unit- 5: Environmental Governance and Management

(20 Hours)

4.1. Integrated environmental and economic accounting and the measurement-Environmentally
corrected GDP

4.2. Ecological Footprint Analysis-Global Environmental Governance- the Montreal and
Kyoto Protocol -International Environmental Treaties and Institutions- WTO and TRIPS as
related to environmental issues- Subsidies and taxes, Product standards and Exceptions clause;
International environmental externalities.

4.3. Environmental regulations and assessment in Indian context.

Essential Reading:

1. Kolstad, Charles D (2014): Environmental Economics, 2nd Ed, Oxford University Press, Indian Edition.
2. Nick Hanley, Jason F. Shogren and Ben White (2010): Environmental Economics in Theory and Practice, 2nd Ed, Palgrave MacMillan.
3. Ahmed M. Hussen (2014): Principles of Environmental Economics. 4th Ed, Routledge.
4. Horst Siebert (2010): Economics of the Environment: Theory and Policy, 7th Ed, Springer.

Supplementary Reading:

5. Anthony C. Fisher (1981): Resource and Environmental Economics, Cambridge University Press

6. Barry C. Field and Martha K. Field (2016): Environmental Economics: An Introduction, 7th Ed, McGraw Hill.
7. Baumol, William J and Wallace E Oates: The theory of environmental policy, Cambridge University press, 1988.
8. Charles S. P. (2000): Economics and Global Environment, Cambridge University Press
9. David A. Anderson (2010): Environmental Economics and Natural Resource Management, Routledge, London
10. Hans Wiesmeth (2012): Environmental Economics: Theory and Policy in Equilibrium, Springer.
11. Henk. F, H. L. Gabel, Shelby G. and Adam Rose, (2001) "Frontiers of Environmental Economics" Edward Elgar, Cheltenham UK
12. James Crustave Speth and Peter Maas (2009). Global Environmental Governance – Foundation of Contemporary Environmental Studies-Island press.
13. Jonathan M. Harris and Brian Roach (2018): Environmental and Natural Resource Economics: A Contemporary Approach, 4th Ed, Routledge.
14. Katar Singh, Anil Shishodia (2007): Environmental Economics; Theory and Applications, Sage publications, New Delhi.
15. Kavi Kumar, in Kanchan Chopra and Vikram Dayal (2009), (Ed). Hand book of Environmental Economics; Oxford University Press.
16. Kimio Uno and Peter Bartelmus (1998): Environmental Accounting in Theory and Practice, Springer
17. Krutilla John V. (1967). "Conservation Reconsidered", American Economic Review, Vol. 57, 1067.
18. Lee G. Anderson and Juan Carlos Seijo (2010): Bioeconomic of Fisheries Management, Wiley-Blackwell, Iowa
19. Lester R. Brown (2001): Eco Economy: Building an Economy for the Earth, W.W Norton and Company, London
20. Lester R. Brown (2015): The Great Transition: Shifting from Fossil Fuels to Solar and Wind Energy, W.W Norton and Company, London
21. Mohan Munasinghe and James Gustave Speth, Sustainable Development in Practice Cambridge University Press.
22. Nicholas Stern(2007): The Economics of Climate Change: Stern review, Cambridge University Press.
23. Oates W.E. (1994) (ed.), The Economics of the Environment, An Elgar Critical Writings Reader, Edward Elgar.
24. Olson, Jr., Mancur (1971), The Logic of Collective action: Public Goods and the theory of Groups, Cambridge, Harvard University Press.
25. Ostrom, E. (1990), Governing the Commons: The Evaluation of Institutions for Collective Actions, Cambridge University Press, Cambridge.
26. Pearce, D.W. and R. Turner (1991): Economics of Natural Resource Use and Environment, John Hopkins University Press, Baltimore.
27. Pearce D.W. and Jeremy J. Warford (1996), World without End: Economics, Environment and Sustainable Development, OUP.



28. Peter G. Brown and Geoffry Garner (2009), Right Relationship, Building a whole Earth Economy, Berrett-Koehler publishers, Sanfransisco.
29. Rabindra N Bhattacharya (2002), Environmental Economics-an Indian perspective, OUP, New Delhi.
30. Roger Perman, Yue Ma, James McGilvray and Michael Common: Natural Resource and Environmental Economics, 3rd Ed, Pearson Learning.
31. Steven C. Hackett (2006): Environmental and Natural Resources Economics: Theory, Policy, and the Sustainable Society, M.E.Sharpe, New York
32. Sugatha Margit (2007): India Macroeconomics Annual 2007, Centre for Studies in Social Sciences, Kolkata, Sage Publishers
33. Tietenberg, T. (1994): Environmental Economics and Policy, Harper Collins, New York.
34. Tony Prato (1998): Natural Resource and Environment Economics, Iowa State University Press.
35. Trond Bjorndal and Gordon Munro (2012): The Economics and Management of World Fisheries, OUP, London
36. Ulaganathan Sankar (2004) Environmental Economics OUP, New Delhi.
37. United Nations (2014): System of Environmental Economic Accounting Central Framework, New York.

Semester 5				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
09	EC5CRT09	Environmental Economics	4	90

Learning objectives :

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, loss of forest, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 and world Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues. Environmental management has captured the attention of health care managers. Managing environmental hazards has become very important.

Human beings have been interested in ecology since the beginning of civilization. Even our ancient scriptures have emphasized about practices and values of environmental conservation. It is now even more critical than ever before for mankind as a whole to have a clear understanding of environmental concerns and to follow sustainable development practices.

India is rich in biodiversity which provides various resources for people. It is also basis for biotechnology.

Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution have been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment has so far not received adequate attention in our academic programmes. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in

college education. Accordingly, the matter was considered by UGC and it was decided that a six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

The experts committee appointed by the UGC has looked into all the pertinent questions, issues and other relevant matters. This was followed by framing of the core module syllabus for environmental studies for undergraduate courses of all branches of Higher Education. We are deeply conscious that there are bound to be gaps between the ideal and real. Genuine endeavour is required to minimize the gaps by intellectual and material inputs. The success of this course will depend on the initiative and drive of the teachers and the receptive students.

Module I Unit 1 : Multidisciplinary nature of environmental studies

Definition, scope and importance (2 hrs)

Need for public awareness.

Unit 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 individual in conservation of natural resources.

● Equitable use of resources for sustainable lifestyles. (10 hrs)

Unit 3: Ecosystems

- Concept of an ecosystem
- 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 given ecosystem:-
 - a. Forest ecosystem

(6 hrs)

ModuleII Unit 1: Biodiversity and its conservation

- Introduction
- Biogeographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
- Endangered and endemic species of India

(8 hrs)

Unit 2: Environmental Pollution

Definition

Causes, 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
- Pollution case studies
- Disaster management: floods, earthquake, cyclone and landslides.

(8 hrs)

Unit 3: Social Issues and the Environment

- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people: its problems and concerns, Case studies
- Environmental ethics: Issues and possible solutions
- Climate change, global warming, acid rain, ozone layer depletion , nuclear accidents and holocaust, Case studies
- Consumerism and waste products
- Environment Protection Act
- Air (Prevention and Control of Pollution) Act
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation
- Public awareness (10 hrs)

Module – III Unit I: Economics and Environment

Environmental Economics – Definition – Scope – Meaning – importance – Environment-Economy interaction (linkages) – material balance model – ecosystem – structure and functions – relation between environment and development – Environment as a necessity and luxury-environmental issues and global concern-Stockholm Conference – Helsinki Convention – Montreal Protocol – Kyoto Protocol – Rio Summit – Paris Convention. Population growth and Environment – market failure – tragedy of commons-sustainable development-policy approach to sustainable development(An overview only). (16hrs)

Module IV Unit 1: Framework and Criteria for Environmental Analysis

Evaluation of environmental benefits – Contingent Valuation Method – Hedonic approach – travel cost method – preventive expenditure method - surrogate market approach – property value approach and wage differential approach - cost benefit analysis – UNIDO analysis –

Little- Mirrlees approach - Environmental Impact Analysis. Pollution control – socially optimum level of pollution – environmental policies and legislations in India. (18hrs)

Module – V Unit 1- Human Rights– An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

Unit-2 Human Rights and United Nations – contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

Unit-3 Human Rights and environmental rights - Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of western ghats- mention Gadgil committee report, Kasthuriengan report. Over exploitation of ground water resources, marine fisheries, sand mining etc. (12Hrs)

Reference

1. Agarwal, K.C 2001 Environmental Biology, Nidi Publ. Ltd, Bikaner.
2. Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
3. Brunner.R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc.480p
4. Clark.R.S., Marine Pollution, Clarendon Press Oxford (TB)
5. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001. Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p
6. Dc A.K.Environmental Chemistry, Wiley Eastern Ltd.
7. Down to Earth, Centre for Science and Environment (R)
8. Gleick, H.P.1993 Water in crisis, Pacific Institute for Studies in Dev. Environment & Security. Stockholm Environment Institute Oxford University Press 473p

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Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
I	EC010103	Development Economics	Core	4	90
Course Objectives					
<p><i>The objective of this course is to familiarize the students with the current theoretical literature trying to understand economic growth and development across nations. The approach of this course is to provide a comprehensive introduction to the theoretical paradigms of economic development. In a fast-moving global economic order, there is a persistent demand to synchronize the approaches, theories and development issues for a better understanding of the problems of the developing economies. By its very nature, the scope is interdisciplinary in nature, incorporating non-economic dimensions like culture, norms, and values as well as political, historical and social processes. The objective of this course is to familiarize students with the conceptual routes, theoretical dynamics and practical strategies of growth and development. It is expected that this course would orient them towards major themes of development, lead them towards more methodical probes and equip them with adequate analytical knowledge. At the end of this course, students should be able (i) to understand and critically evaluate alternative theories of growth. (ii) show a clear understanding of the recent literature, both empirical and analytical, on theories of underdevelopment and growth in developing countries; (iii) be able to evaluate critically some of the results in the literature, particularly those related to development issues.</i></p>					

Module-I: Economic Development –Overview (Self-Study) (10 Hours)

- 1.1. Meaning and measurement of economic development: conventional, human development index (Human Development Index, Gender Related Development Index, Gender Empowerment Measure, Gender Inequality Index, Human Poverty Index).
- 1.2. Quality of life indices: Entitlements approach- Capabilities and Functioning- Development as Freedom- Human Rights-Based Approach- Three Core Values of Development
- 1.3. Development Gap -Inequality in income distribution- Kuznets Inverted U hypothesis- Lorenz Curve and Gini-coefficient - Concept of Sustainable Development.

Unit- 2: Theories of Underdevelopment (25 Hours)

- 2.1. Vicious Circle of Poverty—Dualistic Theories. – Social – Financial and Technical Dualism Prebisch- Singer thesis and Myrdal thesis: Backwash and spread effect- Circular and cumulative causation- Rostow's stages of growth. —Vent for Surplus theory of Hla Myint—Stable Theory –the Dutch Diseases.
- 2.2. Rural-urban migration and urban unemployment (Harris-Todaro model).
- 2.3. Political Economy of Underdevelopment (Theory of dependency): Paul Baran, Gundar Frank, Samir Amin and Emmanuel Wallerstein (World systems approach).

Unit- 3: Theories of Development and Growth

(25 Hours)

- 3.1. Classical Theory of Development–Adam Smith, David Ricardo, Karl Marx and Schumpeter.
- 3.2. Theories of Economic Growth: Harrod-Domar Model.
- 3.3. Neo-Classical Growth Models – Solow and Meade.
- 3.4. Cambridge Growth Models: Mrs. Joan Robinson's and Kaldor's Growth Models.
- 3.5. Endogenous Growth Models: (Ramsey, Romer; Uzawa-Lucas, AK, Arrow's Model, Grossman and Helpman's model, Aghion and Howitt).

Unit- 4: Approaches to Development

(20 Hours)

- 4.1. Theory of Big Push- Critical Minimum Effort Thesis- Low Income Equilibrium Trap. - Balanced and Unbalanced Growth. (Self-Study)
- 4.2. Development with Unlimited Supply of Labour, Ranis and Fei Model - Michael Kremer's O-Ring Theory of Economic Development-- The Jorgenson model and Dixit-Marglin model.

Unit- 5: Critical Issues in Development Process

(10 Hours)

- 5.1. Role of Financial Institutions in Economic Development: (Acemoglu and Zilibotti model)
- 5.2. Globalization and Development: Views of Stiglitz.
- 5.3. **Development and Human Rights**
- 5.4. Culture and Development
- 5.5. Social Capital and Development.
- 5.6. Corruption, Crime, Social Exclusion and Development.
- 5.7. **Climate Change and Development.**
- 5.8. Energy and Development.

Reference:

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20. Richard Peet and Elaine Hartwick (2009): *Theories of Development: Contentions, Arguments, Alternatives*, 2nd Ed, The Guil Ford Press.
21. Robert Joseph Barro, Xavier Sala-i-Martin (2009): *Economic Growth*, 2nd Ed, MIT Press.
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24. Vandana Desai and Robert B. Potter (2014): The Companion to Development Studies, 3rd Ed, Routledge.
25. Wayne Nafziger (2006): Economic Development, 4th Ed, Cambridge University Press.
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Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
II	EC010205	Indian Economy-II	Core	4	90
Course Objectives					
<p><i>The course aims to provide a detailed exposure to the various aspects of Indian economic development. The course starts with a discussion of the Indian labour market and then consider the issues of poverty and inequality and performance in financial sector of the economy. The purpose of this course is to enable students to have an understanding the overall features of various key sectors and their issues and developments, obstacles involved in the growth of Indian Economy with a policy perspective. The objectives of this course are: to equip the students with the basic idea for further learning, and to help them to analyze the sectoral development that has taken place in India. This course will enable you to: know the various concepts used in the measurement of employment and unemployment by NSSO; explain the various dimensions of employment and unemployment in India; examine the growth of employment in post-reform period; you will be able to state different income and non-income indicators of poverty; identify the income and non-income dimensions of poverty in India; identify the income and non-income measures of inequality; analyses the level of inequality in India; state the concept of inclusive growth; examine the status of India in terms of inclusive growth; and explain the policy implications on poverty, inequality and inclusive growth. While going through this course, you will be able to: know the principles governing fiscal federalism; state the provisions enshrined in Indian Constitution relating to division of financial powers between Union and States; appreciate the role of Finance Commission which constitutes a pillar of India's federal structure; critically examine the various recommendations of Finance Commission; and consider the dimension and nature of issues involved in contemporary situation prevailing in the country.</i></p>					

Unit-1: Labour and Employment

(20 Hours)

- 1.1. Demographic changes in India – Census – Population policies – Demographic Dividend
- 1.2. Labour Market – Demand and Supply in labour market – Problems – **Child Labour** – Labour Market Reforms – Rural Urban Migration – Global Migration and Foreign remittance- Labour Policy and **Social Security**
- 1.3. Problems of Unemployment in India – NSSO Estimates – Employment trends in organized and unorganized sector – Employment Generation Programmes in India – MGNREGS

Unit-2: Poverty and Inequality

(20 Hours)

- 2.1. **Poverty in India** – definition, head count ratio, poverty gap and squared poverty gap index; Extent and distribution of poverty in India; Estimates of Poverty: Tendulkar and Rangarajan committee.

2.2. Food Security and Nutrition – Rural development – issues and strategies and micro level planning - **SHGs and microfinance**

2.3. Inequality – Regional Imbalances in India – **Inclusive growth** – concepts and policy initiative

Unit-3: Fiscal Policies and Reforms in India (25 Hours)

3.1. Fiscal reforms in India post 1991- Tax reforms and reforms in public expenditure management- Goods and Services Tax - Public Debt and Sustainability issues- Implementation of FRBM Act - Fiscal and Monetary Policy dynamics in India- Centre State Fiscal relationship- cooperative and competitive federalism in India- Role of Finance Commission- Local Bodies in India.

3.2 . National Institution for Transforming India (NITI) Aayog, Make in India

3.3. Black money and parallel economy in India, Consequences and Remedies.

3.4. Demonetization and its macro-economic impact

3.5. Global Economic crisis and its impacts

Unit-4: Financial Sector in India (25 Hours)

4.1. Financial system – Structure – Social Banking under nationalization – Financial Repression in the Pre-1991 period

4.2. Financial Sector Reforms

4.3. Rural indebtedness – informal credit market – trends

4.4. **Financial inclusion** - Strategies and progress

4.5. Second Generation Financial Reforms.

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Semester 3				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
	EC3CRT04	Economics Of Growth & Development		90

Learning Objectives

This course enables the student to acquaint with the basic concepts and issues of growth and development from Adam Smith. It makes a student more insightful about the modern approaches to development presented by D Goulet and Amartya Sen.

Module I: Introduction to Economics of Growth and Development

Growth and Development – meaning – features – distinction – determinants and indicators – features of underdevelopment – measurement of development - income and non-income indices – GDP, PCI, PQLI, HDI, HPI, GEM – (GDI, GNH) – Development redefined – Development as a total social process – Development as freedom – Development as Liberation – Sen’s capability approach – poverty as capability and Entitlement failure – multidimensional poverty index – Quality of life – Education – Health and Nutrition – poverty – absolute and relative – inequality of income and wealth – Gini coefficient – Kuznet’s inverted ‘U’- Hypothesis – Development gap (22hrs)

Module II: Approaches to Development

Approaches to Economic Development: Structuralist – dependency - market- friendly approaches (concepts only) – vicious circle of poverty – Stage theories Rostow – low level equilibrium trap – Critical minimum effort thesis – Big push – Lewis model – balanced vs unbalanced growth strategy – Dualistic theories. (23hrs)

Module III: Theories and Factors in the Development Process

Classical – Marxian – Schumpeterian. Economic Development – role of agriculture – capital – technology – choice of technique - Trade and economic development – process of cumulative causation. (20 hrs)

Module IV: Human Resource and Development

Human Resource and Development – man power planning – concept of intellectual capital and its size – role of education and health in economic development – Education and health as joint investment for development – Gender and development – women in the labour force – missing women population and economic growth – optimum theory of population – theory of demographic transition – ageing and younging of population. (25hrs)

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1. Thirlwall, Growth and Development with Special Reference to Developing Countries. Palgrave McMillian, New Delhi.
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4. Todaro and Smith, Economic Development, Pearson Education, New Delhi.
5. Debraj Ray, Development Economics. Oxford University Press, New Delhi.
6. Felix Raj and et. al, Contemporary Development Economics, New Central Book Agency (p) Ltd.

Semester 4				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
	EC4CRT06	Public Economics	4	72

Learning Objectives

Public finance analyzes the impact of public policy on the allocation of resources and the distribution of income in the economy. In modern times, the activities of State have considerably increased and the theoretical understanding of different State activities through the budgetary mechanism is essential. The objective of the course is for students to learn about the working of the public finance system and to gain knowledge about the working of the Indian public finance.

Module I- Introduction to Public Finance

Meaning and subject matter of Public Finance – Public and Private Finance – Fiscal Functions-Allocation, distribution and stabilization- **Principles of Maximum Social Advantage: Dalton, Musgrave** – Public Goods: Pure and **Impure Public Goods**, Free rider problem. Private Goods, Mixed Goods and **Merit Goods**, -Market failure and role of government. (14 Hrs)

Module II- Public Revenue

Sources of public revenue -Classification of Taxes - Canons of Taxation, Principles of Taxation-Ability, Benefit and cost of service- Impact, Incidence and shifting of Tax Burden – – Effects of Taxation – Measurement of Deadweight loss -Taxable Capacity- Laffer curve- Major Taxes in India and its impact- Value Added Tax in India –Goods and Service Tax (GST-brief history, legislation and impact)- Budget and its role– Classification of budget Concepts :Revenue Account, Capital Account, Fiscal Deficit, Revenue Deficit, Primary Deficit,– Zero Base Budgeting-Budgetary Procedure in India (introduce the recent Central Budget to the students)- **Gender Budgeting**-Fiscal Policy –Deficit financing (22 Hrs)

Module III- Public Expenditure

Meaning— Canon's of Public Expenditure-Plan and Non-plan Expenditure-Developmental and Non-developmental expenditure- Wagner's Hypothesis, Peacock - Wiseman Hypothesis, critical limit hypothesis– Effects of Public Expenditure- Public expenditure in India: Its pattern and growth -Public Debt- Types- debt redemption –burden of public debt – public debt in India (18 Hrs)

Module IV- Federal Finance

Meaning – Principles of Federal Finance- vertical and horizontal equity in fiscal federalism - fiscal federalism in India – Finance commission – Current Finance Commission- Theory of grants – resource transfer from union to states – criteria for transfer of resources – State Finance Commission and Panchayati Raj institutions.

(18 Hrs)

References

1. Musgrave, R.A. and P.B. Musgrave. (1989). *Public finance in theory and practice*. McGraw Hill.
2. John Cullis, Philip Jones. *Public finance and public choice*. (1st edition). New Delhi: Oxford University Press.
3. Stiglitz, Joseph E. (Third edition). *Economics of public sector*. New York: Norton.
4. Harbar, Bernard. P. (Fifth edition). *Modern public finance*. Richard Irvin Inc.
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11. Gupta, Janak. (2nd Revised & Enlarged edition). *Public economics in India: Theory and practice*. Atlantic.

Semester 4				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
	EC4CRT06	Public Economics	4	72

Learning Objectives

Public finance analyzes the impact of public policy on the allocation of resources and the distribution of income in the economy. In modern times, the activities of State have considerably increased and the theoretical understanding of different State activities through the budgetary mechanism is essential. The objective of the course is for students to learn about the working of the public finance system and to gain knowledge about the working of the Indian public finance.

Module I- Introduction to Public Finance

Meaning and subject matter of Public Finance – Public and Private Finance – Fiscal Functions-Allocation, distribution and stabilization- **Principles of Maximum Social Advantage: Dalton, Musgrave** – Public Goods: Pure and **Impure Public Goods**, Free rider problem. Private Goods, Mixed Goods and **Merit Goods**, -Market failure and role of government. (14 Hrs)

Module II- Public Revenue

Sources of public revenue -Classification of Taxes - Canons of Taxation, Principles of Taxation-Ability, Benefit and cost of service- Impact, Incidence and shifting of Tax Burden – – Effects of Taxation – Measurement of Deadweight loss -Taxable Capacity- Laffer curve- Major Taxes in India and its impact- Value Added Tax in India –Goods and Service Tax (GST-brief history, legislation and impact)- Budget and its role– Classification of budget Concepts :Revenue Account, Capital Account, Fiscal Deficit, Revenue Deficit, Primary Deficit,– Zero Base Budgeting-Budgetary Procedure in India (introduce the recent Central Budget to the students)- **Gender Budgeting**-Fiscal Policy –Deficit financing (22 Hrs)

Module III- Public Expenditure

Meaning— Canon's of Public Expenditure-Plan and Non-plan Expenditure-Developmental and Non-developmental expenditure- Wagner's Hypothesis, Peacock - Wiseman Hypothesis, critical limit hypothesis– Effects of Public Expenditure- Public expenditure in India: Its pattern and growth -Public Debt- Types- debt redemption –burden of public debt – public debt in India (18 Hrs)

Module IV- Federal Finance

Meaning – Principles of Federal Finance- vertical and horizontal equity in fiscal federalism - fiscal federalism in India – Finance commission – Current Finance Commission- Theory of grants – resource transfer from union to states – criteria for transfer of resources – State Finance Commission and Panchayati Raj institutions.

(18 Hrs)

References

1. Musgrave, R.A. and P.B. Musgrave. (1989). *Public finance in theory and practice*. McGraw Hill.
2. John Cullis, Philip Jones. *Public finance and public choice*. (1st edition). New Delhi: Oxford University Press.
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10. Bhatia. H.L. (twenty-sixth edition). *Public finance*. New Delhi: Vikas Publishing House Pvt. Ltd.
11. Gupta, Janak. (2nd Revised & Enlarged edition). *Public economics in India: Theory and practice*. Atlantic.

Semester 3				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
	EC3CRT04	Economics Of Growth & Development		90

Learning Objectives

This course enables the student to acquaint with the basic concepts and issues of growth and development from Adam Smith. It makes a student more insightful about the modern approaches to development presented by D Goulet and Amartya Sen.

Module I: Introduction to Economics of Growth and Development

Growth and Development – meaning – features – distinction – determinants and indicators – features of underdevelopment – measurement of development - **income and non-income indices – GDP, PCI, PQLI, HDI, HPI, GEM – (GDI, GNH) – Development** redefined – Development as a total social process – Development as freedom – Development as Liberation – **Sen’s capability approach – poverty as capability and Entitlement failure – multidimensional poverty index – Quality of life – Education – Health and Nutrition – poverty – absolute and relative – inequality of income and wealth – Gini coefficient – Kuznet’s inverted ‘U’- Hypothesis – Development gap** (22hrs)

Module II: Approaches to Development

Approaches to Economic Development: Structuralist – dependency - market- friendly approaches (concepts only) – vicious circle of poverty – Stage theories Rostow – low level equilibrium trap – Critical minimum effort thesis – Big push – Lewis model – balanced vs unbalanced growth strategy – Dualistic theories. (23hrs)

Module III: Theories and Factors in the Development Process

Classical – Marxian – Schumpeterian. Economic Development – role of agriculture – capital – technology – choice of technique - Trade and economic development – process of cumulative causation. (20 hrs)

Module IV: Human Resource and Development

Human Resource and Development – man power planning – concept of intellectual capital and its size – role of education and health in economic development – Education and health as joint investment for development – **Gender and development – women in the labour force – missing women population and economic growth** – optimum theory of population – theory of demographic transition – ageing and younging of population. (25hrs)

References

1. Thirlwall, Growth and Development with Special Reference to Developing Countries. Palgrave MacMillan, New Delhi.
2. Benjamin Higgins(1968), Economic Development, Universal Book Stall, New Delhi.
3. Meier G.M. (2007) Leading Issues in Economic Development, Oxford University Press, New Delhi.
4. Todaro and Smith, Economic Development, Pearson Education, New Delhi.
5. Debraj Ray, Development Economics. Oxford University Press, New Delhi.
6. Felix Raj and et. al, Contemporary Development Economics, New Central Book Agency (p) Ltd.

Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
I	EC010103	Development Economics	Core	4	90
Course Objectives					
<p><i>The objective of this course is to familiarize the students with the current theoretical literature trying to understand economic growth and development across nations. The approach of this course is to provide a comprehensive introduction to the theoretical paradigms of economic development. In a fast-moving global economic order, there is a persistent demand to synchronize the approaches, theories and development issues for a better understanding of the problems of the developing economies. By its very nature, the scope is interdisciplinary in nature, incorporating non-economic dimensions like culture, norms, and values as well as political, historical and social processes. The objective of this course is to familiarize students with the conceptual routes, theoretical dynamics and practical strategies of growth and development. It is expected that this course would orient them towards major themes of development, lead them towards more methodical probes and equip them with adequate analytical knowledge. At the end of this course, students should be able (i) to understand and critically evaluate alternative theories of growth. (ii) show a clear understanding of the recent literature, both empirical and analytical, on theories of underdevelopment and growth in developing countries; (iii) be able to evaluate critically some of the results in the literature, particularly those related to development issues.</i></p>					

Module-I: Economic Development –Overview (Self-Study) (10 Hours)

- 1.1. Meaning and measurement of economic development: conventional, human development index (Human Development Index, Gender Related Development Index, Gender Empowerment Measure, Gender Inequality Index, Human Poverty Index).
- 1.2. Quality of life indices: Entitlements approach- Capabilities and Functioning- Development as Freedom- Human Rights-Based Approach- Three Core Values of Development
- 1.3. Development Gap -Inequality in income distribution- Kuznets Inverted U hypothesis- Lorenz Curve and Gini-coefficient - Concept of Sustainable Development.

Unit- 2: Theories of Underdevelopment (25 Hours)

- 2.1. Vicious Circle of Poverty—Dualistic Theories. – Social – Financial and Technical Dualism Prebisch- Singer thesis and Myrdal thesis: Backwash and spread effect- Circular and cumulative causation- Rostow's stages of growth. —Vent for Surplus theory of Hla Myint—Stable Theory –the Dutch Diseases.
- 2.2. Rural-urban migration and urban unemployment (Harris-Todaro model).
- 2.3. Political Economy of Underdevelopment (Theory of dependency): Paul Baran, Gundar Frank, Samir Amin and Emmanuel Wallerstein (World systems approach).

Unit- 3: Theories of Development and Growth

(25 Hours)

- 3.1. Classical Theory of Development–Adam Smith, David Ricardo, Karl Marx and Schumpeter.
- 3.2. Theories of Economic Growth: Harrod-Domar Model.
- 3.3. Neo-Classical Growth Models – Solow and Meade.
- 3.4. Cambridge Growth Models: Mrs. Joan Robinson's and Kaldor's Growth Models.
- 3.5. Endogenous Growth Models: (Ramsey, Romer; Uzawa-Lucas, AK, Arrow's Model, Grossman and Helpman's model, Aghion and Howitt).

Unit- 4: Approaches to Development

(20 Hours)

- 4.1. Theory of Big Push- Critical Minimum Effort Thesis- Low Income Equilibrium Trap. - Balanced and Unbalanced Growth. (Self-Study)
- 4.2. Development with Unlimited Supply of Labour, Ranis and Fei Model - Michael Kremer's O-Ring Theory of Economic Development-- The Jorgenson model and Dixit-Marglin model.

Unit- 5: Critical Issues in Development Process

(10 Hours)

- 5.1. Role of Financial Institutions in Economic Development: (Acemoglu and Zilibotti model)
- 5.2. Globalization and Development: Views of Stiglitz.
- 5.3. Development and Human Rights
- 5.4. Culture and Development
- 5.5. Social Capital and Development.
- 5.6. Corruption, Crime, Social Exclusion and Development.
- 5.7. Climate Change and Development.
- 5.8. Energy and Development.

Reference:

1. A. P. Thirlwall (2011): Growth and Development with special reference to developing economies, 7th Ed, McMillan.
2. Acemoglu, D. (2009): Introduction to Modern Economic Growth. Princeton University Press.
3. Adam Szirmai (2014): The Dynamics of Socio-Economic Development: An Introduction, 2nd Ed, Cambridge University Press.

4. Aghion, P. & Howitt, P. (2008), *The Economics of Growth*, MIT Press, Cambridge MA.
5. Alain de Janvry, Elisabeth Sadoulet (2016): *Development Economics: Theory and Practice*, Routledge.
6. Charles I. Jones and Dietrich Vollrath (2013): *Introduction to Economic Growth*, 3rd Ed, W. W. Norton & Company.
7. David Alexander Clark (2006): *The Elgar Companion to Development Studies*, Edward Elgar.
8. David N. Weil (2013): *Economic Growth*, 3rd Ed, Pearson.
9. Dwight H. Perkins, Steven Radelet, David L. Lindauer and Steven A. Block (2013): *Economics of Development*, 7th Ed, W. W. Norton & Company
10. Meier, G.M and J.E. Rauch (2014): *Leading Issues in Economic Development*, Oxford University Press, New Delhi
11. Gerard Roland (2016): *Development Economics*, Routledge.
12. Graham Hacche (1987): *The Theory of Economic Growth: An introduction*, Macmillan.
13. Hywel G. Jones (1976): *An Introduction to Modern Theories of Economic Growth*, McGraw-Hill.
14. Irma Adelman (1961): *Theories of Economic Growth and Development*, Stanford University Press.
15. James M. Cypher, James L. Dietz (2014): *The Process of Economic Development*, 4th Ed, Routledge.
16. John Rapley (2007): *Understanding Development: Theory and Practice in the Third World*, 3rd Ed, Lynne Rienner Publishers.
17. Martha Nassbaum and Amartya Sen (1993): *The Quality of Life*, the World Institute for Development Economics.
18. Michael P. Todaro, Stephen C. Smith (2017): *Economic Development* 7th Ed, Pearson Addison Wesley.
19. Preston, P.W(1996): *Development Theory: An Introduction*, Blackwell Publishers.
20. Richard Peet and Elaine Hartwick (2009): *Theories of Development: Contentions, Arguments, Alternatives*, 2nd Ed, The Guil Ford Press.
21. Robert Joseph Barro, Xavier Sala-i-Martin (2009): *Economic Growth*, 2nd Ed, MIT Press.
22. Subrata Ghatak (2008): *Introduction to Development Economics*, 4th Ed, Routledge.

23. Thirlwall, A.P and Penélope Pacheco-López (2017): Economics of Development: Theory and Evidence,10th Ed, Macmillan (Palgrave)Education UK
24. Vandana Desai and Robert B. Potter (2014): The Companion to Development Studies,3rd Ed, Routledge.
25. Wayne Nafziger (2006): Economic Development,4th Ed, Cambridge University Press.
26. Yujiro Hayami and Yoshihisa Godo (2005): Development Economics: From the Poverty to the Wealth of Nations,3rd Ed, OUP.

Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
II	EC010205	Indian Economy-II	Core	4	90
Course Objectives					
<p><i>The course aims to provide a detailed exposure to the various aspects of Indian economic development. The course starts with a discussion of the Indian labour market and then consider the issues of poverty and inequality and performance in financial sector of the economy. The purpose of this course is to enable students to have an understanding the overall features of various key sectors and their issues and developments, obstacles involved in the growth of Indian Economy with a policy perspective. The objectives of this course are: to equip the students with the basic idea for further learning, and to help them to analyze the sectoral development that has taken place in India. This course will enable you to: know the various concepts used in the measurement of employment and unemployment by NSSO; explain the various dimensions of employment and unemployment in India; examine the growth of employment in post-reform period; you will be able to state different income and non-income indicators of poverty; identify the income and non-income dimensions of poverty in India; identify the income and non-income measures of inequality; analyses the level of inequality in India; state the concept of inclusive growth; examine the status of India in terms of inclusive growth; and explain the policy implications on poverty, inequality and inclusive growth. While going through this course, you will be able to: know the principles governing fiscal federalism; state the provisions enshrined in Indian Constitution relating to division of financial powers between Union and States; appreciate the role of Finance Commission which constitutes a pillar of India's federal structure; critically examine the various recommendations of Finance Commission; and consider the dimension and nature of issues involved in contemporary situation prevailing in the country.</i></p>					

Unit-1: Labour and Employment

(20 Hours)

- 1.1. Demographic changes in India – Census – Population policies – Demographic Dividend
- 1.2. Labour Market – Demand and Supply in labour market – Problems – **Child Labour** – Labour Market Reforms – Rural Urban Migration – Global Migration and Foreign remittance- Labour Policy and **Social Security**
- 1.3. Problems of Unemployment in India – NSSO Estimates – Employment trends in organized and unorganized sector – Employment Generation Programmes in India – MGNREGS

Unit-2: Poverty and Inequality

(20 Hours)

- 2.1. **Poverty in India** – definition, head count ratio, poverty gap and squared poverty gap index; Extent and distribution of poverty in India; Estimates of Poverty: Tendulkar and Rangarajan committee.

2.2. Food Security and Nutrition – Rural development – issues and strategies and micro level planning - **SHGs and microfinance**

2.3. Inequality – Regional Imbalances in India – **Inclusive growth** – concepts and policy initiative

Unit-3: Fiscal Policies and Reforms in India (25 Hours)

3.1. Fiscal reforms in India post 1991- Tax reforms and reforms in public expenditure management- Goods and Services Tax - Public Debt and Sustainability issues- Implementation of FRBM Act - Fiscal and Monetary Policy dynamics in India- Centre State Fiscal relationship- cooperative and competitive federalism in India- Role of Finance Commission- Local Bodies in India.

3.2 . National Institution for Transforming India (NITI) Aayog, Make in India

3.3. Black money and parallel economy in India, Consequences and Remedies.

3.4. Demonetization and its macro-economic impact

3.5. Global Economic crisis and its impacts

Unit-4: Financial Sector in India (25 Hours)

4.1. Financial system – Structure – Social Banking under nationalization – Financial Repression in the Pre-1991 period

4.2. Financial Sector Reforms

4.3. Rural indebtedness – informal credit market – trends

4.4. **Financial inclusion** - Strategies and progress

4.5. Second Generation Financial Reforms.

Reference:

Agarwal A N (2017), Indian Economy: Problems of Development and Planning, Vikas Publishing House, New Delhi.

Ahulwaia, J.J. and I.M.D. Little (Eds.) (1999) India's Economic Reforms and Development (Essays in hon/ of Manmohan Singh) Oxford University Press, New Delhi.

Ashima Goyal (2015): A Concise Handbook of the Indian Economy in the 21st Century, OUP.

B A Prakash (ed) (2012) The Indian Economy Since 1991: Economic Reforms and Performance, Pearson, New Delhi

Banik Nilanjan (2015), The Indian economy-A Macro-Economic Perspective, Sage India

Bardhan R.K. (9th Edition) The Political Economy of Development in India, Oxford University Press, New Delhi.

Bhagwati Jagdish and Arvind Panagariya (2012): 'India's Tryst with Destiny'. Collins Business, Noida, India.

Bhalotra Sonia (1998): 'The Puzzle of Jobless Growth in Indian Manufacturing'. Oxford Bulletin of Economics and Statistics, Vol. 60 No 1.

Byres T.J (1998): 'The Indian Economy: Major Debates since Independence'. Oxford University Press, New Delhi.

Chakraborty Pinaki (2015): Finance Commission's Recommendations and Restructured Fiscal Space, Economic and Political Weekly, Vol . 50, No. 12, March 2015.

Chakraborty Pinaki (2016): 'Emerging Issues in Union-State Relations' Economic and Political Weekly, Vol 52, No. 9, March 2017.

Chakraborty Pinaki (2016): Restructuring of Central Grants: Balancing Fiscal Autonomy and Fiscal Space, Economic and Political Weekly, Vol. 51, No. 6, February 2016.

Chetan Ghate (2016): The Oxford Handbook of the Indian Economy, OUP.

Deaton, A. and V. Kozel (ed) (2005): 'The Great Indian Poverty Debate'. New Delhi: Macmillan.

Dipak Mazumdar, Sandip Sarkar (2008): Globalization, Labour Markets and Inequality in India, International Development Research Centre

Eswaran Mukesh and Ahsok Kotwal (1994): 'Why Poverty Persists in India'. Oxford University Press, New Delhi.

Gopalji and Suman Bhakri (2013), Indian Economy, Performance and Policies, Pearson, New Delhi.

Government of India, Census of India (2011); Paper I, Paper II and Paper III.

Government of India, Economic Survey (Annual Issues), Ministry of Finance, New Delhi.

Himanshu (2011). "Employment Trends in India: A Re-examination." Economic and Political Weekly, Vol.46, No. 37, pp 497-508.

Himanshu. (2007). "Recent Trends in Poverty and Inequality: Some Preliminary Results." Economic and Political Weekly, Vol.42, No. 6, pp 497-508.

India 2019, Publication Division, New Delhi.

Jayaraj D, Subramanian S (2010): *Poverty, Inequality and Population*- Oxford University Press, New Delhi.

Jean Dereze and Amartya Sen (1996): *'An Uncertain Glory: India and its Contradictions'*. Penguin Books Ltd. London.

Jyotsna Jalan, Sugata Marjit (2016): *India Public Finance and Policy Report 2016: Fiscal Issues and Macro Economy*, OUP.

Kannan, K P and G Raveendran (2009), "Growth sans Employment: A Quarter Century of Jobless Growth in India's Organised Manufacturing", *Economic and Political Weekly*, Vol. 44, No. 10, pp. 80-91.

Kannan, K P and G Raveendran (2012), "Counting and Profiling the Missing Labour Force", *Economic and Political Weekly*, Vol. 47, No. 06, pp. 77-80.

Kaushik Basu and Annemie Maertens (Editors) 2010, *The Concise Oxford Companion to Economics in India*, OUP India

Kohil Atul (2012): *Poverty Amid Plenty in the New India*. Cambridge University Press, New Delhi.

Mahendra Dev S. (2016): *Economic Reforms, Poverty and Inequality*. IGIDR Working paper, 2016-09.

Mahendra Dev S. (ed) (2007): *'Inclusive Growth in India'*. Oxford University Press, New Delhi.

Mahesh C. Purohit & Vishnu Kanta Purohit (2014): *The Oxford Handbook of Tax System in India: An Analysis of Tax Policy and Governance*.

Martin Ravallion (2016): *The Economics of Poverty: History, Measurement, and Policy*, OUP.

Mehrotra, S., Parida, J., Sinha, S., and Gandhi A., (2014), "Explaining Employment Trends in the Indian Economy: 1993-94 to 2011-12", *Economic & Political Weekly*, Vol. 49, No. 32, pp. 49-57.

Mehrotra, Santosh and Jajati Parida (2017), "Why is the Labour Force Participation of Women Declining in India?", *World Development*, Vol. 98, pp. 360–380.

Nayak, Pulin, *Economic Development of India (Critical Concepts in Economics)*, London & New York, Routledge, 2015

Nicholas C. Hope, Anjini Kochhar, Roger Noll and T. N. Srinivasan (2013): *Economic Reform in India: Challenges, Prospects, and Lessons*, Cambridge University Press.

Nilanjan Banik (2015): *The Indian Economy: A Macroeconomic Perspective*. Sage India.

P.S. Krishnan (2018): *Social Exclusion and Justice in India*, Routledge.

Radhakrishna R.(2015): *Well-being, Inequality, Poverty and Pathways Out of Poverty in India*. *Economic and Political Weekly*, October 10.

Raghendra Jha (2018): Facets of India's Economy and Her Society Volume II: Current State and Future Prospects, Palgrave.

Ratan Khasnabis • Indrani Chakraborty (2014): Market, Regulations and Finance: Global Meltdown and the Indian Economy, Springer.

Reddy, Rammohar C (2017) Demonetization and Black Money, Orient Black swan, New Delhi.

Ruddar Dutt and Sundaram (2018): Indian Economy, S Chand and Company, New Delhi

Shankar Acharya (2005): 'Thirty years of Tax Reforms in India' Economic and Political Weekly May 14, 2005.

T. J. Byres (ed): The State, Development Planning and Liberalisation in India, OUP.

Thomas Piketty and Nancy Qian (2009): 'Income Inequality and Progressive Income Taxation in China and India, 1986–2015'. American Economic Journal: Applied Economics, Vol. 1, No. 2, pp. 53-63.

Uma Kapila (2018): Indian Economy: Performance and Policies, 2018-19.

Uma Kapila (2019): Indian Economy Since Independence: A comprehensive and critical analysis of India's economy, 1947-2017 (Academic Foundation)

Vinod B. Annigeri • R. S. Deshpande Ravindra Dholakia (2018): Issues in Indian Public Policies, Springer

Y.V. Reddy and G.R. Reddy (2019): Indian Fiscal Federalism, OUP (India)

Y.V. Reddy, Partha Ray & Narayan Valluri (2014): Financial and Fiscal Policies Crises and New Realities.

BA / B.Sc Model II

SEMESTER I

Paper- 1- कविता और एकांकी (Poetry & One act Play)

Course Code-HN1CCT01

कविता/ Poetry (Text Book- इन्द्रधनुष)

1. कबीरदास - दोहा (4)
2. रहीम - दोहा (4)
3. हिन्दी के सुमनों के प्रति पत्र - निराला
4. प्रतिबिम्ब - सुमित्रानंदन पन्त
5. तुम ने कहा था - नागार्जुन
6. जो कुरुक्षेत्र पार करता है - एकांत श्रीवास्तव
7. वे हाथ - सर्वेश्वर दयाल सक्सेना
8. बच्चों के लिए एक कथा - भगवत रावत
9. नमन करू छोटी बेटियों को - सविता सिंह
10. खौफनाक समय में बच्चे - कुमार विकल
11. घर की चौखट से बाहर - सुशीला टाकमौरि

एकांकी (One act Play) (Text Book- इन्द्रधनुष)

1. शाहजहाँ के आंसू - देवेन्द्रनाथ शर्मा
2. मकड़ी का जाला - जगदीश चन्द्र माथुर
3. लक्ष्मी का स्वागत - उपेन्द्रनाथ अशक
4. शादी की बात - स्वदेश दीपक

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
कबीरदास	प्रतिबिम्ब	वे हाथ	नमन करू छोटी बेटियों को
रहीम	तुम ने कहा था	बच्चों के लिए एक कथा	खौफनाक समय में बच्चे
हिन्दी के सुमनों के प्रति पत्र	जो कुरुक्षेत्र पार करता है		घर की चौखट से बाहर
शाहजहाँ के आंसू	मकड़ी का जाला	लक्ष्मी का स्वागत	शादी की बात

SEMESTER II

Paper- 2- गद्य और कहानी (Prose & Short stories)

Course Code-HN2CCT02

गद्य/ Prose (Text Book- गद्य सौरभ)

LENDER

SEMESTER II

Paper- 2- कविता, व्यावसायिक पत्र लेखन और अनुवाद (Poetry, Commercial Correspondence & Translation)

Course Code-HN2CCT02

कविता/ Poetry (Text Book-साहित्य सागर)

1. कबीरदास - दोहा (4)
2. तुलसीदास - पद (2)
3. बादल राग -सूर्यकांत त्रिपाठी निराला
4. कुमुद दल से वेदना के दाग को - महादेवी वर्मा
5. आत्म परिचय - हरिवंश राय बच्चन
6. हत्या और अपराध- भगवत रावत
7. अकेला आदमी- कुमार अम्बुज
8. पोलिथीन-ज्ञानेश्वरपति
9. मूल्य- एकांत श्रीवास्तव
10. बेजगह- अनामिका
11. घृणा और प्रेम कहां से शुरू होता है- ओमप्रकाश वात्मीकी
12. डेली पैसेंजर- अरुण कमल

व्यावसायिक पत्र लेखन और अनुवाद (Commercial Correspondence & Translation)

(Text Book-संचार मीडिया एवं व्यावसायिक पत्र लेखन)

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
कबीरदास	कुमुद दल से वेदना के दाग को	अकेला आदमी	बेजगह
तुलसीदास	आत्म परिचय	पोलिथीन	घृणा और प्रेम कहां से शुरू होता है
बादल राग	हत्या और अपराध	मूल्य	डेली पैसेंजर
व्यावसायिक पत्र लेखन	अनुवाद	व्यावसायिक पत्र लेखन	अनुवाद

SEMESTER 3

HY3CRT04- CULTURAL TRENDS IN PRE-COLONIAL KERALA

Module 1 Geography moulds History

Kerala's physiological features- role of Arabian Sea and Indian Ocean determining Kerala History- Historiography-sources-traditional, primary and secondary- folklore and oral history

Module II

Early Settlements: Expansion of Agriculture and consolidation of Socio-economic structure- Pre-hisotric –Paleolithic-Neolithic Periods-Iron Age Settlements –Megalithic Settlements and culture-Tinai concept- Exchange patterns- Tamil heroic culture-multiple subsistence forms socio –cultural groups-social divisions-melior and kizhor-Izhichinan-Izhipirappalan-polity- society- Kizhan-velir-mannan- Roman trade-presence of Buddhist-Jain-Sankaracharya- Brahmin migration and settlements-Ur and Kutis-Nadus-consolidation of agrarian hierarchy-Uralar-Karalar, Paniyalar/Atiyalar-tenurial control and subjugation of the Kutis and the primary producers.

Module III Age of Perumals and Swaroopams

Perumals of Makotai-Establishment of temple related society and economy- trade guilds Anchuvannam-Manigramam-Nanadeshikal-Bhakti cult –Alwars and Nayanars- Perumal's decline-Transition to Swaroopams-Kolathiri-Nediyiruppu-Perumpadappu-Venad-polity-adhikari-prakriti—Nizhal- Kutipati-expansion of agriculture-village communities- Sanketam-changatham-society- jati- marumakkathayam- tharavadu- status and role of women-sambadham-Literature-Manipravalam- science-astronomy- mathematics- medicine-philosophy- festival- arts.

Module IV Social control, trade and culture

Social Stratification and caste formation-Hierarchy and Social Segregation-customs and practices-law and justice- trade-internal and external –Arab-Chinese-cultural synthesis- on the eve of European arrival.

Essential Readings

- Raghava Varrier and Rajan Gurukkal (eds.), *Cultural History of Kerala*, Vol.1, Govt of Kerala, 1999.
- M.R Raghava Varier, *Vadakkanpattukaludepaniyala*
- K.K.N Kurup, *The Socio-economic Transformation of South Indian Villages during the 20th century (a case study based on oral history)*, Folklore Society of South Indian Languages, 2005.
- Kavalam Narayana Panikkar, *Folklore of Kerala*, National Book Trust, 2015.
- Chummar Choondal, *Christian folklore*, Kerala Folk lore Academy, 1988.
- Chummar Choondal, *Kerala Folk Literature*, Kerala Folk lore Academy, 1980.
- Chummar Choondal, *Kummatti*, Kerala Folklore Academy, 1971.
- C.Achutha Menon, *Ballads of North Malabar*, Madras, 1935
- M.V Vishnu Namboothiri, *Uttarakeralathile Thottam Pattukal*, Kerala Sahithya Academy, 1982
- Chirakkal Balakrishnan Nair, *Kerala Bhasha Ganangal*, Kerala Sahithya Academy, 1979.

- K.A. Nilakanta Sastri, *A History of South India*, OUP, 2008,
- Sreedhara Meneon, *Survey of Kerala History*, D.C Books, 2nd Ed.,2008.
- K N Ganesh., *Keralathinre Innelakal*, Cultural Department Government of Kerala, 1990.
- Raghava Varier and Rajan Gurukkal, *Kerala Charitram I Vol.* Vallathol Vidyapeetham, 2012
- Rajan Gurukkal, *Classical Indo-European Trade*, OUP, 2016.
- M P Mujeebu Rehman and K S Madhavan [eds], *Explorations in South Indian History*, SPCS ,2014.[Section II]
- Elamkulam Kunjan Pillai, *Studies in Kerala History*, SPCS, 1970
- M G S Narayanan, *Aspects of Aryanisation*, Kerala Historical Society, 1973
- Rajan Gurukkal.,*The Kerala Temple and the Early Medieval Agrarian System*, Vallathol Vidyapeethom, 1992.
- MGS Narayanan, *Perumals of Kerala*, Cosmo books, 2013.
- K N Ganesh, *State Formation in Kerala: A Critical Overview*, Indian Council of Historical Research, 2010.
- R Champakalakshmi, Kesavan Veluthat et. al. *State and Society in Pre- Modern Kerala*,Trissur Cosmo Books. [Chapters 2, 5,6,7]
- K P Padmanabha Menon, *History of Kerala Vols.I-IV*, Asian Education Services (New Edition), 2003
- M G S Narayanan., *Cultural Symbiosis*, Kerala Historical Society, 1972.
- P K S Raja, *Medieval Kerala*. Nava Kerala Co-operative Publishing House Ltd., 1966.
- K V Krishna Iyer, *Zamorins of Calicut*, [Reprint] Calicut University, 1999.
- *History and Society*, Karnataka State Open University, 2015.
- SMH Nainar, *Arab Geographer's Knowledge of South India*, University of Madras, 1942.
- PA Sayed Muhammed, *Kerala Muslim Charithram*, Alhuda Bookstall, 1988.
- B Padmakumari Amma, *Jain and Budhist Centers of Kerala*, Dravidian University, 2008.
- M R Ragahava Varier, *Jainamatham Keralathil*, SPCS, 2012.
- M.R.Raghava varrier and Kesavan Veluthat, *Tarisappalli Pattayam*, SPCS, 2015.
- Prof.Elamkulam Kunjan Pillai, *Leelathilakam –onumuthal moonnuvare silpangal*, SPCS, 2012.

- Dr.V.V Haridas, *Samoothirikalathe kozhikkode,kathayum charithravum*, SPCS, 2009.
- M.R.Raghava Varrier, *Madhyakalakeralam Swaroopaneethiude charithrapathangal*, SPCS, 2014.
- M.R Raghava varrier,*Keralolpathy Grandhavari*, SPCS, 2016

SEMESTER 5

HY5CRT 10 - Environmental Studies and Human Rights in Historical Outline

**CORE MODULE SYLLABUS FOR ENVIRONMENTAL STUDIES & HUMAN RIGHTS
FOR UNDER GRADUATE COURSES OF ALL BRANCHES
OF HIGHER EDUCATION**

Vision

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janerio in 1992 and World Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues.

India is rich in biodiversity which provides various resources for people. Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution have been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment have so far not received adequate attention in our academic programme. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in college education. Accordingly, the matter was considered by UGC and it was decided that a six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

The syllabus of environmental studies includes five modules including human rights. The first two modules are purely environmental studies according to the UGC directions. The second two modules are strictly related with the core subject and fifth module is for human rights.

Objectives

- Environmental Education encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues by developing and enhancing critical and creative thinking skills. It helps to foster a new generation of informed consumers, workers, as well as policy or decision makers.
- Environmental Education helps students to understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, as well as ways we can take action to keep our environment healthy and sustainable for the future. It encourages character building, and develops positive attitudes and values.
- To develop the sense of awareness among the students about the environment and its various problems and to help the students in realizing the inter-relationship between man and environment and helps to protect the nature and natural resources.
- To help the students in acquiring the basic knowledge about environment and the social norms that provide unity with environmental characteristics and create positive attitude about the environment.

Course Title

HY5CRT 10 - ENVIRONMENTAL STUDIES & HUMAN RIGHTS IN HISTORICAL OUTLINE

SYLLABUS

4 credits

72 hrs

Module I

Unit 1 : Multidisciplinary nature of environmental studies

Definition, scope and importance

(2 hrs)

Need for public awareness.

Unit 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 individual in conservation of natural resources.
- Equitable use of resources for sustainable life styles.

(10 hrs)

Unit 3: Ecosystems

- Concept of an ecosystem
- 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 given ecosystem:- Forest ecosystem

(6 hrs)

Module II

Unit 1: Biodiversity and its conservation

- Introduction
- Bio-geographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
- Endangered and endemic species of India

(8 hrs)

Unit 2: Environmental Pollution

Definition

Causes, 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
- Pollution case studies
- Disaster management: floods, earthquake, cyclone and landslides. (8 hrs)

Unit 3: Social Issues and the Environment

- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people: its problems and concerns, Case studies
- Environmental ethics: Issues and possible solutions
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust, Case studies
- Consumerism and waste products
- Environment Protection Act
- Air (Prevention and Control of Pollution) Act
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation
- Public awareness (10 hrs)

Module – III

Unit 1- Historical Outline- Environmental history and its relation with environmental studies- scope of environmental studies in history- interdisciplinary nature.

Unit 2-Roots of environmental Crisis – four mode of resource use – hunting gathering- nomadic pastoralism – settled agriculture – industrial phase

Unit 3- Forest resources: Colonial Phase- Use and over-exploitation, forest laws in British India- concept of scientific forestry- alienation of adivasis from forests-hunting and impact on wild life. (10 hrs)

Module – IV

Unit 1-Post Colonial Scenario- the developmental drive – industrialization- dams and mines- tribal struggles.

Unit 2-The struggles from the margins – Land alienation and tribal protest movements- its strategies and ideology.

Unit 3- Environmental Movements- Chipko- Narmada Bachao Andolan- Silent Valley and Plachimada- Women and environmental struggles **(10 hrs)**

Module – V

Unit 1- Human Rights– An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

Unit-2 Human Rights and United Nations – contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

Unit-3 Environment and Human Rights - Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of western ghats- mention Gadgil committee report, Kasthuriengan report. Over exploitation of ground water resources, marine fisheries, sand mining etc. **(8 Hrs)**

Internal: Field study

- Visit to a local area to document environmental grassland/ hill /mountain
- Visit a local polluted site – Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds etc
- Study of simple ecosystem-pond, river, hill slopes, etc

(Field work Equal to 5 lecture hours)

REFERENCES

1. Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
2. Clark.R.S., Marine Pollution, Clarendon Press Oxford (Ref)
3. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001 Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p .(Ref)
4. De A.K.Environmental Chemistry, Wiley Eastern Ltd.(Ref)
5. Down to Earth, Centre for Science and Environment (Ref)
6. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140pb (Ref)
7. Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p (Ref)
8. Mckinney, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p (Ref)
9. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
10. Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p (Ref)
11. Rao.M.N & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p (Ref)
12. Rajagopalan. R, Environmental Studies from crisis and cure, Oxford University Press, Published: 2016 (TB)
13. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut (Ref)
14. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (Ref)
15. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (Ref)
16. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (Ref)
17. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (Ref)
18. (M) Magazine (R) Reference (TB) Textbook

Modules 3&4

1. Gadgil, M. and R.Guha, 1992, *This Fissured Land: An Ecological History of India*. Delhi: Oxford University Press.
2. Worster, D, ed, 1988, *The Ends of the Earth: Perspectives on Modern Environmental History*. New York: Cambridge University Press.
3. Habib, Irfan, 2010, *Man and Environment: The Ecological History of India*, Aligarh: Tulika
4. Rangarajan, Mahesh and K.Sivaramakrishnan, eds, 2011, *India's Environmental History: Volumes 1 and 2*. Delhi: Permanent Black.
5. Rangarajan, Mahesh, 2001, *India's Wildlife History: An Introduction*. Delhi: Permanent Black.
6. Gadgil, Madhav, 1995, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*, Delhi.
7. Baviskar, Amita, 1995, *In the Belly of the River: Tribal Conflicts over Development in Narmada Valley*. Delhi: Oxford University Press.
8. Baviskar, Amita, ed. 2008, *Contested Waterscapes*: Delhi, Oxford University Press.
9. Guha, Ramachandra, 1989, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Delhi: Oxford University Press.

Human Rights (Module 5)

1. Amartya Sen, *The Idea Justice*, New Delhi: Penguin Books, 2009.
2. Chatrath, K. J.S., (ed.), *Education for Human Rights and Democracy* (Shimla: Indian Institute of Advanced Studies, 1998)
3. *Law Relating to Human Rights*, Asia Law House, 2001.
4. Shireesh Pal Singh, *Human Rights Education in 21st Century*, Discovery Publishing House Pvt.Ltd, New Delhi,
5. S.K.Khanna, *Children And The Human Rights*, Common Wealth Publishers, 1998. 2011.
6. Sudhir Kapoor, *Human Rights in 21st Century*, Mangal Deep Publications, Jaipur, 2001.
7. United Nations Development Programme, *Human Development Report 2004: Cultural Liberty in Today's Diverse World*, New Delhi: Oxford University Press, 2004.

**SIX MONTHS COMPULSORY CORE MODULE COURSE IN
ENVIRONMENTAL STUDIES & HUMAN RIGHTS: FOR UNDERGRADUATES**

Teaching Methodologies

The core Module Syllabus for Environmental Studies includes class room teaching and Field Work. The syllabus is divided into five modules covering 72 lectures. The first two modules will cover 44 lectures which are class room based to enhance knowledge skills and attitude to environment. The third and fourth is based on subject related environmental studies which will be covered in 20 lecture hours and would provide student a multidisciplinary knowledge on environmental issues in relation with the core subject. Human rights is also included in the fifth module and 8 lectures are set apart for that. Field study is one of the most effective learning tools for environmental concerns and is purely for internal evaluation. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process.

- Course material provided by UGC for class room teaching and field activities be utilized.
- The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose.
- Environmental Core Module shall be integrated into the teaching programmes of all undergraduate courses.

SEMESTER 5

OPEN COURSE

HY5OCT01 – INTRODUCING ENVIRONMENTAL HISTORY

This course will introduce students to the dynamic field of environmental history, presenting essential concepts, concerns and methodology in the context of global / Indian environmental history.

Module 1 Basics

What is Environmental history? - Political, material and cultural dimensions of environmental history- Interdisciplinary approaches – Ecology and environment- cultural ecology- environmentalism- deep ecology- planetary consciousness- UN and environment- Stockholm Declaration- Earth Summits- Climate change and protocols

MODULE 2 Roots of Environmental Crisis

Mode of resource use- hunting gathering- nomadic pastoral- settled agriculture- industrial- ecological impact

MODULE 3 The Context of Colonial India

Pre colonial scenario- European attitude towards environment- the European gaze- Imperial Agendas and exploitation of natural resources-deforestation-ship building-Railways-opening of plantations- world war and forests-reservation of forests and enactments-plant imperialism- botanical gardens - hunting in colonial India

MODULE 4 - Environmental Movements in India

Chipko Movement-Narmada Bachao Andolan-Silent Valley in Kerala- Plachimada issue-sand mining and river protection groups-voices from the margins-Women and environment.

Essential Readings:

Donald Worster, ed. *The Ends of the Earth: Perspectives of Modern Environmental History*, New York, 1988

Al Gore, *Earth in the Balance*, London, 1992

Sverker Sorlin and Paul Warde, *The Problem of Environmental History: A Re-reading of the field*, Environmental History. Vol 12, No. 1, Jan .2007.

- Erach Bharucha, *Textbook of Environmental Studies*, Universities Press India Pvt Ltd, 2005.
- Lester R. Brown, *Eco-Economy*, Orient Blackswan Pvt Ltd
- Samir Dasgupta, *Understanding the Global Environment*, Pearson Longman, New Delhi, 2009.
- S.N. Chary, *Environmental Studies*, Macmillan India Ltd, 2008.
- Agrawal et.al, *A Textbook of Environment*, Macmillan India Ltd, 2002.
- Kiran B. Chhokar, *Understanding Environment*, Sage Publications, 2004.
- S.P. Misra, et.al, *Essential Environmental Studies*, Ane Books, New Delhi, 2008.
- V.K. Ahluwalia, et.al, *Environmental Science*, Ane Books, New Delhi, 2006.
- Donald Worster, ed., *The Ends of the Earth: Perspectives of Modern Environmental History*, New York, 1988.
- Alfred W. Crosby, *Ecological Imperialism: the biological expansion of Europe, 900-1900*, New York, 1986.
- Dennis Pirages, *The Ecological Perspective and the Social Sciences*,
International Studies Quarterly, Vol. 27, No. 3 (Sept. 1983), pp. 243-255 <http://www.jstpr.org/stable/2600681>
- John Bellamy Foster, *Ecology Against Capitalism*
- Lester J. Bilsky (ed), *Historical Ecology*, New York, 1980.
- J.F. Richards and R. Tucker, (ed) *World Deforestation in the Twentieth century*, Durham, 1988.
- Patricia Jagentowicz Mills, *Feminism and Ecology: on the Domination of Nature*,
Hypatia, vol. 6, No. 1, Ecological Feminism (Spring, 1991) pp 162-178.
<http://www.jstor.org/stable/3810039>.
- Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, OUP, New Delhi, 1992.
- Ramachandra Guha, *Natures Spokesman: M. Krishnan & Indian Wildlife*, Penguin Books, New Delhi, 2007.

- Ramachandra Guha, *The Uniquient Woods*, OUP, Delhi, 1989.
- , *Environmentalsim- A global history*, Longman, 2000.
- Stebbing E.P *The Forest of India*, Vols, 11, London, 1922-27.
- Sangreiya, K.P, *Forests and Forestry*, New Delhi, 1967.
- Ribbentrop. B, *Forestry in British India*, Calcutta, 1900.
- S. Fernandez and Kulkarni (ed), *Towards a New Forest Policy: Peoples Rights and Environmental Needs*.
- Madhav Gadgil and R. Guha, *Ecology and Equity* (Penguin, 1996).
- Amita Baviskar, *In the belly o f the River: Tribal Conflicts over Development in the Narmada Valley* OUP, New Delhi.
- Amita Baviskar, (ed.), *Contested Grounds: Essays on Nature, Culture and Power*, New Delhi, 2008.
- James Connelly and Graham Smith, *Politics and the Environment: From Theory to Practice*,New York, 2003.
- Lafferty, W. and Eckerberg, K. (eds), *From Earth Summit to Local Agenda 21: Working Towards Sustainable Development*, London, 1998.
- Lorraine Elliot, *The Global Politics of the Environment*, London, 1998.
- Vandana Shiva, *Staying Alive: Women, Ecology and Development*, London, 1989.
- John Vogler and Iunber, *The Environment and International Relations*, London, 1996.
- National Committee on Environmental Planning and Coordinator, Dept. of Science and Technology, *Ecological Investigation in the Silent Valley*,June 1980.
- V.R. Krishna Iyer, *Hydel Projects and Perils: An Instance in Kerala*, The Hindu, 3 May 2007.
- Peter Dauvergne, *Handbook of Global Environmental Politics*, University of British Columbia, 2013
- Mahesh Rangarajan, *Environmental Issues in India*, Pearson, 2007

SEMESTER 6

HY6CRT14- GENDER IN INDIAN PERSPECTIVES

This paper seeks to introduce the area of gender studies to graduate students. The present paper aims to explain the socio-historical constructions of sexual differences in Indian society by emphasizing the plural backgrounds. The paper is designed to prepare students to challenge the conventional social norms about male-female dichotomy and to conceive biological realities natural but as always conditioned through social norms, moral codes and historical process. At the end, the paper establishes that the very notion of gender difference is not natural but more of economic, political and therefore power oriented.

MODULE 1 - INTRODUCTION

Introduction to the concept of gender and gender history- difference between women's history and gender history- development of gender history since 1960s- epistemology of gender as a social division-significance and limitations of assuming a gendered historiography.

MODULE 2 - GENDER HISTORY IN INDIA

Defining gender in India- caste and class construction of gender identities- representation of gender in Vedic and non-Vedic literatures- concept of chastity in India (Vedic and non-Vedic) – representation of 'first, second and third genders' in Indian societies - patriarchy and matriarchy, notions of marriage and sexuality in pre-colonial India-devadasis-bhogastree- the dichotomy of *Kula Sthree and Veshya* in Indian society- -dichotomy between polyandry and polygamy- history of motherhood in India.

MODULE3 - INDIAN MODERNITY AND GENDER

Construction of gender identities in modernity- history of modern manhood and womanhood in India- colonial morality and various responses-dress codes-child marriage-widow remarriage - construction of gender identities in modern family systems-Masculinity and femininity in Indian social history.

MODULE 4 - CONTEMPORARY ISSUES

The concept of transgender: contemporary debates- social hegemony over biological differences- women and religious purity/impurity debates-issues of lesbian, gay, bisexual and transgender in India-delimitation of women as bodies-the political economy of male-centered prostitution- gender inequality.

Readings

1. A.S. Altekar, *The Position of Women in Hindu Civilization*, Motilal Banarasi Das, 1962.
2. Berenice A. Carroll (eds.), *Liberating Women's History: Theoretical and Critical Essays*, University of Illinois Press, 1977.
3. Davif, Cathy (eds.), *Handbook of Gender and Women's Studies*, London, 2006.
4. Indrani Chatterjee, "Slaves, Concubines and Social Orphans in Early modern India", in Susie Tharu, Gyan Prakash and G. Bhadra (eds.), *Subaltern Studies*, Vol.X, Oxford University Press, 1991.
5. Indrani Chatterjee, *Gender, Slavery and the Law in Colonial India*, Oxford University Press, 1999.
6. J.Krishnamurthy (eds.), *Women in Colonial India. Essays on Survival, Work and the State*, Oxford University Press, 1989.
7. Joan W.Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91, No.59 (1986), pp.1053-75.
8. Joan Wallach Scott, *Gender and the Politics of History*, Columbia University
9. K.Lalita and Susie Tharu (eds.), *Women Writings in India 600BC to the Present*, 2vols, Kali for Women and Feminist Press, 1991.
10. Kunkum Roy(eds.), *Women in Early Indian Societies: Readings in Early Indian History*, Manohar Publishers, 1999.
11. M. Talinn, *Women in Early Buddhism*, Bombay University, 1972
12. P. Uberoi (ed), *Social 'Reform, Sexuality and the State*, New Delhi: Sage, 1996.
13. Pratima A, *Women's Movements in India*, Vikas Publishing House, 1974.
14. Ruth Vanita and Saleem Kidwai (eds.), *Same Sex Love in India: Readings in History and Literature*, St.Martins Press, 2000.
15. Samita Sen, *Women and Labor in late Colonial India*, Cambridge University Press, 1999.
16. Serena Nanda, "Neither Man nor Women: The Hijras of India" in Caroline Brettell and Carolyn Sargent (eds.) *Gender in Cross Cultural Perspectives* Prentice Hall, 1977.
17. Stephanie Jamison, *Sacrificed Wife, Sacrificer's Wife: Women, Ritual and Hospitality in ancient India*, Oxford University Press, 1996.
18. Thomas. P, *Indian Women through the Ages*, Asia Publishing House, 1964.
19. Uma Chakravarti, 'Whatever happened to the Vedic Dasi' in K Sangari, S. Vaid(eds.) *Recasting Women*, Kali for Women 1989.

Semester 1 - Core Course 3:

[EN010103] -Literatures of the English Revolution/ Enlightenment

Total Credits: 4

Total Hours: 25

Weightage:

Objectives: This course familiarizes the learner with the English literary texts which reflect the austere Puritan ideals of the late seventeenth century, the neoclassical vigour of the eighteenth century considerably influenced by the philosophy of the Enlightenment and the perspectival shift manifested in the transitional literature towards the end of this era.

Course Description: Module 1 offers a comprehensive account of the late seventeenth and the eighteenth century literary scenario drawing upon the significant social and the political developments of the times. How such events fostered the rise of new genres like the novel is unravelled. Further, the learners are familiarised with Ian Watt's perspective on the inception of this new genre in England. This module also introduces the learners to an in-depth critique of the philosophy of the Enlightenment.

Module 2 acquaints the learners with the poetry of John Milton the epic poet of the late seventeenth century, the neoclassical satirists such as John Dryden and Alexander Pope, Aphra Behn the first professional woman writer of England, and Thomas Gray, the transitional poet.

Module 3 dwells on the drama written during this span of time.

Module 4 presents the acclaimed fiction of the aforementioned period.

Module 5 accommodates the ground-breaking nonfictional works of the period.

Module 1:

1.1 Pramod Nayar: "Introduction" to *English Poetry 1660-1780* Ed. Pramod Nayar

1.2 Ian Watt: "Realism and the Novel Form" (Chapter I from *Rise of the Novel*)

1.3 Michel Foucault: "What is Enlightenment?" from *The Foucault Reader*, 1984 (pp. 32-50)

Module 2:

2.1 John Milton : The Fall of Man (**Lines 850-1055**) from *Paradise Lost: Book IX*

2.2 John Dryden : The Portrait of Achitophel (**150-174**) from *Absalom and Achitophel*

2.3 Alexander Pope: The Portrait of Atticus (**193-214**) from *An Epistle to Dr. Arbuthnot*

2.4 Aphra Behn : "To the Fair Clarinda"

Seminar:

2.5 Thomas Gray: *Elegy Written in a Country Churchyard*

Module 3:

3.1 William Congreve: *Way of the World*

3.2 Oliver Goldsmith: *She Stoops to Conquer*

Seminar:

3.3 Richard Brinsley Sheridan: *The Rivals*

Module 4:

4.1 Daniel Defoe: *Robinson Crusoe*

4.2 Samuel Richardson: *Pamela*

4.3 Henry Fielding: *Tom Jones*

Seminar:

4.4 John Bunyan: *Pilgrim's Progress*

Module 5:

5.1 Mary Wollstonecraft: *A Vindication of the Rights of Woman*

5.2 Samuel Johnson: *Preface to Shakespeare*

Seminar:

5.3 John Locke: *An Essay Concerning Human Understanding*

Specific Additional Readings:

1. Immanuel Kant: "An Answer to the Question: What is Enlightenment?" (Trans. from Part I of *Eighteenth Century Answers and Twentieth Century Questions* by James Schmidt (Ed.) pp. 58-64)
2. Ernst Cassirer: *Philosophy of Enlightenment*
3. T W Adorno: *Dialectic of Enlightenment*

Texts for Consultation:

1. Martin Evans: *John Milton: Twentieth Century Perspectives*
2. Kaufman, U. Milo. *The Pilgrim's Progress and Traditions in Puritan Meditations*
3. Janet Todd: *Aphra Behn: A Secret Life*
4. John Sitter: *The Cambridge Companion to Eighteenth Century Poetry*
5. Ronald W. Vince: *Neoclassical Theatre: A Historiographical Handbook*
6. J. A. J. Downie: *The Oxford Handbook of the Eighteenth Century Novel* (Part I)
7. N. Hudson: *Samuel Johnson and Eighteenth-Century Thought*

Semester 1 - Core Course 4:
[EN010104] -Nineteenth Century English Literatures

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

The course aims to familiarize students with the fundamental premises of the Romantic Movement and Victorian literature, their theoretical and ideological frameworks, and the major trends and offshoots across various genres. A rough time span of one and a half century which witnessed an initial flowering of Romanticism, followed by the rapid growth of industrialization, scientific thinking and materialism all of which find expression in the texts chosen for study.

Course Description:

The first module introduces the theoretical premises of the British Romantic Movement as well as the Victorian Age that chronologically follows the Romantic Era. The second module throws light on the historical significance of the Ode as a poetic form best suited to examine the subjective and individualistic imagination of the romantic poet which finds expression as most of the poems in this section are odes. The Third Module marks the shift to the Victorian Sensibility with increased attention being paid to the decline of the romantic sensibility, the growth of reason, ascent of materialism etc. The fourth module deals with the best novels in the English language while the last one focuses on prose and Drama

Module 1:

1.1C.M. Bowra: The Romantic Imagination

2.2Raymond Williams: “The Romantic Artist” *Culture and Society, 1780-1950*

3.3Isobel Armstrong: “Introduction: Rereading Victorian Poetry” *Victorian Poetry: Poetry, Poetic, politics*, London, 1993

Module 2:

2.1Wordsworth: Immortality Ode

2.2Coleridge: Dejection: An Ode

2.3Shelley: Ode to the Skylark

2.4 John Keats: Ode on a Grecian Urn

Seminar:

2.5William Blake: “The Tyger”, “The Lamb”

Module 3:

3.1Lord Tennyson: The Lotos Eaters

3.2Robert Browning: Andrea Del Sarto

3.3 Matthew Arnold: The Scholar Gypsy

3.4 D.G. Rossetti: The Blessed Damozel

Seminar:

3.5 Elizabeth Barrett Browning:

“If thou must love me” (Sonnet 14),

“When our two souls stand up erect and strong” (Sonnet 22)

Module 4:

4.1 Jane Austen: Mansfield Park

4.2 Charles Dickens: A Tale of Two Cities

4.3 Emily Bronte: Wuthering Heights

4.4 Thomas Hardy: Tess of the d’Urbervilles

Seminar:

4.5 Charlotte Bronte: Jane Eyre

Module 5:

5.1 Charles Lamb: Old China & “A Dissertation Upon A Roast Pig”

5.2 William Hazlitt: On Reading Old Books

5.3 Lytton Strachey: Thomas Arnold (From *Eminent Victorians*)

5.4 Oscar Wilde: The Importance of Being Earnest

Seminar:

5.6 Carlyle: Hero as Poet

Texts for Consultation:

1. M.H. Abrams: *The Mirror and the Lamp*

2. C.M. Bowra: *The Romantic Imagination*

3. Duncan (ed): *A Companion to Romanticism*, Blackwell, 1998

4. Walter Allen: *The English Novel*

5. Terry Eagleton: *The English Novel: An Introduction*

6. Hugh Walker: *The English Essay and Essayists*

7. Graham Hough: *The Last Romantics*

8. Boris Ford (ed): *From Blake to Byron: The New Pelican Guide to English Literature* (Vol 5)

9. M.H. Abrams (ed); *English Romantic Poets: Modern Essays in Criticism*. OUP London, 1975

10. Harold Bloom: *The Visionary Company*, Cornell University Press, 1971

11. Patricia Meyer Spacks: *The Female Imagination*

12. Joseph Bristow (ed); *The Cambridge Companion to Victorian Poetry*, 2000

13. Dierdre David (ed): *The Cambridge Companion to Victorian Novel*, 2001

**Semester 1 – Core Course 5:
[EN010105] – Literary Criticism**

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

To familiarize the students with the key concepts and texts of literary criticism ever since its emergence, and to provide theoretical familiarity with the range, approaches, and mechanics of critique.

Course Description:

The course should help the student to recognize the historical, political and aesthetic dimensions of the growth of literary criticism. Issues like canon formation, evolution of the genres, methods of literary analysis will all be discussed in the different modules. Concepts being discussed include classical western criticism from Plato, Aristotle Horace and Longinus, English Renaissance and neoclassical criticism, the 18th century trends, the romantic revolt, the Victorian tradition, the new critics, Eliot’s critical positions, Psychoanalysis, myth/archetypal criticism, Russian Formalism, and Reader response theories.

Module 1:

1.1 Andrea Nightingale: “Mimesis: Ancient Greek Literary Theory”

1.2 Andrew Bennet: “The Romantic Theory of Authorship”

(Both from Patricia Waugh. Ed. Literary Theory and Criticism. (OUP), Ch.1 and 2. PP 38-58)

1.3 David Ayers: “The New Criticism and Beyond.” (Ch.2 of Literary Theory: A Reintroduction. PP. 28-54)

Module 2:

2.1 Plato: The Republic (Excerpt). (From William Harmon. Ed. Classic Writings on Poetry. PP.1-30)

2.2 Aristotle: Poetics

2.3 Longinus: On the Sublime

Seminar:

2.4 Horace: Ars Poetica

Module 3:

3.1 Philip Sidney: An Apology for Poetry

3.2 Arnold: The Function of Criticism at the Present Time

3.3 T. S. Eliot: Tradition and the Individual Talent

Seminar:

3.4 Coleridge: Biographia Literaria Ch. XIV

Module 4:

4.1 Cleanth Brooks: The Language of Paradox

4.2 Northrop Frye: The Archetypes of Literature.

4.3 Frank Kermode: The Classic

Seminar:

4.4 I.A. Richards: The Metaphor

Module 5:

5.1 Viktor Shklovsky: Art as Technique

5.2 Eric Auerbach: Odysseus' Scar

5.3 Stanley Fish: Is There a Text in the Class?

Seminar:

5.4 Jerome McGann: Interpretation

Texts for Consultation:

1. D. A. Russell and Winterbottom (eds.): Classical Literary Criticism. [OUP]

2. Enright and Chickera (eds.): English Critical Texts. [OUP]

3. David Lodge (ed.): Twentieth Century Literary Criticism: A Reader [Longman]

4. V.S. Seturaman (ed.): Contemporary Criticism: An Anthology [Macmillan]

5. K. Pomorska and R. Rudy (eds.): Language and Literature. [HUP]

6. Harry Blamires: A History of Literary Criticism

7. Wimsatt and Brooks: Literary Criticism: A Short History

8. David G. Nichols (Ed): Introduction to Scholarship in Modern languages and Literatures, MLA, 2007.

Semester 2 – Core Course 6:

[EN010201] – Modernity and Modernisms

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

To familiarize the students with the literary trends of the early twentieth century in the context of the sensibility of literary modernism in the wake of the World War.

Course description:

The course includes an introduction to the changed literary perspectives in the twentieth century, along with the social, economic and political background. Imperial expansion which had reached a boiling point, the onset of the World War I coupled with the attempts at creating a new world order remained some of the key issues. The impact of the Soviet experiment at the global level that needs to be read against the backdrop of the spread and influence of Marxism on a global scale calls for a radical review of world politics. This was followed by the rise of Fascism and Nazism, followed curiously by the shadow of doubt cast over communism. In the literary field reaction against Romanticism and Victorianism led to experimentation in writing in all genres. Starting from the poetry of World War I the movement traverses a wide range of concerns topics and forms of writing. The discussion also includes movements like the Avant Garde, the Pink Decade and so forth.

Module I:

1.1 Georg Lukacs: “The Ideology of Modernism”

1.2 Malcolm Bradbury and James McFarlane: “The Name and Nature of Modernism” (Ch. 1 of Modernism: A Guide to European Literature 1890-1930)

1.3 David Harvey: “Modernity and Modernism” [in David Harvey: The Condition of Postmodernity – An Enquiry into the Origins of Cultural Change (Blackwell)]; also available in Tim Middleton (ed.): Modernism – Critical Concepts in Literary and Cultural Studies (Routledge)]

Module 2:

2.1 G.M.Hopkins :The Windhover

2.2 Wilfred Owen :Strange Meeting

2.3 W.B.Yeats :Easter 1916

2.4 W.H.Auden :In Memory of W.B. Yeats

2.5 Dylan Thomas :Poem in October

2.6 Philip Larkin : Next, Please

Seminar:

2.7 Ted Hughes : Thrushes

Module 3:

2.1 T.S.Eliot : The Waste Land

Seminar:

2.2 Robert Graves : Ulysses

Module 4:

4.1 Bernard Shaw : The Apple Cart

4.2 Samuel Beckett : Waiting for Godot

Seminar:

4.3 J.M.Synge : Riders to the Sea

Module 5:

5.1 Virginia Woolf : Mrs. Dalloway

5.2 James Joyce : A Portrait of the Artist as Young Man

5.3 D.H.Lawrence : Rainbow

Seminar:

5.4 Joseph Conrad : Heart of Darkness

Texts for Consultation:

1. James Frazer: The Golden Bough
2. Frank Kermode: The Sense of an Ending: Studies in the Theory of Fiction
3. Malcolm Bradbury and James McFarlane: Modernism 1890-1930
4. D. H. Lawrence: Selected Literary Criticism
5. G M Hopkins: The Wreck of the Deutschland
6. George Orwell: 1984
7. Louis MacNiece: Snow
8. Tim Middleton (ed.): Modernism – Critical Concepts in Literary and Cultural Studies
Vols.1-5 (Routledge)]

Semester 2– Core Course 7:
[EN010202] –Postmodernism and Beyond

Total Credits: 4

Total Hours: 25

Weightage:

Objectives: This course aims to acquaint the learners with the postmodern works of literature which defy categorisation and prove to be experimental in nature, subverting what is conventionally revered as the norm. The learners are to be familiarised with the eclectic dimensions of postmodern thought as reflected in these literary works in which the boundaries that demarcate the different genres are often blurred. Such literature eludes fitting into the rigid frames of nomenclature and rejects the concepts of objectivity, absolute truth and the notion of the stratification into the high and the low culture. Further, it is keenly perceptive and critical of the underlying ideologies that nurture oppressive institutions. The emphasis is on acknowledging the heterogeneity of thought and articulation.

Course Description: Module I familiarises the learners with the theoretical concepts of postmodernism drawing upon Jean Francois Lyotard’s notions. Barry Lewis’s essay dwells on the stylistic aspects of postmodern literature. Jeffrey T. Nealon’s “Preface” considers the concept of post-postmodernism and briefly explores the current scenario. The second module offers a compilation of the diverse postmodern poetry by Frank O’Hara, John Ashberry, Tony Harrison, Michael Palmer, Allen Ginsberg, Carol Ann Duffy and Adrienne Rich. The third and the fourth modules present novels by writers from Kurt Vonnegut to William Gibson, which facilitate the learners to trace the evolution of postmodern fiction over the decades with its culmination in the cyberpunk. The fifth module presents postmodern plays by Edward Bond, Sam Shepard and Tom Stoppard, which employ significant themes and novel techniques.

Module 1:

- 1.1 Jean Francois Lyotard: “Answering the Question: What is Postmodernism?” from *The Postmodern Condition: A Report on Knowledge*. Trans. Regis Durand (pp.71-82)
- 1.2 Barry Lewis: “Postmodernism and Literature (or: Word Salad Days, 1960-1990)” from *The Routledge Companion to Postmodernism*. Ed. Stuart Sim (pp. 121-133)
- 1.3 Jeffrey T. Nealon: “Why Post-Postmodernism?” Preface to *Post-Postmodernism: Or, The Cultural Logic of Just-in-Time Capitalism* (ix-xii)

Module 2:

- 2.1 Frank O’Hara : “The Day Lady Died”
- 2.2 John Ashberry : “But What Is the Reader to Make of This”

2.3 Tony Harrison : “National Trust”

2.4 Michael Palmer : “Sun”

Seminar:

2.5 Allen Ginsberg : “Homework”

2.6 Carol Ann Duffy : “Anne Hathaway”

2.7 Adrienne Rich : “Diving into the Wreck”

Module 3:

3.1 Kurt Vonnegut: *Slaughterhouse- Five*

3.2 John Fowles : *The French Lieutenant’s Woman*

Seminar:

3.3 Milan Kundera: *The Joke*

Module 4:

4.1 Angela Carter: *Nights at the Circus*

4.2 Ishmael Reed: *Mumbo Jumbo*

Seminar:

4.3 William Gibson: *Neuromancer*

Module 5:

5.1 Edward Bond: *Lear*

5.2 Sam Shepard: *The God of Hell*

Seminar:

5.3 Tom Stoppard: *Arcadia*

Specific Background Reading:

1. Jonathan Holden: “Postmodern Poetic Form: A Theory” from *New England Review and BL Quarterly* Vol.6, No.1 (Autumn 1983), pp.1-22

2. Keith Booker: “Technology, History and the Postmodern Imagination: The Cyberpunk Fiction of William Gibson” from *Arizona Quarterly* Vol.50, No.4 (Winter 1994), pp.63-87

3. Bran Nicol: *The Cambridge Introduction to Postmodern Fiction*

4. Stephen Watt: *Postmodern/Drama: Reading the Contemporary Stage*

Texts for Consultation:

1. Fredric Jameson: *Postmodernism or the Cultural logic of Late Capitalism*
 2. Linda Hutcheon: “Postmodernism” from *The Routledge Companion to Critical Theory* edited by Simon Malpas and Paul Wake (pp.115-126) and “Historiographic Metafiction: The Pastime of Past Time” (Part II, Chapter 7) from *A Poetics of Postmodernism: History, Theory, Fiction*
 3. Michael W. Messmer: “Making Sense of/with Postmodernism” (from *Postmodernism – Critical Concepts: Volume III*)
 4. Ihab Hassan: “Toward a Concept of Postmodernism” (from *The Postmodern Turn*)
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**Semester 2 – Core Course 8:
[EN010203] -American Literatures**

Total Credits: 4

Total Hours: 25

Weightage:

Course Objectives:

This course seeks to introduce the students to the most important branch of English literature belonging to the non- British tradition, The course attempts to provide detailed information to the student regarding the processes and texts chiefly responsible for the evolution of American Literature as a separate branch possessing characteristic features which sets it apart from others

Course Description:

To acquaint the students with some of the major conflicts, struggles and movements that are closely connected with the experiences of a group of people struggling to establish themselves as a nation

Module One:

1.1 Robert E. Spiller: “Architects of Culture: Edwards, Franklin, Jefferson” (Chapter 1 of *The Cycle of American Literature*)

1.2 Leslie Fiedler: *Love and Death in American Fiction* (Chapter I)

1.3 John Paul Pritchard: ‘The Early Nineteenth Century Cultural Scene’, chapter I of *Criticism in America* (3-13)

Module Two:

2.1 Edgar Allen Poe: “Raven”

2.2 Walt Whitman: “Out of the Cradle Endlessly Rocking”

2.3 Emily Dickinson:

“The Soul Selects Her Own Society”

“Success is Counted Sweetest”

“Safe in Their Alabaster Chambers”

“A Narrow Fellow in the Grass”

2.4 Robert Frost: “Birches”

2.5 Wallace Stevens: “The Emperor of Ice-cream”

2.6 Marge Tindal: “Cherooke Rose”

2.7 e. e. cummings : “Anybody Lived in a Pretty How Town”

2.8 Gloria Anzaluda: “To live in the Borderlands”

Seminar:

2.9 Edgar Allen Poe: “Philosophy of Competition”

Module Three:

3.1 Arthur Miller: *Death of a Salesman*

3.2 Eugene O'Neill: *Emperor Jones*

Seminar:

3.3 Amiri Baraka: *Dutchman*

Module Four:

4.1 Herman Melville : “Bartleby the Scrivener”

4.2 Nathaniel Hawthorne: “Young Goodman Brown”

4.3 Ernest Hemingway: “The Snows of Kilimanjaro”

4.4 Mark Twain: *Adventures of Huckleberry Finn*

4.5 Saul Bellow: *Herzog*

Seminar:

4.6 Susan Abulhawa: *Mornings in Jenin*

Module Five:

5.1 Ralph Waldo Emerson : “Self-Reliance”

5.2 Martin Luther King: “I Have A Dream”

5.3 Henry David Thoreau: *Walden* (Chapter 1 &2)

Seminar:

5.4 Ralph Ellison: *Invisible Man*

Texts for Consultation:

1. George Parker Anderson: *American Modernism*
 2. Daniel Hoffman: *The Harvard Guide to Contemporary American Writing*
 3. Linda Tihn Morser: *Contemporary Literature: 1970 to the Present*
 4. Jennifer Ashton: *From Modernism to Postmodernism*
 5. Alan Bilton: *An Introduction to Contemporary American Fiction*
 6. Robert .E. Spiller: *The Cycle of American Literature*
 7. F.O. Matthiessen: *The American Renaissance*
 8. Marcus Cunliffe: *The Literature of the United States*
 9. Ihab Hassan: *Radical Innocence*
 10. Paul .C. Conkins: *Puritans and Pragmatists*
 11. C. W. Bigsby: *Modern American Drama 1945- 2000*
 12. Leslie. A. Fiedler: *Love and Death in the American Novel*
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Semester 2 – Core Course 9:**[EN010204] -English Language History and Contemporary Linguistics**

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

To inculcate in the students awareness about the basic concepts of linguistics, the scientific study of language after initiating them into the history of English language.

Course Description:

The course, divided into five modules covers the important areas in linguistics and updates the pupil on the most recent advances in the theory of language study. The course has also taken into consideration the necessity to introduce the historical perspective of English language though not in detail. This should ideally prepare the student at one level with modern notions and concerns in the field of linguistics.

Module 1 Linguistics: Tradition and History with Reference to English

1.1 The Indo-European language family

1.2 Old English, Middle English, Modern English: Comparative linguistic features and evolution.

1.3 A descriptive and a prescriptive view on linguistic phenomena- emphasis on scientific study and analysis of language.

1.4 Basic Introduction to major sub disciplines of linguistics: Phonetics and phonology, Morphology, Semantics, Syntax, Pragmatics.

Module 2 Phonetics and Phonology:

2.1 General Phonetics, Cardinal Vowels, Consonants, Phonetic Transcription in practice

2.2 The phonemic theory: Phoneme, allophones, contrastive and complementary distribution, free variation, phonetic similarity, pattern congruency

2.3 Plurals & past tense in English as examples for phonologically conditioned alternation,

2.4 Rules and rule ordering in phonology (some examples)

2.5 Syllable, onset nucleus and coda, foot, prosody, stress, stress rules, intonation, rhythm

Seminar:

- 2.6 “Phonetics and phonology: understanding the sounds of speech”(Chapter 1, pages 1-30), Robert Kirchner, Department of Linguistics, University of Alberta, https://sites.ualberta.ca/~kirchner/Kirchner_on_Phonology.pdf

Module 3 Syntax

- 3.1 Traditional grammar – fallacies – Saussure, system and structure, language as a system of signs, Saussurean dichotomies: synchronic -diachronic, signifier- signified, syntagmatic – paradigmatic, langue – parole, form – substance,
- 3.2 Structuralism: Contributions of Bloomfield – IC Analysis – disambiguation using IC analysis, limitations of IC analysis –
- 3.3 PS grammar – PS rules: context free and context sensitive rules, optional and obligatory rules
- 3.4 TG Grammar Components – transformational and generative – Standard Theory

Seminar:

- 3.5 “Phrasal Structure and Verb Complementation”, Chapter 7, pages 163-190, The Structure of Modern English: A linguistic introduction, Laurel J. Brinton University of British Columbia.

Module 4 Morphology and Semantics

- 4.1 The notion of a morpheme, allomorphy, zero morph, portmanteau morph
- 4.2 Inflection and derivation, level I and Level II affixes in English, ordering between derivation and inflection, + boundary (morpheme level) and # boundary (word level) in affixation,
- 4.3 Word formation techniques: blending, clipping, back formation, acronyms, echo word formation, abbreviation etc.
- 4.4 Semantic relations Componential analysis, prototypes,
- 4.5 Implication, entailment, and presupposition
- 4.6 Semantic theories: sense and reference, connotation and denotation, extension and intension,
- 4.7 Truth Conditional semantics: propositions, truth values, determining the semantic value of a proposition, compositional procedure, terms and predicates, predicate logic, possible worlds semantics.

Seminar:

4.8 The Structure of a Semantic Theory, Jerrold J. Katz; Jerry A. Fodor, *Language*, Vol. 39, No. 2. (Apr. - Jun., 1963), pp. 170-210. <http://links.jstor.org/>

Module 5 Branches of Linguistics

5.1 Psycholinguistics: Definition and scope - child language acquisition – Innateness hypothesis – speech production, speech recognition – aphasia – slips – gaps

5.2 Socio Linguistics: definition and scope – structural and functional approach – speech community – speech situation – speech event – speech act – language planning – bilingualism- multilingualism-diglossia - (Language and gender & Language and politics - overview)- Pragmatics.

5.3 Applied linguistics: Definition and scope – language teaching and learning – contrastive analysis – error analysis – Translation-Computational linguistics.

5.4 Other Schools/ Approaches: Brief discussion about Case Grammar, Systemic Grammar, Stratification Grammar, Tagmemics, Indian Contribution to Linguistics, Paninian Phonology and the Karaka theory

Seminar:

5.5 Of Minds and Language, Noam Chomsky,
<http://www.ucd.ie/artspgs/meaningthree/mindslanguage.pdf>

Texts for Consultation:

1. Charles Barber: *The English Language: A Historical Introduction*. Cambridge: Cambridge University Press, 2000.
2. A. C. Baugh and T. Cable: *A History of the English Language*. London: Routledge. [fifth edition], 2002.
3. G. Cardona: *Panini: His Work and its Tradition*, vol. 1. Motilal Banarasi Das, Delhi, 1988.
4. Gennaro Chierchia and Sally McConnell-Ginet: *Meaning and Grammar: An Introduction to Semantics*. MIT Press, 1990.
5. Noam Chomsky: *Knowledge of Language: Its Nature, Origin and Use*. New York: Praeger, 1986
6. Noam Chomsky: *Syntactic Structures*, Berlin: Mouton de Gruyter, 1957/2002
7. Noam Chomsky: *Aspects of the Theory of Syntax*, Cambridge, Massachusetts: MIT Press, 1965.
8. Noam Chomsky: "Linguistics and Philosophy", in *Language and Philosophy: A Symposium*, Sidney Hook, (ed.), New York: New York University Press, 1969, 51–94.
9. Noam Chomsky: *Lectures on Government and Binding*, Dordrecht: Foris, 1982.

10. Noam Chomsky: The Science of Language, Cambridge:Cambridge University Press, 2012.
 11. J. D. Fodor: Semantics: Theories of Meaning in Generative Grammar. Hassocks, Sussex: Harvester Press, 1977.
 12. D. Freeborn: From Old English to Standard English. A course book in languagevariation across time. Houndsmill: Palgrave. [second edition], 1998
 13. V. Fromkin et al: Linguistics: an introduction to linguistic theory. Oxford: Blackwell, 2000.
 14. Geoffrey Leech: Semantics - The Study of Meaning. Second Edition. Penguin Books.
 15. Liliane Haegeman: Introduction to Government and Binding theory. Oxford & Cambridge, MA: Basil Blackwell, 1991.
 16. Henry Widdowson: Explorations in Applied Linguistics. Oxford: Oxford University Press, 1984.
 17. R. Jackendoff: Foundations of Language. Oxford University Press, 2002.
 18. Andreas H.Jucker: History of English and English Historical Linguistics. Stuttgart:Klett, 2004
 19. Krishnaswami, S.K.Verma, M. Naga Rajan: Modern Applied Linguistics: An Introduction. Madras: MacMillan, 1992.
 20. Leonard Bloomfield: Language. Great Britain, London and Aylesbury: Compton Printing Ltd., 1967, (8th Reprint).
 21. J. Lyons: Introduction to Theoretical Linguistics. Cambridge: CUP, 1977.
 22. S. Pinker: The Language Instinct, New York, NY: Harper Perennial Modern Classics, 1994/2007.
 23. E. Sapir: Language - An Introduction to the Study of Speech. New York Harcourt, Brace & World, 1921
 24. D. I. Slobin: Psycholinguistics. Glenview, IL Scott, Foresman and Company, 1974.
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**Semester 2 - Core Course 10:
[EN010205] -Thinking Theory**

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

This course aims at introducing students to certain core aspects of what is currently designated as 'literary theory' and also provide exposure to select current developments in this domain.

Course Description:

Conceived as interfaces, the course has 5 modules; ideally to be taught in the order in which the readings are listed.

Module 1 puts forth 3 readings which will serve as signposts that mark the moments that retrospectively are termed as turns to/within 'theory' – Jonathan Culler's 'over-view essay' on the emergence of 'Theory', Levis-Strauss' application of Saussurean Theory, and Derrida's critique of Levis-Strauss.

Module 2 situates the theoretical ruminations on Authorship and Discourse: Roland Barthes' "The Death of the Author" and Michel Foucault's "What Is an Author?" problematizes the hallowed assumptions of Literary Criticism; Robert J. C. Young's "Poems That Read Themselves" takes the unsettling deconstructive project of Poststructuralism forward.

Module 3 seeks to frame a reference wherein Psychoanalysis tackles issues pertaining to the Unconscious and Cognition: Shoshana Felman's "Beyond Oedipus: The Specimen Story of Psychoanalysis" traces the shift from Freud to Lacan; "The Phantom of Hamlet or the Sixth Act: Preceded by the Intermission of "Truth"" by Nicolas Abraham and Nicholas Rand is an interface where Literary Creativity takes Theory *per se* as its content!; Julia Kristeva's "Approaching Abjection" throws light on how insights from psychoanalysis enrich our understandings of contemporary [literary] cultures.

Module 4 has three readings, which in tandem present a discussion platform that goes beyond the normative heterosexual assumptions of Identity and even Feminism – in fact it *Queers* the Gender dynamic: Judith Butler's "Performativity, Precarity and Sexual Politics", Judith Halberstam's "Queer Temporality and Postmodern Geographies" and Eve Sedgwick's "Paranoid Reading and Reparative Reading", all are focused on the Liminality and Transitivity that are often overlooked to shore up the normative Male-Female dynamic.

Module 5 is in many ways a 'Post-postcolonial Turn': Critical Race/Ethnic Studies. In encountering bell hooks' two short pieces, "Postmodern Blackness" & "Marginality as a Site of Resistance." along with Stuart Hall's "Gramsci's Relevance for the Study of Race and Ethnicity" and Barbara Christian's "The Race for Theory", it is hoped that the student/reader will be illumined as to the way the [dominant-normative] Self *disavows* its encounter with the Othered-Marginal.

Module 1 [Change of Stance - 'Criticism to Theory']:

1.1 Jonathan Culler: 'What is Theory?' in *Literary Theory: A Very Short Introduction*

1.2 Claude Levi-Strauss: "The Structural Study of Myth"

1.3 Jacques Derrida: "Structure, Sign and Play..." in *Margins of Philosophy*

Module 2 [Post-StructuralDeconstructions – ‘Authorship and Discourse’]:

2.1 Roland Barthes: “The Death of the Author”

2.2 Michel Foucault: “What Is an Author?”

Seminar:

2.3 Robert J. C. Young: “Poems That Read Themselves.”

Module 3 [Psychoanalysis – ‘Unconscious and Cognition’]:

3.1 Shoshana Felman: “Beyond Oedipus: The Specimen Story of Psychoanalysis.”

3.2 Nicolas Abraham and Nicholas Rand: “The Phantom of Hamlet or the Sixth Act: Preceded by the Intermission of “Truth”” in *Diacritics*, Vol. 18, No. 4 (Winter, 1988)

Seminar:

3.3 Julia Kristeva: “Approaching Abjection” in *Powers of Horror: An Essay on Abjection*

Module 4 [Queering Gender – ‘Liminality and Transitivity’]:

4.1 Judith Butler: “Performativity, Precarity and Sexual Politics” in *Powers of Horror*

4.2 Judith Halberstam: “Queer Temporality and Postmodern Geographies” in *In a Queer Time and Place: Transgender Bodies, Subcultural Lives*

Seminar:

4.3 Eve Kosofsky Sedgwick: “Paranoid Reading and Reparative Reading” from *Touching Feeling*

Module 5 [Critical Race/Ethnic Studies – ‘Self and the Othered-Marginal’]:

5.1 bell hooks: “Postmodern Blackness” in *Norton Anthology of Theory and Criticism*, 1990 & “Marginality as a Site of Resistance.” in Russell Ferguson, Martha Gever, Trinh T. Minh-ha, Cornel West (eds) *Out there: marginalization and contemporary cultures*, MIT Press, New York, 1990

5.2 Stuart Hall: “Gramsci’s Relevance for the Study of Race and Ethnicity,” in *Journal of Communication Inquiry* (1986)

Seminar:

5.3 Barbara Christian: “The Race for Theory”

Specific Additional Readings:

0. Frederic Jameson: ““End of Art or ‘End of History’?” in *The Cultural Turn*.

1. Michel Foucault: “Nietzsche, Genealogy, History,” In Donald F. Bouchard (ed.), *Language, Counter-memory, Practice*

2. Jacques Derrida: “Différance” in *Margins of Philosophy*

3. Kwame Anthony Appiah: “Is the Post- in Postmodernism the Post- in Postcolonial?” *Critical Inquiry* Vol. 17, No. 2 (Winter, 1991), pp. 336-357

4. Edward Said: “Travelling Theory” in *The Edward Said Reader*

5. Terry Eagleton: “The Politics of Amnesia” in *After Theory*

6. Andrzej Warminski: "The Future Past of Literary Theory" *Canadian Review of Comparative Literature*, September-December, 2006
7. Dr. Vince Brewton: "Literary Theory" - University of Tennessee's *Internet Encyclopedia of Philosophy*
8. Louis Althusser: "Ideology and Ideological State Apparatuses"
9. Theodore Adorno: "Commitment"
10. Frantz Fanon: "Racism and Culture". (*African Philosophy: An Introduction* AP: A1)
11. Paul Gilroy: "The Black Atlantic" (Rivkin & Ryan)
12. Cornel West: "Moral Reasoning vs Racial Reasoning" (AP: A1)
13. Toni Morrison: "Playing in the Dark" (Rivkin & Ryan)
14. bell hooks: "Racism and Feminism" (AP : A1)
15. Jotiba Phule: "Racism Exposed in India Under the Guise of Brahmanism"
16. Andrew Bennett and Nicholas Royle: "Uncanny" [pp 34 – 42] in *An Introduction to Literature, Criticism and Theory* [Third edition]
17. Vince Brewton: 'Literary Theory'.

Texts for Consultation:

1. Kwame Anthony Appiah: *In My Father's House: Africa in the Philosophy of Culture*
2. Gregory Castle: *The Blackwell Guide to Literary Theory*, 2007
3. Andrew Bennett and Nicholas Royle: *An Introduction to Literature, Criticism and Theory* [Third edition]
4. M. A. R. Habib: *Literary Criticism from Plato to the Present: An Introduction*
5. David Lodge ed.: *Modern Criticism and Theory: A Reader*
6. Terry Eagleton: *Literary Theory: An Introduction*
7. Hans Bertens: *Literary Theory* [The Basics series]
8. Catherine Belsey: *Critical Practice*
9. Peter Barry: *Beginning Theory*
10. Graham Allen: *Roland Barthes*
11. Sara Mills: *Michel Foucault*
12. Christopher Norris: *Deconstruction: Theory and Practice*
13. Gerald Graff: *Professing Literature*
14. Terence Hawkes: *Structuralism and Semiotics*
15. Kiernan Ryan: *New Historicism and Cultural Materialism: A Reader*
16. Raymond Williams: *Marxism and Literature*
17. Michael Payne & John Schad (eds): *Life after Theory*
18. Robert Rogers: *A Psychoanalytical Study of the Double in Literature*
19. Lillian Feder: *Madness in Literature*
20. Phyllis Chesler: *Women and Madness*
21. Susan Sontag- *Illness as Metaphor*

Semester 3 - Core Course 11:

[EN010301] -Reading India

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

The course is intended to provide an insight to the historical, cultural and literary heritage of India by acquainting the students with major movements and figures of Indian literature in English. Questions of language, nation and aesthetics figure prominently among the objectives of this course.

Course Description:

The course explores the origin and growth of Indian writing in English especially in the colonial and post colonial context. Representative selections from all the four major genres of Poetry, Prose, Novel and Drama which highlight the evolution of the coloniser's language in the native soil, the differences in the thematic and stylistic aspects between the pre independence and post independence periods will be studied in detail. The problem of modernisation in Indian writing in English, the Diaspora and the quest for identity also will be focussed. A close study of select literary texts including translations of regional literatures is expected to acquaint the students with the cultural diversity of the country as well as the Indian philosophy reflected in these writings.

Module 1 [Essays]:

1.1 A.K. Ramanujan: "Is there an Indian Way of Thinking?"

1.2 P.P Raveendran: "Genealogies of Indian Literature". Economic and Political Weekly. Vol 41. No. 25. June 24-26, 2006. Pp 2558-2563.

1.3 Meenakshi Mukherjee: "The Anxiety of Indianness" in *The Perishable Empire*. PP 166-185.

Module 2 [Poems]:

2.1 Toru Dutt: Our Casuarina Tree

2.2 Sarojini Naidu: An Indian Lovesong

2.3 Rabindranath Tagore: The Child, *Gitanjali* (section 35)

2.4 Nissim Ezekiel: Minority Poem

2.5 K. Sachidanandan: How to go to the Tao Temple

2.6 Jayanta Mahapatra: The Whorehouse in a Calcutta Street

2.7 Kamala Das: The Old Playhouse

2.8 Ranjit Hosekote: Madman

2.9 C.P. Surendran: At the Family Court

Seminar:

2.10 Syed Amaruddin: Don't Call Me Indo-Anglian

2.11 Sujata Bhatt: Muliebrity

Module 3 [Plays]:

3.1 Girish Karnad: *The Fire and the Rain*

3.2 Mahesh Dattani: *Tara*

Seminar:

3.3 G.P. Deshpande: *A Man in Dark Times*

Module 4 [Fiction]:

4.1 R.K. Narayan: *The Guide*

4.2 Salman Rushdie: *Midnight's Children*

4.3 Amitav Ghosh: *The Shadow Lines*

4.4 Arundhati Roy: *God of Small Things*

Seminar:

4.5 Living Smile Vidya: *I am Vidya: A Transgender's Journey*

Module 5 [Regional Writings]:

5.1 Bankim Chandra Chatterjee: *Ananda Math*

5.2 U.R. Ananthamurthy: *Samskara*

5.3 Anand: *Vyasa and Vigneshwara*

5.4 Sharan Kumar Limbale: *Akkarmashi*

Seminar:

5.5 K.R. Meera: *Hangwoman*

Texts for Consultation:

1. K.R Sreenivasan Iyengar :*Indian writing in English*

2. Salman Rushdie: *Imaginary Homelands*

3. Meenakshi Mukherjee:*Twice Born Fiction : Indian Novel in English*

4. Rajeswari Sunder Rajan: *Lie of the Land*

5. Susie Tharu: *Subject to Change: Teaching Literature in the Nineties*

6. Ashish Nandi: *The Intimate Enemy*

7. G N Devy: *After Amnesia*

8. Sujit Mukherjee: *Translation as Discovery*

9. R. Pardhasaradhy (ed.):*Ten Twentieth Century Indian Poets*

10. A K Mehrotra (ed.):*An Illustrated History of Indian Literature in English*

11. Eunice D' Souza (ed.): *Nine Indian Women Poets: an Anthology*

12. M.K.Naik: *Aspects of Indian Writing in English*

**Semester 3 - Core Course 12:
[EN010302]-Postcolonial Fiction**

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

To introduce the students to the discursive nature of colonialism, and the counter-discursive impulses of postcolonial theory, narratives and texts.

Course Description:

The course attempts to cover through representative texts the writing, reading and critical-theoretical practices based on the (post)colonial experience. While a segment of the course addresses the consequences of European expansion and the creation and exploitation of the 'other' worlds, the course also addresses 'internal colonisations' of diverse kinds.

Module 1 is a conceptual orientation; it includes extracts from three of the 'seminal' writings on what 'postcoloniality' is all about.

Module 2 is India-specific; it has a slight slant towards 'hybridity' 'spectrality' and 'subalternity' - as the texts by Gayatri Spivak, Homi Bhabha, Salman Rushdie, and C Ayyappan would amply attest.

Module 3 is a choice take on West Asia; alongside the unavoidable Edward Said, this section tries to tease out a familiarity with 'Arabic' literature as it engages itself in postcolonial concerns.

Module 4 is on Africa. It might appear that this section is in a curious sense 'patriarchal'! However, the selection-choice has to do with the weight of cultural capital that these authors bring, and also the understanding that non-male voices have adequate representation in other courses within the same syllabus.

Module 5 is on South America/Caribbean. Here the effort is to try and wrench this writing corpus from the analytical frame that reduces it to the Magic Realist/Fabulist mode.

Module 1 [Conceptual]:

- 1.1 Bill Ashcroft, Gareth Griffiths & Helen Tiffin: "Cutting the Ground: Critical Models of Post-Colonial Literatures" in *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge, 1989. (Chapter 1 PP.15-37)
- 2.2 Dipesh Chakrabarty: "Introduction: The Idea of Provincialising Europe" in *Provincialising Europe: Postcolonial Thought and Historical Difference*
- 3.3 Ania Loomba: "Feminism, Nationalism and Postcolonialism" in *Colonialism/Postcolonialism*

Module 2 [India]:

- 2.1 Homi K. Bhabha: "Of Mimicry and Man: The Ambivalence of Colonial Discourse" in Homi K. Bhabha. *Location of Culture*. Routledge, 1994. (PP.85-92)
- 2.2 Gayatri Chakravorty Spivak: "The Burden of English" in Gregory Castle (ed) *Postcolonial Discourses: An Anthology*

Seminar:

2.3 Salman Rushdie: *East, West* [“The Prophet’s Hair” & “Yorick”]

2.4C Ayyappan: “Spectral Speech” & “Madness” [V. C. Harris translation...]

Module 3 [West Asia]:

3.1 Edward W. Said: “Narrative and Social Space” in *Culture and Imperialism*

3.2 Tayeb Salih: *Season of Migration to the North*

Seminar:

3.3 Assia Djebar: *Women of Algiers in Their Apartment* [“Day of Ramadan”]

3.4 Najwa Qa‘war Farah: *For Whom Does Spring Come* [“The Worst of Two Choices or The Forsaken Olive Trees”]

3.5 Khayriyah Ibrahim as-Saqqaf: “The Assassination of Light at the River’s Flow”

Module 4 [Africa]:

4.1 Frantz Fanon: “On National Culture” in *The Wretched of the Earth*.

4.2 Chinua Achebe: “An Image of Africa: Racism in Conrad’s *Heart of Darkness*” in *Hopes and Impediments*.

Seminar:

4.3 Ngugi wa Thiong’o: *Secret Lives and Other Stories* [“Minutes of Glory”] & Hellen Nyana [“Waiting”]

4.4 J.M. Coetzee: *Waiting for the Barbarians*

Module 5 [Americas/Carribbean]:

5.1 José Rabasa: Allegories of Atlas in *The Postcolonial Studies Reader*

5.2 Juan Rulfo: *Pedro Páramo*

Seminar:

5.3 Clarice Lispector (Brazil): “Looking for Some Dignity” & Maria Virginia Estenssoro (Bolivia): “The Child That Never Was” in Celia Correás de Zapata (ed): *Short Stories by Latin American Women: The Magic and the Real*

5.4 Jean Rhys: *Wide Sargasso Sea*.

Specific Additional Readings:

1. Wail S. Hassan: “Postcolonial Theory and Modern Arabic Literature: Horizons of Application”, *Journal of Arabic Literature*, Vol. 33, No. 1 (2002), pp. 45-64

2. Wail S. Hassan: “Postcolonialism and Modern Arabic Literature: Twenty-First Century Horizons” in Anna Ball, Karim Mattar (eds): *The Edinburgh Companion to the Postcolonial Middle East*

3. Graham Holderness: “Arab Shakespeare: Sulayman Al-Bassam’s *The Al-Hamlet Summit*”, *Culture, Language and Representation*, Vol IV, 2007, pp. 141-150

4. Graham Huggan: “Decolonizing the Map” in *The Postcolonial Studies Reader*

5. Gayatri Chakravorty Spivak: “A Literary Representation of the Subaltern” in *In Other Worlds/ Subaltern Studies 5*

6. Gayatri Chakravorty Spivak: “Can the Subaltern Speak?”

7. George Lamming: "A Monster, a Child, a Slave" in *Pleasures of Exile*. Univ. of Michigan Press, 1960. (PP. 95-117)
8. P. A. Aborisade: "National and Revolutionary Consciousness: Two Phases of Ngugi's Artistic Praxis", *Ufahamu: A Journal of African Studies*, 18(2) 1990
9. Udayakumar: "The Strange Homeliness of the Night: Spectral Speech and the Dalit Present in C. Ayyappan's Writings," *Studies in Humanities and Social Sciences*, XVII: 1 and 2 (2010, pub. 2013) pp. 177-91.
10. Ngugi wa Thiong'o: 'The Language of African Fiction' in *Decolonising the Mind*

Texts for Consultation:

1. Bill Ashcroft, Gareth Griffiths, Helen Tiffin: *Key Concepts in Post-Colonial Studies*, Routledge
2. Bill Ashcroft, Gareth Griffiths, Helen Tiffin (eds.): *The Post-Colonial Studies Reader*, Routledge
3. Bill Ashcroft, Gareth Griffiths & Helen Tiffin: *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge
4. John McLeod: *Beginning Postcolonialism*. Manchester Univ. Press
5. Ania Loomba: *Colonialism/Postcolonialism*. Routledge
6. Leela Gandhi: *Postcolonial Theory: An Introduction*. Edinburgh Univ. Press
7. Elleke Boehmer: *Colonial and Postcolonial Literature*. OUP
8. Gregory Castle (ed.): *Postcolonial Discourses: An Anthology*. Blackwell
9. Padmini Mongia (ed.): *Contemporary Postcolonial Theory: A Reader*. Arnold
10. Francis Barker, Peter Hulme & Margaret Iversen (eds.): *Colonial Discourse/Postcolonial Theory*. Manchester Univ. Press
11. Homi K. Bhabha (ed.): *Nation and Narration*. Routledge
12. Donna Landry & Gerald MacLean (ed.): *The Spivak Reader*. Routledge
13. Edward Said: *Orientalism*. Penguin
14. Aijaz Ahmed: *In Theory: Classes, Nations, Literatures*. Verso
15. Robert Young: *Colonial Desire: Hybridity in Theory, Culture and Race*. Routledge
16. Helen Gilbert: *Postcolonial Plays: An Anthology*
17. Sarankumar Limbale: *Towards an Aesthetics of Dalit Literature*
18. Cornel West: *Race Matters*
19. Frantz Fanon: *The Wretched of the Earth*
20. Paul Gilroy: *There Ain't Any Black in the Union Jack*
21. bell hooks: *Ain't a Black Woman*
22. Paul Gilroy: *Small Acts*

**Semester 3 - Core Course 13:
[EN010303] -Body, Text and Performance**

Total Credits: 4
Total Hours: 25
Weightage:

Objectives:

The objectives of the course include facilitating an understanding of the basic structural, thematic and theoretical patterns which govern the poetic process, especially in its relation to the performative or the theatrical.

Course Description:

The interface between the verbal and the visual is the area under discussion here. Drama, Theatre, Body, Performance and performativity need to undergo close scrutiny here. The way the aspects of power and powerlessness are constructed and performed have to be analyzed. One cannot disregard the cinematic medium in a study of performance. Theatres, dealing with issues like gender, ethnicity, caste etc. need to be introduced. Anti-Aristotelian notions like Alienation Effect, modern dramatic modes like Comedy of Menace, the techniques of cinematic adaptations, etc. are also to be discussed in connection with the texts. Though seemingly different, Expressionism and similar modes of theatrical performance should be made part of classroom discussion. Other performance patterns like dance, performance in the form of gender/transgender/autobiography have also to be seriously considered within the gamut of this paper.

Module 1 [Theoretical]:

Discusses the theories of body, performance, gender, power needed for critical deliberations in the ensuing modules.

1.1 Richard Schechner: “What is Performance Studies?” & “What is Performance?”

(Performance Studies: An Introduction (Third Edition), Chapter 1, PP. 1-5 & Chapter 2, PP 28-31)

1.2 Judith Butler: Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory (Theatre Journal, Vol.40 PP. 519-531)

1.3 Jen Pylypa: Power and Bodily Practice: Applying the Work of Foucault to an Anthropology of the Body (Arizona Anthropologist, Vol. 13, PP. 21-36, 1998.)

Module 2 [Desire]:

Here is desire dramatized in terms of expressive, subtle and didactic modes. The first play presents elements of Expressionism, the second gives an idea of Comedy of Menace, and the third introduces Epic Theatre, Alienation Effect and the musical Opera. They all speak about violence on the body and mind of desire in myriad forms.

2.1 Tennessee Williams: *A Street Car Named Desire*

2.2 Harold Pinter: *The Birthday Party*

Seminar:

2.3 Bertolt Brecht: *The Three-penny Opera*

Module 3 [Gender/Transgender]:

This module is about gender/transgender and its theatrical dimensions. “Lysistrata” provides a slice of the classical Greek comedy playing again in an arguably subversive mode the male gaze through feminine eyes. “Ruined” is set in Congo, a reworking on the lines of Brecht’s *Mother Courage*, yet surely a deviation, speaking about the horrors of rape at the time of an African civil war. “A Friend’s Story” mediates a love triangle involving a lesbian relation, set in Mumbai, at a time when homosexuality in India was a crime. “A Mouthful of Birds” is an ensemble of unnatural plots and theatrical performances, staged in an avant-garde fashion, discussing female violence and transgressions of gender norms through madness correlated with one another using themes from *The Bacchae* of Euripides.

3.1 Aristophanes: *Lysistrata*

3.2 Lynn Notage: *Ruined*

3.3 Vijay Tendulkar: *A Friend’s Story* (Mitrachi Goshta)

Seminar:

3.4 Caryl Churchill and David Lan: *A Mouthful of Birds*

Module 4 [Autobiography/Performance]:

Other performances in the sense of gender as performance: Isadora Duncan’s dance, seen through her autobiography- even autobiography as performance; a Bollywood sports biopic on Mary Kom; American Queer Theatre struggling to carve a niche in the popular Broadway as narrated through the personal experiences of playwright, performance artiste and gender theorist Kate Bornstein, an avowed gender non-conformist, along with her play that appears as a chapter of the autobiography.

4.1 Isadora Duncan: *My Life* (Autobiography)

4.2 Omung Kumar: *Mary Kom* (Biopic)

Seminar:

4.3 Kate Bornstein: *Queer Life/Queer Theatre & Hidden: A Gender, a play in two acts* (“Gender Outlaw: On Men, Women and the Rest of us”, Chapters 14 & 15, PP. 187-275) – (Autobiography)

Module 5 [Cinematic Dimensions; Race/Caste]:

Cinematic tellings/adaptations dealing with the issues of race, slavery and caste feature in this module. The problematizing of the binaries of villain and superhero, the black and the white etc., and the play and the critique of stereotypes are all ingredients which spice up the module. The debates are set to tone in the deftly crafted “Unbreakable” by the Indian-American Director Manoj Nellyyattu Shyamalan. William Shakespeare’s play *Othello* adapted into the Indian

context in Vishal Bhardwaj's "Omkaara" throw light on the dark recesses of racism and caste politics. Set against the brutal and vulgar feudal system in Kerala, scripted by P. Balachandran and directed by Rajeev Ravi, "Kammattipaadam", the third film, marks the ways in which the human bodies here have been socially and culturally constructed, cutting through time and space.

5.1 Andrew Dix: "Films and Ideology" (Ch. 8 of *Beginning Film Studies* PP.229-268)

5.2 M. Night Syamalan: *Unbreakable*

5.3 Vishal Bhardwaj: *Omkaara*

Seminar:

5.4 Rajeev Ravi: *Kammattipaadam*

Specific Additional Readings:

1. Descartes: Mind-body dualism (The Principles of Philosophy, PP.60-65)
2. Richard Schechner: *Performance Studies: An Introduction* (Third Edition)
3. Philip C. Kolin: Roland Barthes, Tennessee Williams, and "A Streetcar Named Pleasure/Desire": JSTOR.
4. Aloysia Rousseau: Harold Pinter's *The Birthday Party* (1958) and *The Dumb Waiter* (1960) or the Intermingling of Farce and Menace.
5. Alice Rayner: Harold Pinter: Narrative and Presence. JSTOR.
6. Bertolt Brecht: The Street Scene: The Basic Model of an Epic Theatre
7. Kim H. Kowalke: Singing Brecht vs. Brecht Singing: Performance in Theory and Practice. **8.** Alexander G. Harrington: Directing "The Three-penny Opera"
9. Emily B. Klein. *Sex and War on the American Stage: Lysistrata in Performance, 1930-2012.*
10. Carmen Mendez Garcia: "This is my Place, Mama Nadi's": Feminine Spaces and Identity in Lynn Nottage's *Ruined*.
11. Rebecca Ashworth and Nalini Mohabir: *Ruined: From Spectacle to Action*
12. Fatimah Saleh Ali Al-Humoud: Violence against Women: A Feminist Study of Women's Situation during the Civil War of the Democratic Republic of Congo in Lynn Nottage's *Ruined*.
13. Rohini Hattingady: Note on *A Friend's Story*. Collected Plays in Translation. **14.** Priyanka Chandel: Engendered Subjectivities: Construction of Queer Identity in Vijay Tendulkar's *A Friend's Story* and Mahesh Dattani's *On a Muggy Night in Mumbai* (Thesis).
15. Hidden: A Gender, a play in two acts <https://www.youtube.com/watch?v=fFD8NpA3hec>
16. Bina Toledo Freiwald: Becoming And Be/Longing: Kate Bornstein's *Gender Outlaw* and *My Gender Workbook*
17. Ann Daly: Isadora Duncan's Dance Theory (Dance Research Journal, Vol. 26, No. 2 (Autumn, 1994), pp. 24-31)
18. Sudhish Kamath: Mary Kom, about the Heroine, not the Boxer. The Hindu. Sept. 05, 2014.
19. M.C. Mary Kom: *Unbreakable: An Autobiography*
20. Valerie Bonnet: Sport in Films: Symbolism versus Verismo. Film Genre Theory, Sports Films, Towards Defining Sports Films (The French Journal of Media Studies)
21. Laura Nutten: Madness and Signification in *A Mouthful of Birds*

22. Ronald L. Jackson II: “Black Masculine Scripts” (*Scripting the Black Masculine Body: Identity, Discourse and Politics in Popular Media*, Chapter 3, PP. 73-102).
23. Dave Schilling: Unbreakable: The Film that Launched our Modern Superhero Renaissance.
24. Brinda Charry and Gitanjali Shahani: The Global as Local/Othello as “Omkara”
25. Rebecca Dmello: Constrained Women in “Omkara”: Marriage, Mythology, and Movies.
26. SakshamSharda: Black Skin, Black Castes: Overcoming a Fidelity Discourse in Bhardwaj’s “Omkara”
27. Sonali Pattnaik: Adaptation as ‘Becoming Other’: A Study of the Film “Omkara”
28. Sreedhar Pillai: How Malayalam film “Kammatipaadam” shatters stereotypes about caste and complexion
29. Siddhant Adlakha: Fantastic Fest: “Kammatipaadam” is a Crime Masterpiece.
30. Latha V.K and Remya R.: Historical Revisionism in “Kammattippadam”: A Regional Chronicle Of Dalit History
31. Interviews with Vinayakan:
<https://www.youtube.com/watch?v=e1sFQoReIech>
<https://www.youtube.com/watch?v=zk1MUQiQUAg&t=173s>

Texts for Consultation:

1. Philip B. Zarilli: Acting (Re) Considered: A Theoretical and Practical Guide
2. Philip Auslander: From Acting to Performance (“Just be your Self”: Logocentrism and Differance in Performance Theory)
3. Philip Auslander: Liveness: Performance in a Mediatized Culture
4. David Krasner and David Z. Saltz: Staging Philosophy: Intersections of Theatre, Performance, and Philosophy
5. Deidre Heddon: Autobiography and Performance (Theatre and Performance Practices).
6. Robert Scholes et. al. (Ed.): “The Elements of Film” Elements of Literature
7. Keir Elam: Semiotics of Theatre and Drama
8. Alex Siers Ed.: The Methuen Drama Book of Twenty-First Century Plays
9. Shohini Chowdhuri: Feminist Film Theorists: Laura Mulvey, Kaja Silverman, Terese de Lauretis, Barbara Creed
10. Eric Lane Ed.: Telling Tales: New One Act Plays
11. Kenneth Pickering: Studying Modern Drama
12. Christian Metz: Film Language
13. Henry Bial (Ed.): The Performance Studies Reader
14. Julie Sanders: Adaptation and Appropriation
15. Marvin Carlson: Performance: A Critical Introduction
16. Johan Huizinga: Homo Ludens
17. Women’s Theatre Group (WTG) & Elaine Feinstein: Lear’s Daughters (Adaptations of Shakespeare: A Critical Anthology of Plays from the Seventeenth Century to the Present (Eds.) Daniel Fischlin, Mark Fortier)

Semester 3 – Core Course 14:
[EN010304] -Literature and Gender

Total Credits: 3

Total Hours: 25

Weightage:

Objectives:

The course seeks to highlight the historic, thematic and cultural concerns that literature attempts against the backdrop of gender issues. A theoretical framework is provided whereby gender issues are examined, paying special attention to the fundamental political, religious and social issues that shape gender relations, thereby viewing gender as a fluid rather than a *mere* fixed hetero-normative Male-Female concept.

Course Description:

The ‘woman quotient’ in Gender Studies is mapped in the first module where the concept of Masculinity which looms large in a patriarchal social order is also examined .The learner is taken on a poetic voyage through *écriture feminine* in the second module. The third section interrogates the social stakes involved in being a woman and addresses the issue of Gender and Community Identity. The fourth section addresses the problematic issues of Lesbian and Black identity. The last module is an exclusive study of the issue of patriarchal oppression portrayed in various Indian languages over the decades.

Module 1:

- 1.1 Elaine Showalter; “The Female Tradition” from *A Literature of their Own.(Feminisms: An Anthology of Literary Theory and Criticism* Ed. Robyn R. Warhol & Diane Price Herndl. pp 269-88)
- 1.2 Patricia Hill Collins: “The Power of Self-Definition”. (*Black Feminist Thought* pp 107-32)
- 1.3 Susan Jeffords: “Masculinity as Excess in Vietnam Films: The Father/Son Dynamic of American Culture”. (*Feminisms: An Anthology of Literary Theory and Criticism* Ed. Robyn R. Warhol& Diane Price Herndl 988-1010)

Module 2:

- 2.1 Sappho: Ode to Aphrodite
- 2.2 Auvaiyar: “Real Freedom”
- 2.3 AkkaMahadevi: “It was like a Stream”
- 2.4 Phyllis Wheatley: “On being brought from Africa to America”
- 2.5 Margaret Atwood: “Helen of Troy does Countertop Dancing”
- 2.6 Kamala Das: “An Introduction
- 2.7 Imtiaz Dharker: “Purdah”

Seminar:

- 2.8 Taslima Nasrin: “Things Cheaply Had”
- 2.9 Kishwar Naheed: “The Grass Is Really Like Me”
- 2.10 Meena Kandaswamy: “Princess in Exile”
- 2.11 Meena Alexander: “Illiterate Heart”

Module 3:

- 3.1 Bapsi Sidwa: The Ice Candy Man
- 3.2 Sylvia Plath: The Bell Jar
- 3.3 Alice Walker: Color Purple

Seminar:

- 3.4 Virginia Woolf: The Hours

Module 4:

- 4.1 Revathy. A.: The Truth About Me: A Hijra Life Story
- 4.2 Maya Angelou: I know Why the Caged Bird Sings
- 4.3 Lorraine Hansberry: Raisin in the Sun

Seminar:

- 4.4 Chimamanda Adichie: “We should all be Feminists,” Ted talk,
(https://www.ted.com/talks/chimamanda_ngozi_a_dichie_we_should_all_be_feminists#t-181958)
- 4.5 Rebecca Walker: “Becoming the Third Wave” (United States 1992) { *The Essential Feminist Reader* Ed. Estelle. B. Freedman 397-401 }

Module 5:

- 5.1 Lalithambika Antharjanam: Pratikaradevatha (Transl. Gita Krishnankutty *Women Writing in India Vol: I*) (490-501)
- 5.2 Prathibha Ray: The Blanket (Transl. Jayanta Mahapatra. *Women Writing in India Vol: II*) (512-23)
- 5.3 Ajeet Cour: Dead End (*Speaking for Myself: An Anthology of Asian Women’s Writing*) (369-85)
- 5.4 Rokeya Sakhwat Hossain: Sultana’s Dream (*Women Writing in India Vol: I*) (342-351)
- 5.5 Hamsa Wadkar: I’m Telling You Listen (*Women Writing in India Vol: I*) (190-196)
- 5.6 Sajitha Madathil: Kaalinaadakam (Translated by Anand Haridas in *Indian Literature* No 303, January/February 2018, Vol LXI No. 1)
- 5.7 Susie Tharu & J. Lalitha: The Twentieth Century: Women Writing the Nation (43-78)

Seminar:

- 5.8 Sara Joseph: Black Chinks (Translated by J. Devika in *The Oxford Anthology of Modern Malayalam Literature* Ed. P. P. Raveendran & G. S. Jayasree) (280-88)
- 5.9 S. Sithara: Fire (Translated by Jayasree Ramakrishnan in *The Oxford Anthology of Modern Malayalam Literature* Ed. P. P. Raveendran & G. S. Jayasree) 393-98

Texts for Consultation:

1. Robyn R. Warhol & Diane Price Herndl (eds): *Feminisms: An Anthology of Literary Theory and Criticism*
2. Estelle B. Freedman (ed): *The Essential Feminist Reader*
3. Susie Tharu & J. Lalitha (ed): *Women Writing in India*, vols I & 2
4. Patricia Hill Collins: *Black Feminist Thought*
5. Sukrita Paul Kumar and Malashri Lal (eds): *Speaking for Myself: An Anthology of Asian Women's Writing*
6. Shosanna Feldman; "Women and Madness: the Critical Fallacy" in *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism*. Ed, Catherine Belsey & Jane Moo
7. P. P. Raveendran & G. S. Jayasree Ed. *The Oxford Anthology of Modern Malayalam Literature (Vol I&II)*
8. J. Devika: *En-gendering Individuals: The Language of Re-forming in Early Twentieth Century Keralam* (Orient Black Swan)
9. Claire Colebrook: *Gender* (transitions - Gen Editor Julian Wolfreys)
10. Toril Moi: *Sexual/Textual Politics*
11. Simone de Beauvoir: *The Second Sex*
12. Kate Millet: *Sexual Politics*
13. Elaine Showalter: *A Literature of Their Own*
14. Isobel Armstrong: *New Feminist Discourses*
15. Judith Butler: "Imitation and Gender Insubordination" in Diana Fuss(ed) *Inside Out : Lesbian Theories*
16. Helene Cixous: "The Laugh of the Medusa" in Elaine Marks & Isabelle de Courvitron (Ed) *New French Feminism*
17. Monique Wittig: *The Straight Mind and Other Essays*
18. Rebecca Walker: "How my mother's fanatical views tore us apart,"
<http://www.dailymail.co.uk/femail/article1021293/How-mothers-fanatical-feministviews-tore-apart-daughter-The-Color-Purpleauthor.html>
19. Bell hooks: "Black Women Shaping Feminist Theory," *Feminist Theory: From Margin to Center*, 1984
20. Virginia Woolf: "Professions for Women," in *Women and Writing & A Room of One's Own*

Semester 4 - Core Course 16:
[EN010401]-Cultural Studies

Total Credits: 3

Total Hours: 25

Weightage:

Objectives: To introduce students to certain interpretive strategies commonly employed in Cultural Studies. Emphasis is on overt interdisciplinary approaches to exploring how cultural processes and artifacts are produced, shaped, distributed, consumed, and responded to in diverse ways.

Course Description:

“It is —a tendency across disciplines rather than a discipline itself.” By transgressing disciplinary boundaries, Cultural Studies suggests a “remapping of the humanities.”

Module 1 is axiomatic in the sense that the 3 readings taken from Raymond Williams, Stuart Hall, and John Storey set the stage for the subsequent engagements.

Module 2 draws attention to the pervading cultural semiosis that one can discern in societies the world over. The readings from Guy Debord, R. Nandakumar, and David Forgacs offer ways by which one can understand the methodologies of representation and the decoding of such social signs as such.

Module 3 is all about the different modes that Lifestyles assume. The readings from Michel de Certeau, Pierre Bourdieu, and George Simmel offer means by which we can and ‘read’ the various negotiations of socio-cultural identities.

Module 4 is the terrain of ‘Homo Ludens’ – the playing human. The writings of Roland Barthes, Abilash Nalapat/Andrew Parker, and Amanda Roth/Susan A. Basow draw attention to the poetics and politics of sports-as-myth.

Module 5 is an assemblage that can be termed ‘Manifestoes.’ The readings from Arjun Appadurai, Achille Mbembe, and *Jacques Rancière* form an inter-textual deep-play network that constellates to draw attention to the horizon of cultural certitudes, expectations and anxieties that deserve thorough academic scrutiny.

Module 1 [Axioms]:

1.1 Raymond Williams: “The Analysis of Culture”

1.2 Stuart Hall: “The Emergence of Cultural Studies and the Crisis of the Humanities.”

1.3 John Storey: “What is Popular Culture?” (pp 1-16 in *Cultural Theory and Popular Culture*)

Module 2 [Representations]:

2.1 Guy Debord: “The Commodity as Spectacle.”

2.2 R Nandakumar: “The Missing Male: The Female Figures of Ravi Varma and the Concepts of Family, Marriage and Fatherhood in Nineteenth century Kerala” (*South Indian Studies*, No.1, Jan-June, 1996)

Seminar:

2.3 David Forgacs: “National-popular: Genealogy of a concept” in Simon During (ed) *The Cultural Studies Reader*.

Module 3 [Lifestyles]:

3.1 Michel de Certeau: “Walking in the City” in Simon During (ed) *The Cultural Studies Reader*.

3.2 Pierre Bourdieu: “Distinction: A Social Critique of the Judgement of Taste” in Carole Counihan and Penny van Esterik (eds), *Food and Culture: A Reader*, Routledge, 2013, pp 31-40

Seminar:

3.3 George Simmel: “Fashion”

Module 4 [Homo Ludens]:

4.1 Roland Barthes: ‘The World of Wrestling’ (From *Mythologies*, selected and translated by Annette Kavers, London, Jonathan Cape, 1972)

4.2 Abilash Nalapat and Andrew Parker: ‘Sport, Celebrity and Popular Culture: Sachin Tendulkar, Cricket and Indian Nationalisms.’

Seminar:

4.3 Amanda Roth & Susan A. Basow: ‘Femininity, Sports, and Feminism.’

Module 5 [Manifestoes]:

5.1 Arjun Appadurai: ‘The Thing Itself’

5.2 Achille Mbembe: ‘Necropolitics’

Seminar:

5.3 Jacques Rancière: ‘Preface to *Proletarian Nights*’

Specific Additional Readings:

1. Raymond Williams: “Culture is Ordinary” (*Resources of Hope: Culture, Democracy, Socialism*)

2. Stuart Hall: “Cultural Studies: Two Paradigms” (*Media, Culture and Society* vol.2)

3. Simon During: “Postmodernism or Post-colonialism Today” (in Bill Ashcroft et al: *The Post-colonial Studies Reader*)

4. Chandra Mukerji & Michael Schudson: “Introduction: Rethinking Popular Culture.” in *Rethinking Popular Culture: Contemporary Perspectives in Cultural Studies*. Berkeley: University of California Press, 1991.

5. Simon During: ‘Value’ in Simon During: *Cultural Studies: A Critical Introduction*. London; New York: Routledge (2005)

6. Susan Sontag: *On Photography*

7. Janet Murray: *Hamlet On the Holodeck*. New York: Free Press, 1997. Pp. 273-283.

8. Bhaskar Mukhopadhyay: “Cultural Studies and Politics in India Today,” *Theory Culture Society*, 2006 (SAGE, London, Thousand Oaks and New Delhi), Vol. 23(7–8): 279–292

9. Ashis Nandy: "Introduction: Indian Popular Cinema as a Slum's Eye View of Politics" in *The Secret Politics of Our Desires: Innocence Culpability and Indian Popular Cinema*, Ashis Nandy (ed) Delhi: OUP, 1998)
10. John Fiske: "The Signs of Television."
11. Pierre Bourdieu: 'How can one be a sports fan?'
12. Udayakumar: "Autobiography as a Way of Writing History: Personal Narratives from Kerala and the Inhabitation of Modernity" (in *History in the Vernacular*, eds. Partha Chatterjee and Raziuddin Aquil, Delhi: Permanent Black, 2008.)
13. Raadhika Gupta: 'Bowled Out of the Game: Nationalism and Gender Equality in Indian Cricket.'
14. Lorenzo Magnani: 'Ritual Artifacts as Symbolic Habits.'
15. Arjun Appadurai: 'Playing with Modernity: The Decolonization of Indian Cricket.'
16. Arjun Appadurai: 'Architecture and Amnesia in Indian Modernity.'
17. Roland Barthes: "Rhetoric of the image." *Image, Music. Text.*
18. Jacques Lacan: "Sign, Symbol, Imagery." *On Sign*. Ed. Marshall Blonsky.
19. John Fiske: "Television Culture" *Literary Theory: An Anthology*. (Rivkin and Ryan).
20. Raymond Williams. *Television; Technology and Cultural Form*.
21. Ann Keplan: "Feminist Criticism and Television" from *Channels of Discourse Reassembled* (Robert Allen)
22. Aravind Rajagopal: "Hindu Nationalism and the Cultural Forms of Indian Politics."
23. Carole M. Cusack: "The Gods on Television: Ramanand Sagar's Ramayan", in *Politics and Popular Piety in Late Twentieth-Century India* by Alex Norman and Cusack, 2012.
24. Aarttee Kaul Dhar: "The Ramayana and Sita in Films and Popular Media: The Repositioning of a Globalised Version" in *The Return of the Epic Film*,
25. Prabha Krishnan: "In the Idiom of Loss: Ideology of Motherhood in Television Serials." *Economic and Political Weekly* 25, no. 42/43 (1990): WS103–16.
26. ShantiKumar: *Gandhi Meets Primetime: Globalization and Nationalism in Indian Television* Chicago: University of Illinois Press, 2006.
27. Purnima Mankekar: *Screening Culture, Viewing Politics: An Ethnography of Television, Womanhood, and Nation in Postcolonial India*. Durham: Duke University Press, 1999.
28. Clifford Geertz: 'The Balinese Cockfight.'
29. Helena Tolvhed : 'Sex Dilemmas, Amazons and Cyborgs: Feminist Cultural Studies and Sport.'

Texts for Consultation:

1. Theodor Adorno: *The Culture Industry: Selected Essays on Mass Culture* (ed., with intro.), J.M. Bernstein. London: Routledge (1991)
2. Elaine Baldwin: *Introducing Cultural Studies*. New York: Pearson/Prentice Hall (2004)
3. Roland Barthes: *Mythologies*. London: Paladin (1973)
4. Catherine Belsey: *Culture and the Real: Theorizing Cultural Criticism* London; New York: Routledge (2005)

5. Walter Benjamin, W.: *Illuminations*. New York: Schocken Books (1968)
 6. Tony Bennett, L. Grossberg: *New Keywords: A Revised Vocabulary of Culture and Society*. Blackwell (2005)
 7. Tony Bennett: *Outside Literature*. London: Routledge (1990)
 8. Pierre Bourdieu: *The Field of Cultural Production*. Cambridge: Polity Press (1993)
 9. Simon During (ed.): *The Cultural Studies Reader*. London: Routledge (1993)
 10. Simon During: *Cultural Studies: A Critical Introduction*. London; New York: Routledge (2005)
 11. Antony Easthope: *Literary into Cultural Studies*. London: Routledge (1991)
 12. Antony Easthope: *A Critical and Cultural Theory Reader*. Open University Press (1992)
 13. John Fiske: *Understanding Popular Culture*. Boston, MA: Unwin Hyman (1989)
 14. Toby Miller (ed): *A Companion to Cultural Studies*. Blackwell (2001)
 15. Nelson, Cary and Dilip Parameshwar Gaonkar (eds.): *Disciplinary and Dissent in Cultural Studies*. New York: Routledge, 1996.
 16. Johan Huizinga: *Homo Ludens*
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**Semester 4 - Core Course 17:
[EN010402]-Postcolonial Poetry**

Total Credits: 3

Total Hours: 25

Weightage:

Objectives:

To introduce the students to the diversity of poetry coming from the erstwhile colonies of the European Colonial Empires. To clear the ground from where the student can see how, beyond the general discursive constellations, there are regional specifics that 'in a hybrid mode' negotiate issues of sovereignty, language, race, gender, identity and place.

Course Description:

"Here we stand at the messiest point of our time // someone should write us, if we don't / who will." - Gülten Akin (2007).

The course attempts to cover, through representative texts, the entire gamut of poetry that has emerged from and still addresses the (post)colonial experience, the world over.

Module 1 is a conceptual orientation; it tries to situate, in a somewhat general way, certain contours that 'Poetic Postcolonialisms' assume.

Module 2 is a collection of poems that are South Asia & Australasia-specific.

Module 3 is a choice take on West & East Asia.

Module 4 is solely representative of poems from Africa.

Module 5 brings together myriad yet 'intertwined' verses from South America & Caribbean.

Special Note: A detailed delving into the poems is not expected vis-à-vis the Seminar Fields. Questions pertaining to these sections will be Generic: issues like Identity, Gender, Cultural Poetics and Language Politics.

Module 1 [Poetic Postcolonialisms]:

- 1.1 Jahan Ramazani: "Contemporary Postcolonial Poetry" in Neil Roberts (ed): *A Companion to Twentieth-Century Poetry*, Blackwell Publishing, 2007
- 1.2 Sudipta Kaviraj: "A Strange Love of the Land: Identity, Poetry and Politics in the (Un)Making of South Asia."

Module 2 [South Asia & Australasia]:

- 2.1 **India:** Kamala Das: "Someone Else's Song" & Agha Shahid Ali: "I See Kashmir From New Delhi at Midnight"
- 2.2 **Pakistan:** Faiz Ahmad Faiz: "Black Out" & Kishwar Naheed: "We Sinful Women"
- 2.3 **Sri Lanka:** Yasmine Gooneratne: "There was a Country" & R. Cheran: "Yaman"
- 2.4 **Bangladesh:** Taslima Nasrin: "Can't I have a homeland to call my own?" & Kaiser Haq: "Ode on the Lungi"

Seminar:

- 2.5 Australia:** A D Hope: “Australia” & Judith Wright: “Eve to her Daughters”
2.6 New Zealand: Selina Tusitala Marsh: “naming myself” & “The Young and the Restless”
2.7 Fiji: Konai Helu Thaman: “Living Amongst the Trees” & “Kakala Folau (a gift of love)”

Module 3[West & East Asia]:

- 3.1 Israel:** Yehuda Amichai: “National Thoughts” & Dahlia Ravikovitch: “Hovering at a Low Altitude”
3.2 Palestine: Mahmoud Darwish: “The Earth is Closing on Us,” & Hanan Mikha’il ‘Ashrawi : “From The Diary of an Almost-Four-Year-Old”
3.3 Iran: Forugh Farrokhzad: “I Will Greet the Sun Again” & Simin Behbahani: “And Behold”
3.4 Turkey: Orhan Veli: “For Free” & Gülten Akın: “Woman’s Song”

Seminar:

- 3.5 Philippines:** Cirilo F. Bautista: “Written in Stratford-Upon-Avon” & Marjorie Evasco: “Caravan of the Waterbearers”
3.6 Singapore: Arthur Yap: “The Correctness of Flavour” & Lee Tzu Pheng: “Singapore River”
3.7 Hong Kong: Nicholas YB Yong: “Toys ‘R’ Us” & Tammy Ho Lai-ming: “Leftovers”

Module 4[Africa]:

- 4.1 Nigeria:** Chinua Achebe: “Vultures” & Mabel Segun: “The Pigeon-Hole”
4.2 Egypt: Iman Mersal: “Sometimes Wisdom Possesses Me” & Fatima Naoot: “Blind”
4.3 Mozambique: Noémia de Sousa: “Black Blood” & Ana Mafalda Leite: “Liquid Frontier”
4.4 Algeria: Muhammad Dib: “Guardian Show” & Djamel Amrani: “Beneath a Pile of Rubble”

Seminar:

- 4.5 South Africa:** Dennis Brutus: “A poem about Sharpeville” & Antjie Krog: “Country of Grief and Grace”
4.6 Kenya: Shailja Patel: “Shilling Love” & Micere Githae Mugo: “I Want You To Know”
4.7 Ghana: Kofi Awoonor: “The Weaver Bird” & Ama Ata Aidoo: “For My Mother in Her Mid-90s”

Module 5[South America & Caribbean]:

- 5.1 Argentina:** Jorge Luis Borges: “Borges and I” & Alfonsina Storni: “They’ve Come”
5.2 Brazil: Olavo Bilac: “Milky Way: Sonnet 13” & Hilda Hilst: “Poems for the Men of Our Time,”
5.3 Uruguay: Mario Benedetti: “Little Stones at My Window” & Selva Casal: “the last angels of the evening.”
5.4 Chile: Pablo Neruda: “The Poet” & Gabriela Mistral: “To See Him Again”

Seminar:

- 5.5 Columbia:** José Asunción Silva: “Sonnet”

5.6 Saint Lucia: Dereck Walcott: “The Lost Empire”

5.7 Guyana: John Agard: “Prospero Caliban Cricket”

5.8 Barbados: Edward Kamau Brathwaite: “Bread”

5.9 Trinidad and Tobago: Surya Vahni Priya Capildeo: “I Love You”

5.10 Jamaica: Louise Bennett: “Colonisation in Reverse”

Specific Additional Readings:

1. Anna Bernard: “Poetry, Translation, and Postcolonial Criticism...”

2. Muneeza Shamsie: South Asian Muslims: Fiction and Poetry in English, *Religion & Literature* Vol. 43, No. 1 (spring 2011), pp. 149-157

3. Priya Satia: Poets of Partition, *Tanqeed: A magazine of politics and culture*, Jan 2016

4. Omer Tarin, Ilyas Khan, and K. Majied: Pakistani English Literature – A Brief Introduction, 1947 to the Present, *Prachya Review*, Dec 30, 2015

5. Kaiser Haq: An Apology for Bangladeshi poetry in English

6. Mohammad Ali Ghazalsofli: A Political Review of Iranian Contemporary Poetry

7. Bulend Ecevit: Poetry in Turkey - A Nation’s Most Popular Art

8. Müesser Yeniay: Turkish Women's Poetry: Ottoman to Contemporary

9. J. Neil C. Garcia: Postcolonialism and Filipino Poetics

10. Barbara Jane Reyes: Filipina Lives and Voices in Literature

11. Cyril Wong: An interview

12. Irving Goh: Promising ‘Post-Colonialism’: Deleuze-Guattari’s ‘Minor Literature’ and the Poetry of Arthur Yap

13. Thow Xin Wei: Arthur Yap: Uniquely Singaporean

14. Odimegwu Onwumere: The Evolution of Nigerian Poetry

15. Mick Delap: Nigerian Poetry – Black Star or Black Hole?

16. Gemma Robinson: “Postcolonial Poetry of Great Britain: a poetics of contradictory affinity.”

17. Ngugi Wa Thiongo: ‘The Quest for Relevance’ in *Decolonising the Mind*

Texts for Consultation:

1. Neil Roberts (ed): *A Companion to Twentieth-Century Poetry*, Blackwell Publishing, 2007

2. Rajeev S. Patke: *Postcolonial Poetry in English*, Oxford University Press, 2006

3. Ashok Bery: *Cultural Translation and Postcolonial Poetry*, Palgrave Macmillan, 2007.

4. Jahan Ramazani (ed): *The Cambridge Companion to Postcolonial Poetry*, Cambridge University Press, 2017

5. Jahan Ramazani: *The Hybrid Muse: Postcolonial Poetry in English*, University of Chicago Press, 2001

6. Robert Stilling: *Beginning at the End: Decadence, Modernism, and Postcolonial Poetry*, Harvard University Press, 2018

7. Ato Quayson (ed): *The Cambridge History of Postcolonial Literature: Volume 1*, Cambridge University Press, 2012

Semester 4 – Elective Course:

[EN820401] -Modern European Fiction

Total Credits: 3

Total Hours: 25

Weightage:

Course Objectives:

To familiarize the students with the evolution of European fiction over the latter half of the Nineteenth and early twentieth century

Course Description:

To acquaint the students with some of the major movements that shaped the growth of the European novel and the makers of European Fiction and to familiarize them with the writings of major novelists belonging to France, Germany, Russia, Greece, Italy and Austria spanning movements as varied as Realism, Existentialism, Naturalism and Postmodernism.

Module One:

1.1 Walter Cohen: "Modernism". *A History of European Literature*. Pp.413-420. Oxford: Oxford University Press, 2017

1.2 Jerome de Groot: "Postmodernism and the Historical Novel" in *The Historical Novel* Pp. 109-133. London: Routledge, 2010.

1.3 Joseph Frank: "The Background of Crime and Punishment" in *Through the Russian Prism*. PP 122-136. Princeton: Princeton University Press, 1990

Module Two:

2.1 Gustave Flaubert: *Madame Bovary*

2.2 Fyodor Dostoevsky: *Crime and Punishment*

2.3 Emile Zola: *Nana*

Seminar:

2.4 Tolstoy: *Anna Karenina*

Module Three:

3.1 Nikos Kazantzakis: *Zorba the Greek*

3.2 Patrick Modiano: *The Missing Person*

3.3 Thomas Mann: *Death in Venice*

Seminar:

3.4 Boris Pasternak: *Doctor Zhivago*

Module Four:

4.1 Franz Kafka: *The Trial*

4.2 Albert Camus: *The Outsider*

4.3 J.M.G. Le Clezio: *Desert*

Seminar:

4.4 Herman Hesse: *The Glass Bead Game*

Module Five:

5.1 Italo Calvino: *The Invisible Cities*

5.2 Gunter Grass: *Cat and Mouse*

5.3 Primo Levi: *If Not Now, When?*

Seminar:

5.4 Elfriede Jelenik: *Lust*

Specific Additional Readings:

1. James McFarlane : “The Mind of Modernism” in *Modernism: A Guide to European Literature* (Eds) Malcolm Bradbury and James McFarlane, Penguin,1976,(71-94)

2. Umberto Eco: “On Some Functions of Literature” in *Our Literature*.2002.(1-15)

3. Italo Calvino: “Literature as a Projection of Desire” in *The Uses of Literature*, Harcourt Brace, 1986(50-61)

Texts for Consultation:

1. Franco Moretti (Ed): *The Novel: Forms and Themes Vol. 2*

2. Mario Vargas Llosa: *The Perpetual Orgy: Flaubert and Madame Bovary*

3. Georg Lukacs: *The Theory of the Novel*

4. Joseph Frank: *Dostoevsky: A Writer in His Time* (third and fourth volumes)

5. Mikhail Bakhtin: *The Dialogic Imagination*

6. Julian Preece: *The Life and Work of Gunter Grass*

7. Umberto Eco: *Six Walks in the Fictional Woods*

8. Sigmund Freud: *Mourning and Melancholia*

9. Primo Levi: *The Survival in Auschwitz*

10. Beren Lang. (ed): *Writing and the Holocaust*

11. Dominick La Capra: *Writing History, Writing Trauma*

12. Jacques Derrida: *The Other Heading*

13. Georg Lukacs: *Studies in European Realism*

14. Bill Overton: *The Novel of Female Adultery; Love and Gender in Continental European Fiction, 1830-1900*

15. George Steiner: *Tolstoy or Dostoevsky*

16. Ulrich Beck: *The Metamorphosis of the World*

17. Ronald Heyman: *Dostoevsky*

18. Gilles Deleuze: *Kafka: Toward a Minor Literature*

19. Giorgio Agamben: *Remnants of Auschwitz : The Witness and Archive*

Semester 4 – Elective Course:
[EN820402] -Modern European Drama

Total Credits: 3

Total Hours: 25

Weightage:

Objectives:

To familiarize the student with modern European Drama in terms of topics, perspectives, and dramatic literature

Course Description:

This paper contains representative works to acquaint the student with the social and cultural contexts that inform modern European Drama. The conventions of play beginning from the turn of the century realistic plays to the postmodern experiments are chosen. The paper contains representative plays of the Realistic, Naturalistic, Modernist, epic theatre, Theatre of the Absurd and postmodernist theatre. The paper has five modules. The first module consists of introductory essays on both modernist and postmodernist theatre along with some key terms associated with it. The teacher and the learner are expected to address these terms while studying the representative plays. The second, third and fourth modules consist of representative plays of the various modernist dramatic modes. The fifth Module entirely consists of postmodern plays. While dealing with them the teacher and the learner are expected to keep in mind the characteristics of postmodern plays in general. The student is also encouraged to revisit the ideological foundations of modernism. The student is to be acquainted with how the diversified movements in post-modernist theatre are informed by the theatre's increasing propensity to self-consciousness besides discussing poststructuralist theories and feminist theatre, environmental theatre, multicultural theatre, performance theories, threat from the cinema and the future of theatre.

Module 1:

1.1 John Fletcher and James McFarlane: "Modernist Drama: Origins and Patterns" in *Modernism: A Guide to European Literature*. Eds. Malcolm Bradbury and James McFarlane. Penguin, 1991.

1.2 Philip Auslander: "Postmodernism and Performance". (Pages 97- 115) Published in *Cambridge Guide to Postmodernism*. Edited by Steven Connor. Cambridge: Cambridge University Press, 2004

1.3 Key Terms: Realist Theatre, Naturalist Theatre, Meta theatre, Epic Theatre, Poor Theatre, Theatre of the Absurd, Theatre of Cruelty and Feminist Theatre

Module 2:

2.1 Henrik Ibsen: *A Doll's House*

2.2 August Strindberg: *Miss Julie*

Seminar:

2.3 Anton Chekhov: *The Cherry Orchard*

Module 3:

3.1 Luigi Pirandello: *Six Characters in Search of an Author*

3.2 Bertolt Brecht: The Life of Galileo

Seminar:

3.3 Federico Garcia Lorca: Blood Wedding

Module 4:

4.1 Sartre: The Flies

4.2 Jean Genet: The Maids

Seminar:

4.3 Eugene Ionesco: Rhinoceros

Module 5:

5.1 Heiner Muller: Hamletmachine

5.2 Georg Büchner: *Woyzeck*

Seminar:

5.3 Samuel Beckett: Catastrophe

Specific Additional Readings:

1. *Catastrophe*, in *Collected Shorter plays of Samuel Beckett* (London: Faber, 1984) 295-301)
2. Beryl S. and John Fletcher, *Student's Guide to the Plays of Samuel Beckett* 2d ed.(London: Faber, 1985)
3. Jonathan Kalb, *The Theater of Heiner Müller* (Cambridge: Cambridge University Press, 1998)
4. David Barnett, *Literature versus Theatre. Textual Problems and Theatrical Realization in the Later Plays of Heiner Müller* (Berne: Lang, 1998)
5. *A Glossary of Literary Terms 10th (tenth) Edition* by Abrams, M.H., Harpham, Geoffrey published by Cengage Learning (2011)
6. *Cambridge Guide to Postmodernism* Edited by Steven Connor. Cambridge: Cambridge University Press, 2004
7. *Modernism: A Guide to European Literature*. Eds. Malcolm Bradbury and James McFarlane. Penguin, 1991.
8. *No Exit and Three Other Plays*. By Jean Paul Sartre. NO EXIT (Huis Clos). THE *FLIES* (Les Mouches) translated from the French by Stuart Gilbert.

Texts for Consultation:

1. Patrick Campbell (ed): *Analysing Performance: Issues and Interpretations*. Manchester Univ. Press, 1996
2. Stephen Watt. *Postmodern/Drama: Reading the Contemporary Stage*. Ann Arbor: University of Michigan Press, 1998
3. Martin Esslin :*The Theatre of the Absurd*
4. Luigi Pirandello: “Preface to Six Characters in Search of an Author”
5. Bertolt Brecht: A Short Organum for the Theatre
6. Keir Elam: Semiotics of Theatre and Drama
7. Dario Fo: Accidental Death of an Anarchist

8. Max Frisch: The Fire Raisers
 9. John Willet: Brecht on Theatre: The Development of an Aesthetic
 10. Eric Bentley: The Playwright as Thinker: A Study of Modern Drama in Modern Times
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Semester 4 – Elective Course:
[EN820403] – Indian Poetics: Theories and Texts

Total Credits: 3

Total Hours: 25

Weightage:

Objectives:

The aim of the course is to familiarise the students with the major texts of the Indian tradition in the light of Indian poetic principles.

Course Description:

The eight major schools of Indian Aesthetics are to be introduced. The two cardinal schools viz. Rasa and dhvani are to be discussed in detail. The students must be familiar with the strong geopolitics behind Tamil poetics. Texts have to be discussed in the light of the theories. Questions pertaining to the dominant aesthetic sentiment, the suggestive potential of the language of the text, and so on need to be raised. Alternative readings have to be encouraged. Issues like the ideological ramifications of the erotic sentiment as a tool for the containment of women, the heroic sentiment as a mechanism for authenticating kingship and social stratification, the distinction of language into Sanskrit for noble men and Prakrit for menial characters and women, the division of space into domestic and exterior and its significance in the domestication of women, the significant absence of women (with the possible exception of Avvaiyar) etc. are to be highlighted. Students may be encouraged to read Romila Thapar's analysis of Shakuntalam to see the drastic difference in the portrayal of women in the epic and the play. How Sanskrit became an Orientalist imperial weapon also may be analysed.

MODULE 1:

1.1 S.S. Barlingay: "Various Senses of the Word Rasa" (A Modern Interpretation to Indian Aesthetic Theory. Ch.4 PP.84-102)

1.2 K.K. Kunjunni Raja: The Theory of Dhvani (Indian Aesthetics. Ed. V.S. Sethuraman)

1.3 A K Ramanujan: "The Five Landscapes" (Ed. Poems of Love and War 236-43)

MODULE 2:

2.1 "Drona Parva" from the Mahabharata

2.2 Bhana Bhatta: Kadambari

Seminar:

2.3 "Sundara Kanda" from the Ramayana

MODULE 3:**3.1** Kalidasa: Abhijnana

Shakuntala (Ed. Romila

Thapar)**3.2** Sudraka:

Mrichakatika (The Little Clay

Cart) **Seminar:**

3.3 Vishakhadatta: Mudrarakshasa**MODULE 4:****4.1** Bhasa: Urubhanga

4.2 Jayadeva: “Song to the Melody Gurjari” in Gitagovinda

Seminar:

4.3 Bhavabhuti: Uttararamacharita**MODULE 5:****5.1** Ilango Adikal: Chilappatikaram

Seminar:

5.2 “Palai” from A. K. Ramanujan (Poems of Love and War)

Texts for Consultation:

1. S K Nandi. Studies in Modern Indian Aesthetics Simla: Indian Institute of Advanced Study, 1975

2. Sudhakar Pandey and V N Jha eds.: Glimpses of Ancient Indian Poetics: From Bharata to Jagannatha. Delhi: Indian Book Centre, 1993

GENDER

ബി. എ. / ബി. എസ്സി.
സെമസ്റ്റർ 1 കോമൺ കോഴ്സ്
കോഴ്സ് കോഡ് : ML1CCT01

കഥാസാഹിത്യം

പഠനലക്ഷ്യങ്ങൾ

1. സാമാന്യമായ സാഹിത്യപരിചയവും വായനാഭിരുചിയും ആസ്വാദനശേഷിയും വളർത്തിയെടുക്കുക
2. മലയാളകഥാസാഹിത്യത്തിൽ സംഭവിക്കുന്ന ഭാവുകതപരിണാമങ്ങൾ തിരിച്ചറിയുക
3. കാലഘട്ടത്തിന്റെ പൊതുപ്രവണതകളും ഉദാത്തമായ ജീവിതവിക്ഷണവും എഴുത്തിൽ പ്രകടമാവുന്നത് അനുഭവിച്ചറിയുക

പാഠപുസ്തകം - യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം.

ഖണ്ഡം ഒന്ന് - ചെറുകഥ

1. പൂവമ്പഴം - കാരുർ
2. ഭൂമിയുടെ അവകാശികൾ - വൈക്കം മുഹമ്മദ് ബഷീർ
3. കടൽ - ടി. പത്മനാഭൻ
4. പെരുമഴയുടെ പിറ്റേന്ന് - എം.ടി വാസുദേവൻ നായർ
5. മാനാഞ്ചിറ ടെസ്റ്റ് - വി.കെ. എൻ
6. തരിശുനിലം - മാധവിക്കുട്ടി
7. ആർക്കറിയാം - സക്കറിയ
8. ഭാരോ എഴുത്തുകാരിയുടെ ഉള്ളിലും - സാരാജോസഫ്
9. തിരുത്ത് - എൻ.എസ് മാധവൻ
10. മോഹമഞ്ഞ - കെ. ആർ മീര
11. അഗ്നി - സിതാര എസ്.
12. ബിരിയാണി - സന്തോഷ് ഏച്ചിക്കാനം
13. മോദസ്ഥിരനായ് അങ്ങ് വസിപ്പൂ മലപോലെ - എസ്. ഹരീഷ്
14. പ്രാണിലോകം - ഉണ്ണി ആർ.
15. ചില സ്വപ്നങ്ങളിൽ..... സീതാലക്ഷ്മിയുടെ കറുത്ത മുടിയിഴ - ഇന്ദുമേനോൻ

ഖണ്ഡം രണ്ട് - നോവൽ

ആടുജീവിതം - ബന്യാമിൻ

സഹായകഗ്രന്ഥങ്ങൾ

1. ചെറുകഥ ഇന്നലെ ഇന്ന് - എം. അച്യുതൻ
2. ചെറുകഥാപ്രസ്ഥാനം - എം. പി. പോൾ
3. ചെറുകഥ വാക്കും വഴിയും - ഡോ. കെ.എസ് രവീകുമാർ
4. നോവൽ സാഹിത്യ ചരിത്രം - പ്രൊഫ. കെ.എം തരകൻ

GENDER

ബി. എ. / ബി. എസ്സി.
സെമസ്റ്റർ 2 കോമൺ കോഴ്സ്
കോഴ്സ് കോഡ് : ML2CCT02

കവിത

പഠന ലക്ഷ്യങ്ങൾ

1. സാമാന്യമായ കവിതാസാഹിത്യപരിചയവും വായനാഭിരുചിയും കാവ്യാസവാദനശേഷിയും വളർത്തിയെടുക്കുക
2. മലയാള കവിതാസാഹിത്യത്തിൽ സംഭവിക്കുന്ന ഭാവുകത്വപരിണാമങ്ങൾ തിരിച്ചറിയുക
3. കാലഘട്ടത്തിന്റെ പൊതുപ്രവണതകളും ഉദാത്തമായ ജീവിതവീക്ഷണവും എഴുത്തിൽ പ്രകടമാവുന്നത് അനുഭവിച്ചറിയുക

കവിതകൾ

1. മാംസനിബദ്ധമല്ലരാഗം - കുമാരനാശാൻ
(ലീലയിലെ 47 മുതൽ 74 വരെയുള്ള 28 ശ്ലോകങ്ങൾ)
2. സ്നേഹസുന്ദരപാതയിലൂടെ - വൈലോപ്പിള്ളി ശ്രീധരമേനോൻ
'കുടിയൊഴിക്കലി' ലെ അവസാന ഖണ്ഡം
3. ഒറ്റയ്ക്കിരിക്കാൻ പഠിച്ചു കഴിഞ്ഞു ഞാൻ - സുഗതകുമാരി
4. കോഴി - കടമ്മനിട്ട രാമകൃഷ്ണൻ
5. പഴഞ്ചൊല്ലുകൾ - സച്ചിദാനന്ദൻ
6. മുളുളൻ പന്നി - കെ.ജി. ശങ്കരപ്പിള്ള
7. തിരുത്ത് - പി.പി. രാമചന്ദ്രൻ
8. പിറക്കാത്ത മകൻ - ബാലചന്ദ്രൻ ചുള്ളിക്കാട്
9. മൃഗശിക്ഷകൻ - വിജയലക്ഷ്മി
10. ആടിയാടി അലഞ്ഞ മരങ്ങളേ... - അൻവർ അലി
11. കൽവീട് - വി.എം. ഗിരിജ
12. ആഴങ്ങൾ അടച്ചിട്ട പുഴ - എസ്. ജോസഫ്
13. സ്മാരകം - വീരാൻകുട്ടി
14. കൂട്ടമ്മാൻ - എം. ആർ. രേണുകുമാർ
15. നാഷണൽ ജ്യോഗ്രഫി - എസ്. കണ്ണൻ
16. വെറ്റിലച്ചെല്ലം - ടി.പി. രാജീവൻ
17. പഴയ ചിലത് - പി. രാമൻ
18. ഗോതമ്പു ശില്പം - കവിത ബാലകൃഷ്ണൻ
19. കുന്നിമണികൾ - കുഞ്ഞുണ്ണിക്കവിതകൾ
(കറന്റ് ബുക്സിന്റെ 2004 ജൂലൈ എഡിഷൻ 'കുഞ്ഞുണ്ണിക്കവിത'കളിൽ നിന്ന് 460, 463, 464, 465, 466, 469, 490, 491 ക്രമനമ്പറുള്ള കവിതകൾ)

പാഠപുസ്തകം - യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം

GENDER

ബി.എ. മോഡൽ 2
സെമസ്റ്റർ 1 കോമൺ കോഴ്സ്
കോഴ്സ് കോഡ് : ML1CCT07

കഥ, നോവൽ

കഥകൾ

1. കെ. സരസ്വതിയമ്മ - ചോലമരങ്ങൾ
2. യു.എ ഖാദർ - ചാത്തുകുട്ടിയുടെ അമ്മ
3. കാക്കനാടൻ - മസ്കീനാസിന്റെ മരണം
4. പി. പത്മരാജൻ - കൈവരിയുടെ തെക്കേയറ്റം
5. സേതു - ദൂരക്കാഴ്ചകൾ
6. വൈശാഖൻ - നിഴൽ യുദ്ധം
7. കെ.പി രാമനൂണി - എം.ടി.പി
8. സി.വി ബാലകൃഷ്ണൻ - മക്കൾ
9. അഷിത - ഒത്തുതീർപ്പുകൾ
10. വി.ജെ ജെയിംസ് - പ്രണയോപനിഷത്ത്
11. പ്രിയ എ.എസ് - ജാഗരൂക
12. അശോകൻ ചെരുവിൽ - യുദ്ധാനന്തര വംശങ്ങൾ

നോവൽ

പ്രേമലേഖനം - വൈക്കം മുഹമ്മദ് ബഷീർ

പാഠപുസ്തകം - കഥകൾ, യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം.

GENDER

ബി.എ. മോഡൽ 2

സെമസ്റ്റർ 2 കോമൺ കോഴ്സ്

കോഴ്സ് കോഡ് : ML2CCT08

കവിതയും നാടകവും

കവിതകൾ

1. ഇനി യാത്ര പറഞ്ഞിട്ടെ - കുമാരനാശാൻ
(ചിന്താവിഷ്ടയായ സീത -168 മുതൽ 186 വരെ 18 ശ്ലോകങ്ങൾ)
2. ആശുപത്രിയിൽ - വൈലോപ്പിള്ളി
3. മരിച്ച കുഞ്ഞുങ്ങൾ വരുന്നുണ്ട്. - സുഗതകുമാരി
4. മകനോട് - കടമ്മനിട്ട
5. വിഷഗ്നനി- സച്ചിദാനന്ദൻ
6. ശ്രീഷ്മവും കണ്ണീരും - എ. അയ്യപ്പൻ
7. അത് - പി.പി രാമചന്ദ്രൻ
8. തിരസ്കാരം - മധുസൂദനൻ നായർ
9. തുടങ്ങിയവർ - ഭരണുകുമാർ
10. പ്ലമേനമ്മായി - 'കടം' എന്ന കവിത മാത്രം - കെ.ആർ ടോണി
11. ആലപ്പുഴ വെള്ളം - അനിതാ തമ്പി
12. മരിച്ചു നോക്കുമ്പോൾ - റഫീക് അഹമ്മദ്
13. ഓട് ദോസാ ഓട് - പി.എൻ ഗോപികൃഷ്ണൻ
14. കാത്തുശിക്കുകയെന്നെ - എം.എസ് ബനേജ്
15. പ്ലാവിന്റെ കഥ - എസ്. കലേഷ്.

നാടകം

ഓരോരോ കാലത്തിലും - ശ്രീജ കെ.വി

പാഠപുസ്തകം കവിതകൾ യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം.

GENDER

ബി.കോം

സെമസ്റ്റർ 1 കോമൺ കോഴ്സ്

കോഴ്സ് കോഡ് : ML1CCT05

കഥയും കവിതയും

പാഠപുസ്തകം - യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരിക്കുന്നത്

പഠനലക്ഷ്യങ്ങൾ

1. സാമാന്യമായ സാഹിത്യപരിചയവും വായനാഭിരുചിയും ആസ്വാദനശേഷിയും വളർത്തിയെടുക്കുക
2. മലയാളസാഹിത്യത്തിൽ സംഭവിക്കുന്ന ഭാവുകത്വപരിണാമങ്ങൾ തിരിച്ചറിയുക.
3. കാലഘട്ടത്തിന്റെ പൊതുപ്രവണതകളും ഉദാത്തമായ ജീവിതവീക്ഷണവും എഴുത്തിൽ പ്രകടമാവുന്നത് അനുഭവിച്ചറിയുക

കഥകൾ

1. ഉറുബ് - ഇറ്റാൾസിയിലേക്ക് തിരികെ പോകുന്ന വണ്ടി.
2. ഒ.വി വിജയൻ - കാറ്റു പറഞ്ഞ കഥ
3. എം. മുകുന്ദൻ - ദൽഹി 1981
4. സി.വി ശ്രീരാമൻ - ചിദംബരം
5. എൻ. പ്രഭാകരൻ - മറുപിറവി
6. സുഭാഷ് ചന്ദ്രൻ - തല്പം
7. ഗ്രേസി - തിച്ച്ചാമുണ്ഡി
8. സി.എസ് ചന്ദ്രിക - ക്ലിനിക്കലി എക്സ്പയേർഡ്
9. അത്മനം ജോൺ - കടിക്കുന്ന അമ്മച്ചിയും കൊച്ചുമകൾ ആൻസിയും
10. ഇ. സന്തോഷ് കുമാർ - ചേക്ക
11. ടി.വി കൊച്ചുബാവ - അടുക്കള

10 കവിതകൾ

1. മൈനാകശ്യംഗം - ഇടശ്ശേരി
2. കടുക - അയ്യപ്പപ്പണിക്കർ
3. പാടുന്ന പിശാചിന് - ഡി. വിനയചന്ദ്രൻ
4. വിളക്കു കൊളുത്തു വിളക്കു കൊളുത്തു - സാവിത്രി രാജീവൻ
5. ഇഷ്ടമുടിക്കായൽ - കുരീപ്പുഴ ശ്രീകുമാർ
6. വേനലിൽ ഒരുപുഴ - റോസ് മേരി.
7. കൈക്കലത്തുണികൾ - വിജില ചിറപ്പാട്
8. നായകടിക്കും സൂക്ഷിക്കുക - കൽപ്പറ്റ നാരായണൻ
9. തോരാമഴ - റഫീക്ക് അഹമ്മദ്
10. ശിലകളെ പുവുകളാക്കുവാൻ - പി. രാമൻ

GENDER

ബി.കോം

സെമസ്റ്റർ 2 കോമൺ കോഴ്സ്

കോഴ്സ് കോഡ് : ML2CCT06

ആത്മകഥ, ലേഖനം

ലക്ഷ്യം.

മലയാള ഗദ്യത്തിന്റെ സൗന്ദര്യവും ശക്തിയും തിരിച്ചറിയാൻ കഴിയും വിധമുള്ള ലേഖനങ്ങളാണ് ഈ സെമസ്റ്ററിലെ പഠന വിഷയം. വ്യത്യസ്ത മേഖലകൾ പഠിക്കുന്ന വിദ്യാർത്ഥികൾക്ക് പല വിഷയങ്ങളെയും മാതൃഭാഷയിൽ സമീപിക്കുവാൻ കഴിയുമെന്ന ബോധ്യം ഇതുവഴി ലഭ്യമാക്കാനാകും.

1. പാഠഭാഗങ്ങൾ

1. ഉത്തുംഗ സ്നേഹഗോപുരം-കല്പറ്റ നാരായണൻ
2. എതിർവാക്കുകൾ-ശാരദക്കുട്ടി
3. മഹാനടൻ- ചിദംബരസ്തരണ-ബാലചന്ദ്രൻപുള്ളിക്കാട്
4. അനുജന്റെ ഭാര്യ- ലളിതാംബിക അന്തർജനം
5. ഇന്ത്യയിലെ സ്വത്വബോധവും ഭാഷാ മനോഭാവവും-പി.എം. ഗിരീഷ്
6. അരങ്ങിലൂയരുന്ന സ്ത്രീശബ്ദങ്ങൾ- സജിത മഠത്തിൽ
7. മാധ്യമസംസ്കാരം-ജനകീയതയും ജനപ്രിയതയും- സി.എസ്. വെങ്കിടേശ്വരൻ.
8. സാധുജനപരിപാലനസംഘവും പുലയമഹാസഭയും- പി.ഗോവിന്ദപിള്ള

പാഠപുസ്തകം- യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം

2. ആത്മകഥ

കണ്ടൽക്കാടുകൾക്കിടയിൽ എന്റെ ജീവിതം-പൊക്കുടൻ

GENDER

ബി. എ. / ബി. എസ്സി.

സെമസ്റ്റർ 3 കോമൺ കോഴ്സ്

കോഴ്സ് കോഡ് : ML3CCT03

ദൃശ്യകലാസാഹിത്യം

പഠനലക്ഷ്യങ്ങൾ

1. കേരളത്തിന്റെ സമ്പന്നമായ ദൃശ്യകലാപാരമ്പര്യത്തെക്കുറിച്ച് കുട്ടികൾക്ക് അറിവ് നൽകുക.
2. സിനിമ പോലെയുള്ള ദൃശ്യകലകളെ പരിചയപ്പെടുത്തുക.

ഖണ്ഡം ഒന്ന് - സംസ്കൃത നാടകം.

മലയാളശാകുന്തളം നാലാമങ്കം-ഏ.ആർ രാജരാജവർമ്മ

ഊരുഭംഗം - ഭാസൻ -കാവലം നാരായണപ്പണിക്കരുടെ തർജമ
(വിഷ്കംഭം കഴിഞ്ഞ് ബലദേവന്റെ സംഭാഷണം മുതൽ അവസാനം വരെ)

ഖണ്ഡം രണ്ട്- ആട്ടക്കഥ

നളചരിതം (ഒന്നാം ദിവസം)- ഉണ്ണായിവാര്യർ (തുടക്കം മുതൽ "എന്നുംചൊല്ലിക്ഖഗ പതി പറന്നംബരേ പോയ്മരഞ്ഞാൻ"(നാലാം രംഗത്തിന്റെ അവസാനം) വരെ)

ഖണ്ഡം മൂന്ന് - തുള്ളൽ

കല്യാണസൗഗന്ധികം (ശ്രീതങ്കൻ തുള്ളൽ) - കുഞ്ചൻ നമ്പ്യാർ

(തുടക്കം മുതൽ 'ശ്രീരാമദാസന്റെ വംശേ ജനിക്കയാൽ പാരം നിനക്കുമഹംഭാവ- മിങ്ങനെ' വരെയുള്ള ഭാഗങ്ങൾ)

ഖണ്ഡം നാല്- മലയാളനാടകം

'1128 ൽ ക്രൈം 27' - സി.ജെ. തോമസ്.

ഖണ്ഡം അഞ്ച് - സിനിമ

സിനിമയുടെ സാംസ്കാരിക പ്രതിനിധാനങ്ങളെ സൂക്ഷ്മതലത്തിൽ വിശകലനം ചെയ്യുന്ന ഡോ. പി.എസ് രാധാകൃഷ്ണന്റെ സിനിമാപഠനങ്ങൾ - 5 ലേഖനങ്ങൾ.

പാഠപുസ്തകം

1. ഖണ്ഡം 1,2, 3 ചേർത്തുകൊണ്ട് യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരിക്കുന്ന പുസ്തകം.
2. 1128 -ൽ ക്രൈം 27 - സി.ജെ തോമസ്
3. സിനി-

GENDER

ബി.എ./ബി.എസ്സി.

സെമസ്റ്റർ 4 കോമൺ കോഴ്സ്

കോഴ്സ് കോഡ് : ML4CCT04

മലയാളഗദ്യരചനകൾ

മലയാള ഗദ്യത്തിന്റെ ശക്തിയും സാധ്യതയും മനസ്സിലാക്കാൻ പര്യാപ്തമായ ലേഖനങ്ങളാണ് ഇവിടെ പഠനവിഷയം. ഒപ്പം ഓർമ്മക്കുറിപ്പുകളിലൂടെ എഴുത്തുകാരെയും എഴുത്തുകാരെ രൂപപ്പെടുത്തിയ സമൂഹത്തെയും തിരിച്ചറിയുന്നത് എങ്ങനെയെന്ന് മനസ്സിലാക്കാൻ സാധിക്കുന്നു.

1. ലേഖനങ്ങൾ

പുസ്തകം - യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം

1. കാളിദാസനും കാലത്തിന്റെ ദാസൻ- ജോസഫ് മുണ്ടശ്ശേരി
2. മാതൃഭാഷയിലേക്കുവീണ്ടും- എൻ.വി.കൃഷ്ണവാരീയർ
3. ഭൂമിയിൽ ഏകാന്തതയ്ക്കുമാത്രമായി ഒരിടമില്ല- സിയാറ്റിൽ മൂപ്പൻ
4. വാക്കുകളുടെ വിസ്തരം - എം.ടി.വാസുദേവൻ നായർ
5. മാറുന്ന മലയാള സംസാരഭാഷ-ടി.ബി. വേണുഗോപാലപ്പണിക്കർ
6. നമ്മുടെ അടുക്കള തിരിച്ചുപിടിക്കുക- സാരാജോസഫ്
7. മലയാളിയുടെ രാത്രികൾ- കെ.സി. നാരായണൻ
8. ചെന്നൈ വൈദ്യനാഥഭാഗവതർ സംഗീതത്തിലെ സിംഹനാദം -ഇന്ദിരാമേനോൻ
9. ഈശ്വരപിള്ളയെ ആരോർക്കുന്നു- പി.കെ. രാജശേഖരൻ
10. പ്രകാശത്തിന്റെ ആയിരം തടവറകൾ - ജീവൻ ജോബ് തോമസ്
11. പുരികം-ഡെസ് മണ്ട് മോറിസ്
12. രവിവർമ്മ- വിജയകുമാർ മേനോൻ

2. അനുഭവം, ആത്മകഥ

പച്ചവിരൽ -ദയാബായി (ഡി.സി.ബുക്സ്, കോട്ടയം, 2015)

The entire Course examines thoroughly the subtle nuances of the Gender Issue.

Semester 3 – Core Course 14:
[EN010304] -Literature and Gender

Total Credits: 3

Total Hours: 25

Weightage:

Objectives:

The course seeks to highlight the historic, thematic and cultural concerns that literature attempts against the backdrop of gender issues. A theoretical framework is provided whereby gender issues are examined, paying special attention to the fundamental political, religious and social issues that shape gender relations, thereby viewing gender as a fluid rather than a mere fixed hetero-normative Male-Female concept.

Course Description:

The 'woman quotient' in Gender Studies is mapped in the first module where the concept of Masculinity which looms large in a patriarchal social order is also examined. The learner is taken on a poetic voyage through *écriture feminine* in the second module. The third section interrogates the social stakes involved in being a woman and addresses the issue of Gender and Community Identity. The fourth section addresses the problematic issues of Lesbian and Black identity. The last module is an exclusive study of the issue of patriarchal oppression portrayed in various Indian languages over the decades.

Module 1:

- 1.1 Elaine Showalter; "The Female Tradition" from *A Literature of their Own*. (*Feminisms: An Anthology of Literary Theory and Criticism* Ed. Robyn R. Warhol & Diane Price Herndl. pp 269-88)
- ✓ 1.2 Patricia Hill Collins: "The Power of Self-Definition". (*Black Feminist Thought* pp 107-32)
- ✓ 1.3 Susan Jeffords: "Masculinity as Excess in Vietnam Films: The Father/Son Dynamic of American Culture". (*Feminisms: An Anthology of Literary Theory and Criticism* Ed. Robyn R. Warhol & Diane Price Herndl 988-1010)

Module 2:

- 2.1 Sappho: Ode to Aphrodite
- 2.2 Auvaiyar: "Real Freedom"
- 2.3 Akka Mahadevi: "It was like a Stream"
- 2.4 Phyllis Wheatley: "On being brought from Africa to America"
- 2.5 Margaret Atwood: "Helen of Troy does Countertop Dancing" ✓
- 2.6 Kamala Das: "An Introduction"
- 2.7 Imtiaz Dharker: "Purdah"

Seminar:

- 2.8 Taslima Nasrin: "Things Cheaply Had"
- 2.9 Kishwar Naheed: "The Grass Is Really Like Me"
- 2.10 Meena Kandaswamy: "Princess in Exile"
- 2.11 Meena Alexander: "Illiterate Heart"

Module 3:

- 3.1 Bapsi Sidwa: The Ice Candy Man
- 3.2 Sylvia Plath: The Bell Jar
- 3.3 Alice Walker: Color Purple

Seminar:

- 3.4 Virginia Woolf: The Hours

Module 4:

- 4.1 Revathy. A.: The Truth About Me: A Hijra Life Story
- 4.2 Maya Angelou: I know Why the Caged Bird Sings
- 4.3 Lorraine Hansberry: Raisin in the Sun

Seminar Jisra

Seminar:

- 4.4 Chimamanda Adichie: "We should all be Feminists," Ted talk,
(https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists#t-181958)
- 4.5 Rebecca Walker: "Becoming the Third Wave" (United States 1992) { *The Essential Feminist Reader* Ed. Estelle. B. Freedman 397-401 }

Module 5:

- 5.1 Lalithambika Antharjanam: Pratikaradevatha (Transl. Gita Krishnankutty *Women Writing in India Vol: I*) (490-501)
- 5.2 Prathibha Ray: The Blanket (Transl. Jayanta Mahapatra. *Women Writing in India Vol: II*) (512-23)
- 5.3 Ajeet Cour: Dead End (*Speaking for Myself: An Anthology of Asian Women's Writing*) (369-85)
- 5.4 Rokeya Sakhwat Hossain: Sultana's Dream (*Women Writing in India Vol: I*) (342-351)
- 5.5 Hamsa Wadkar: I'm Telling You Listen (*Women Writing in India Vol: I*) (190-196)
- 5.6 Sajitha Madathil: Kaalinaadakam (Translated by Anand Haridas in *Indian Literature* No 303, January/February 2018, Vol LXI No. 1)
- 5.7 Susie Tharu & J. Lalitha: The Twentieth Century: Women Writing the Nation (43-78)

Seminar:

- 5.8 Sara Joseph: Black Chinks (Translated by J. Devika in *The Oxford Anthology of Modern Malayalam Literature* Ed. P. P. Raveendran & G. S. Jayasree) (280-88)
- 5.9 S. Sithara: Fire (Translated by Jayasree Ramakrishnan in *The Oxford Anthology of Modern Malayalam Literature* Ed. P. P. Raveendran & G. S. Jayasree) 393-98

Texts for Consultation:

1. Robyn R. Warhol & Diane Price Herndl (eds): *Feminisms: An Anthology of Literary Theory and Criticism*
2. Estelle B. Freedman (ed): *The Essential Feminist Reader*
3. Susie Tharu & J. Lalitha (ed): *Women Writing in India*, vols I & 2
4. Patricia Hill Collins: *Black Feminist Thought*
5. Sukrita Paul Kumar and Malashri Lal (eds): *Speaking for Myself: An Anthology of Asian Women's Writing*
6. Shosanna Feldman; "Women and Madness: the Critical Fallacy" in *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism*. Ed, Catherine Belsey & Jane Moo
7. P. P. Raveendran & G. S. Jayasree Ed. *The Oxford Anthology of Modern Malayalam Literature (Vol I&II)*
8. J. Devika: *En-gendering Individuals: The Language of Re-forming in Early Twentieth Century Kerala* (Orient Black Swan)
9. Claire Colébrook: *Gender* (transitions - Gen Editor Julian Wolfreys)
10. Toril Moi: *Sexual/Textual Politics*
11. Simone de Beauvoir: *The Second Sex*
12. Kate Millet: *Sexual Politics*
13. Elaine Showalter: *A Literature of Their Own*
14. Isobel Armstrong: *New Feminist Discourses*
15. Judith Butler: "Imitation and Gender Insubordination" in Diana Fuss(ed) *Inside Out : Lesbian Theories*
16. Helene Cixous: "The Laugh of the Medusa" in Elaine Marks & Isabelle de Courvitron (Ed) *New French Feminism*
17. Monique Wittig: *The Straight Mind and Other Essays*
18. Rebecca Walker: "How my mother's fanatical views tore us apart,"
<http://www.dailymail.co.uk/femail/article1021293/How-mothers-fanatical-feministviews-tore-apart-daughter-The-Color-Purpleauthor.html>
19. Bell hooks: "Black Women Shaping Feminist Theory," *Feminist Theory: From Margin to Center*, 1984
20. Virginia Woolf: "Professions for Women," in *Women and Writing & A Room of One's Own*

Semester 3 - Core Course 15:

[EN010305]-Ethics in/as Literature

Total Credits: 3

Total Hours: 25

Weightage:

Course Objectives:

The main objective of this course is to familiarise the student with certain 'ethics' that narrative fiction has adopted across centuries, continents and languages. It is expected that the student will be introduced to the various ethical, formal choices that schools, influences and narrative devices have upheld so as to shape narrative fiction into its present expressive plurality.

Course Description:

Module 1 includes reading from some of the major theoretical interpretations of the narrative and narrative mores: Roland Barthes' 'Authors and Writers', Milan Kundera's 'The Depreciated Legacy of Cervantes', Orhan Pamuk's Preface to *Tristram Shandy* and Franco Moretti's "History of the Novel, Theory of the Novel".

Module 2 takes a walk down the fabulist lane that stretches beyond what we usually understand as fictional/narrative realism: Miguel de Cervantes's *Don Quixote (Part 2)*, Lawrence Sterne's *Tristram Shandy*, Donald Barthelme's post-modern reworking of the *Snow White* – fairy tale, Jorge Luis Borges' 'The Garden of Forking Paths' and Gabriel Garcia Marquez' 'The Handsomest Drowned Man in the World'

Module 3 is an attempt to sample how fiction has dealt with the issue of disabilities at different levels. Starting with the perennial classic, Victor Hugo's *The Hunchback of Notre-Dame*, the module also includes Nikos Kazantzakis' *God's Pauper: St Francis of Assisi*, José Saramago's *Blindness*, W. Somerset Maugham's 'The Man with the Scar' and Raymond Carver's 'Cathedral'

Module 4 is all about the environment – the natural and the human and the intersectionality between them. The module starts off with the phenomenal Malayalam work by Subhash Chandran, *A Preface to Man*, followed by Orhan Pamuk's *Snow*, Margaret Atwood's *Oryx and Crake*, J. M. Coetzee's 'The Lives of Animals' and Mahasweta Devi's 'Dopti/Draupadi'

Module 5 looks into issues of Otherness, as it has been tackled by narrative fiction. The selection includes Fyodor Dostoyevsky's *The Possessed*, Ama Ata Aidoo's parody of Joseph Conrad's *Heart of Darkness* - *Our Sister Killjoy*, Arundhati Roy's *The Ministry of Utmost Happiness*, John Henrik Clarke's 'The Boy Who Painted Christ Black' and the Malayalam Dalit masterpiece, Paul Chirakkarode's 'Eli Eli Lama Sabachthani?' [My God, My God, Why Hast Thou Forsaken Me?]

Note: As is evident from a perusal of the syllabus, all the seminar fields have been assigned 'short stories'; this is a tacit nod to acknowledging the trajectories which this 'other' prose fictional genre has traversed in the last two hundred odd years.

Module 1 [On Narrative Ethics]:

- 1.1 Roland Barthes: 'Authors and Writers' (*Critical Essays*)
- 1.2 Milan Kundera: 'The Depreciated Legacy of Cervantes' (Part 1 of: *The Art of the Novel*)
- 1.3 Orhan Pamuk: 'Everyone Should Have an Uncle Like This' (*Other Colours*)
- 1.4 Franco Moretti: "History of the Novel, Theory of the Novel" *New Left Review* 52, July-August 2008

Module 2 [Beyond Realism]:

- 2.1 Miguel de Cervantes: *Don Quixote* (Part 2) [Edith Grossman Translation]
- 2.2 Lawrence Sterne: *Tristram Shandy*
- 2.3 Donald Barthelme: *Snow White*

Seminar:

- 2.4 Jorge Luis Borges: 'The Garden of Forking Paths'
- 2.5 Gabriel Garcia Marquez: 'The Handsomest Drowned Man in the World'

Module 3 [Disabilities]:

- 3.1 Victor Hugo: *The Hunchback of Notre-Dame*
- 3.2 Nikos Kazantzakis: *God's Pauper: St Francis of Assisi*
- 3.3 José Saramago: *Blindness*

Seminar:

- 3.4 W. Somerset Maugham: 'The Man with the Scar'
- 3.5 Raymond Carver: 'Cathedral'

Module 4 [The Human (and the) Environment]:

- 4.1 Subhash Chandran: *A Preface to Man*
- 4.2 Orhan Pamuk: *Snow*
- 4.3 Margaret Atwood: *Oryx and Crake*

Seminar:

- 4.4 J. M. Coetzee: 'The Lives of Animals'
- 4.5 Mahasweta Devi: 'Dopti/Draupadi'

Module 5 [Otherness]:

- 5.1 Fyodor Dostoyevsky: *The Possessed* (*The Devils/ Demons*)
- 5.2 Ama Ata Aidoo: *Our Sister Killjoy*
- 5.3 Arundhati Roy: *The Ministry of Utmost Happiness*

Seminar:

- 5.4 John Henrik Clarke: 'The Boy Who Painted Christ Black'
- 5.5 Paul Chirakkarode: 'Eli Eli Lama Sabachthani?'

Specific Additional Readings:

1. Mark DeStephano on *Don Quixote*

2. Ignacio Arellano on *Don Quixote*
3. Oana-Roxana Ivan on *Tristram Shandy*
4. Daniel Thomières on *Tristram Shandy*
5. Shaghayegh Mohammadi on *Snow White*
6. Alina Leonte on *Snow White*
7. Gemma Curto on 'Garden of Forking Paths'
8. Ethan Weed on 'Garden of Forking Paths'
9. David Holland on Marquez
10. Anupa Lewis on Marquez
11. Fiona Whittington-Walsh on *Hunchback of Notre Dame*
12. Alex J Novikoff on *Hunchback of Notre Dame*
13. Frederick Sontag on Kazanthzakis and St Francis
14. Paulo C Chagas on Saramago
15. Hayfa Chenini on Saramago
16. On –'The Man with the Scar'
17. Ala Eddin Sadeq on Raymond Carver
18. Libe García Zarranz on Raymond Carver
19. Sandhya Suresh V on *A Preface to Man*
20. Jyothi lekshmi G on *A Preface to Man*
21. Alver Ahmet on Orhan Pamuk's *Snow*
22. Pritha Mukherjee on Orhan Pamuk's *Snow*
23. Beth Irwin on *Oryx and Crake*
24. Valeria Mosca on *Oryx and Crake*
25. Alan Northover on Coetzee
26. Wolfe on 'Lives of Animals'
27. Huma Yaqub on Mahasweta Devi
28. Ranita Chakraborty on Mahasweta Devi
29. Eva M Meyersson on Dostoevsky
30. Christine Smoley on Dostoevsky
31. Lhoussain Simour on *Our Sister Killjoy*
32. Aisha Al Matari on *Our Sister Killjoy*
33. Alex Tickell on Arundhati Roy
34. Angelo Monaco on Arundhati Roy

Texts for Consultation:

1. Georg Lukacs: *The Theory of the Novel*
2. Lucien Goldmann: *Towards a Sociology of the Novel*
3. David Lodge: *The Art of Fiction*
4. Wayne C. Booth: *The Rhetoric of Fiction*
5. Patricia Waugh: *Metafiction*
6. Jeremy Hawthorn: *Studying the Novel*
7. Shlomith Rimmon-Kenan: *Narrative Fiction: Contemporary Poetics*

**RESTRUCTURED CURRICULUM AND SYLLABI FOR THE
B.COM DEGREE PROGRAMME (MODEL I) UNDER THE
CHOICE BASED CREDIT AND SEMESTER SYSTEM**



**MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS P O
KOTTAYAM, KERALA**

2017

(Effective from 2017-18 admissions)

Core Course 15: ENVIRONMENT MANAGEMENT AND HUMAN RIGHTS

(CO5CRT15)

Applicable for B Com Model I, II and III

Instructional Hours: 90

Credit: 4

Objectives- To create an awareness regarding natural resources, environmental aspects and management, legislations involved and also provide an awareness on Human Rights

Module I - 20 Hours

Unit 1: Environmental Studies- Environmental Studies-Introduction-Definition-scope and Importance.

Unit 2: Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems.

Forest resources: Use and over-exploitation, deforestation-General Conservation strategies

Water resources: Use and over-utilization of surface and ground water, water conservation, watershed management, rainwater harvesting , dams-benefits and problems.

Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources,

Food resources : World food problems, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources,

Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification

Unit 3: Ecosystems- Concept -Structure and function - Energy -Food chains, food webs Ecological pyramids-Introduction, types, features, structure and function

Module II - 25 hours

Unit 1: Biodiversity - Introduction –types and importance- India as a mega-diversity nation- Bio diversity Hot-spots -Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts- concept of threatened fauna , IUCN categorisation and red list - Endangered and endemic species of India,

Conservation - *In situ* and *ex situ* conservation, protected area concept-National Park, wildlife sanctuary, biosphere reserves and community reserves, botanical gardens and zoos

Global environmental issues- ozone depletion, global warming, greenhouse effect, climate change, acid rain, nuclear accidents

Local environmental issues- landscape alteration, quarrying, sand mining, coastal erosion, degrading of mangroves and wetlands, Ramsar sites

Disaster and Disaster management- floods, earth quakes, cyclone and landslides- Need for disaster management – Disaster Management in India

Unit 2: Pollution- air, water, soil, noise, thermal and nuclear- control measures, role of individuals in prevention of pollution -Issues relating to solid and electronic waste disposal.

Unit 3: Environmental laws in India (*brief overview only- the objectives and key provisions only*) Environment Protection Act, Air (Prevention and control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act, issues involved in enforcement of environmental legislation. –

Sustainable development- Concept, , UN and sustainable development goals

Module – III (15 Hours)

Recent developments in the filed of Commerce and Management relating to environment

-**Green Accounting**- Meaning- History- Scope and Importance- Importance- Advantages and limitations-

Green Banking- Meaning- benefits- coverage- steps in green banking- environmental risks for banks- Green banking initiatives- International initiatives- Initiatives in India-

Green Marketing- Meaning- Need and benefits- Challenges- Green marketing in India- Green washing and consequences-

Eco tourism- significance- eco tourism activities in India- Opportunities and challenges –

Environmental audit- concept- need and scope

Carbon credit and carbon exchanges (over view only) -

Module – IV (12 Hours)

Right to Information Act 2005- Basic terms- Public authority- Competent authority- Appropriate Government- Third Part- Information – record- Right to information- Objectives of the Act-Features of the Act- Obligation of Public authority- Procedure for request of information- time limit- fee- ground of rejection- appeal- exemption from disclosure- Right to access information on specific issues- Banking transactions, insurance transactions, government dealing and related services

Module - V (18 Hours)

Unit 1 - Human Rights

An Introduction to Human Rights, Meaning, concept and development –History of Human Rights-Different Generations of Human Rights- Universality of Human Rights- Basic International Human Rights Documents - UDHR ,ICCPR,ICESCR.-Value dimensions of Human Rights

Unit 2 - Human Rights and United Nations

Human Rights co-ordination within UN system- Role of UN secretariat- The Economic and Social Council- The Commission Human Rights-The Security Council and Human rights-The Committee on the Elimination of Racial Discrimination- The Committee on the Elimination of Discrimination Against Women- the Committee on Economic, Social and Cultural Rights- The Human Rights Committee- Critical Appraisal of UN Human Rights Regime.

Unit 3- Human Rights National Perspective

Human Rights in Indian Constitution – Fundamental Rights- The Constitutional Context of Human Rights-directive Principles of State Policy and Human Rights- Human Rights of Womenchildren–minorities- Prisoners- Science Technology and Human Rights- National Human Rights Commission- State Human Rights Commission- Human Rights Awareness in Education.

Assignment may include Field study involving

- Visit to a local area to document environmental grassland/ hill /mountain
- Visit a local polluted site – Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds etc
- Study of simple ecosystem-pond, river, hill slopes, etc

Suggested Readings and references

1. Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
2. Clark.R.S., Marine Pollution, Clarendon Press Oxford (Ref)
3. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001 Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p .(Ref)
4. Dc A.K.Environmental Chemistry, Wiley Eastern Ltd.(Ref)
5. Down to Earth, Centre for Science and Environment (Ref)
6. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140pb (Ref)
7. Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p (Ref)
8. Mekinney, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p (Ref)
9. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
10. Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p (Ref)
11. Rao.M.N & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p (Ref)
12. Rajagopalan. R, Environmental Studies from crisis and cure, Oxford University Press, Published: 2016 (TB)
13. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut (Ref)
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27. Robert Dahlstrom- Green Marketing:Theory, Practice and Strategies, Cengage Learning India Private Limited
28. A N Sarkar , Green Banking , Atlantic Publishers
29. Thomas Aronsson and Karl Gustaf Lofgren, Edgar Handbook of Environmental Accounting, Elgar Publishing.
30. M. Sarngadharan and G. Raju , Tourism and Sustainable Economic Developments: Indian and Global Perspectives – New Century Publishers
31. ICAI Study Material of Auditing
32. Right to Information Act, 2005
33. Basic Documents in Human Rights –Ian Brownlie
34. Universal Human Rights in Theory & Practice –Jack Donnelly
35. Future of Human Rights –Upendra Baxi
36. Understanding Human Rights –An overview –O.P.Dhiman
37. Referring Human Rights –D.P.Khanna.
38. Human Rights in India Historical and Political Perspectives-Chiranjivi .J.Nirmal.
39. Human Rights in post colonial India –Edited by Om Prakash Dwivedi and V.G.Julie Rajan

Pearls from the Deep- EN1CC02

Module 1 [Fiction]

Ernest Hemingway: The Old Man and the Sea

Module 2 [One Act Plays]

Susan Glaspell: Trifles

Asif Currimbhoy: The Refugee

A. A. Milne: The Boy Comes Home

Module 3 [Short Stories]

Guy De Maupassant: Two Friends

O. Henry: The Gift of the Magi

K. A. Abbas: Sparrows

Flora Annie Steel: Valiant Vicky, the Brave Weaver

Module 4 [Poems]

Rumi: The Chance of Humming

Walter Scott: Lochinvar

John Keats: La Belle Dame sans Mercy

Robert Frost: After Apple Picking

Chinua Achebe: Refugee Mother and Child

Kamala Das: My Grandmother's House

Ted Hughes: Jaguar

Pablo Neruda: Tonight I can Write the Saddest Lines

P. P. Ramachandran: How Simple!

COURSE 3 - Issues that Matter- EN2CC03

COURSE OUTLINE

Module 1

Luigi Pirandello: War

Judith Wright: The Old Prison

Arundhati Roy: Public Power in the Age of Empire

Module 2

Bertolt Brecht: The Burning of the Books

W. H. Auden: Refugee Blues

Romila Thapar: What Secularism is and Where it Needs to be Headed

Module 3

Zitkala- Sa: A Westward Trip

Bandhumadhav: The Poisoned Bread

Temsula Ao: The Pot Maker

Module 4

Khushwant Singh: A Hosanna to the Monsoons

Ayyappa Paniker: Where are the woods, children?

Sarah Joseph: Gift in Green [chapter 2] - Hagar: A Story of a Woman and Water

Module 5

Ghassan Kanafani: Six Eagles and a Child

Sanchari Pal: The Inspiring Story of How Sikkim Became India's Cleanest State

Indrajit Singh Rathore: Hermaphrodite

Savouring the Classics- EN2CC04

Module 1 [Poems]

Homer: Odysseus tells Eurycleia to conceal his identity (Odyssey - Book 19: 476 - 507)

Sappho: Jealousy

Kalidasa: Look to This Day

Omar Khayyam: Rubaiyat (last four quatrains: 72-75)

Dante - Dante meets Virgil (Inferno - Canto 1: 61-99)

Matsuo Basho: Haikus

Alexander Pushkin: The Song of the Kazak

Module 2 [Shakespeare Excerpts]

Romeo and Juliet: ACT II, Scene ii

The Merchant of Venice: ACT IV, Scene i

Module 3 [Novel Excerpts]

Victor Hugo: Les Miserables (Part 1- Fantine Book II)

Mark Twain: The Adventures of Huckleberry Fin (Raft Passage)

Module 4 [Short Fiction]

Dostoyevsky: A Christmas Tree and a Wedding

Arthur Conan Doyle: The Adventure of the Dancing Men

Literature and/as Identity- EN3CC05

COURSE OUTLINE

Module 1 (Diasporic Identities)

Agha Shahid Ali: I See Kashmir from New Delhi at Midnight

M.G. Vassanji: Leaving

Imtiaz Dharker: At the Lahore Karhai

Chitra Banerjee Divakaruni: Indian Movie, New Jersey

Module 2 (South Asian Identities)

C. V. Velupillai: No State, No Dog

Sadaat Hasan Manto: The Dog of Tetwal

Intizar Hussain: A Chronicle of the Peacocks

Selina Hossain: Double War

Module 3 (Life Writings)

Malcolm X: —Nightmare], excerpt from The Autobiography of Malcolm X.

Sashi Deshpande: Learning to be a Mother in Janani – Mothers, Daughters, Motherhood,
(ed.) Rinki Bhattacharya.

Module 4 (Indigenous Identities)

Excerpts from Binti, the Santhal creation song of cosmology, the Bhilli Mahabharat and

Garhwali Songs in Painted Words - An Anthology of Tribal Literature - Edited by G. N.

Devy.

Amos Tutuola: The Palm-Wine Drinkard. [Excerpt]

Module 5 (Alter Identities)

Nathaniel Hawthorne: The Birth Mark

John Henrik Clarke: The Boy Who Painted Christ Black

Ruskin Bond: The Girl on the Train

Illuminations- EN4CC06

COURSE OUTLINE

Module 1 [Life Sketches]

Helen Keller: Three Days to See

Jesse Owens: My Greatest Olympic Prize

Dominic Lapierre: Mother Teresa

Module 2 [Essays]

Lafcadio Hearn: On Reading

Stephen Leacock: Are the Rich Happy?

A.G. Gardiner: On Courage

Module 3 [Speeches]

J. K. Rowling: The fringe benefits of failure and the importance of imagination

Malala Yousafzai: Nobel Lecture

Module 4 [Short Stories]

Oscar Wilde: The Nightingale and the Rose

George Orwell: The Miser

John Galsworthy: Quality

Paolo Coelho: The Beggar and the Baker

Module 5 [Poems]

William Ernest Henley: Invictus

Robert Frost: The Road Not Taken

Kahlil Gibran: Of Good and Evil

Joyce Kilmer: Trees

Symphony of Verse -EN3CR04

COURSE OUTLINE

Module 1 (Renaissance and Restoration)

Edmund Spenser: One Day I Wrote Her Name

William Shakespeare: Sonnet 130

John Donne: Canonization

John Milton: Lycidas

John Dryden: A Song for St. Cecilia's Day

Module 2 (Romantic Revival)

William Wordsworth: Lucy Gray

Samuel Taylor Coleridge: Christabel (Part I)

Percy Bysshe Shelley: Ode to the West Wind

John Keats: To Autumn

Module 3 (Victorian)

Alfred, Lord Tennyson: Ulysses

Robert Browning: Porphyria's Lover

Matthew Arnold: Dover Beach

Christina Rossetti: A Hope Carol

Module 4 (Twentieth Century)

W. B. Yeats: Easter 1916

T S Eliot: The Love Song of J Alfred Prufrock

Philip Larkin: The Whitsun Weddings

Sylvia Plath: Lady Lazarus

Module 5 (Contemporary)

A. D. Hope: Australia

Maya Angelou: Phenomenal Woman

Seamus Heaney: Digging

Carol Ann Duffy: Stealing

Acts on the Stage- EN5CR07

King Lear-William Shakespeare

Indian Writing in English - EN5CR09

Module 1 (Poetry)

Henry Derozio: The Harp of India

Nissim Ezekiel: The Patriot

Jayanta Mahapatra: Freedom

Kamala Das: Introduction

Dom Moraes: Absences

Module 2 (Fiction)

Anita Nair: Ladies Coupe

Module 3 (Drama)

Girish Karnad: Tughlaq

Module 4 (Short Fiction)

R. K. Narayan: The Antidote

Salman Rushdie: The Free Radio

Jhumpa Lahiri: The Interpreter of Maladies

Chitra Banerjee Divakaruni: Mrs Dutta Writes a Letter

Module 5 (Prose)

Rabindranath Tagore: Nationalism in India

B. R. Ambedkar: Back from the West and Unable to Find Lodging in Baroda

Satyajit Ray: Odds Against Us

Amitav Ghosh: The Imam and the Indian

MAHATMA GANDHI UNIVERSITY
PRIYADARSINI HILLS
KOTTAYAM
KERALA

MICHAEL THOMAS
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SYLLABUS FOR UNDER GRADUATE PROGRAMME IN
BOTANY
UNDER THE RESTRUCTURED CURRICULUM
IN
CHOICE BASED CREDIT SYSTEM (UGCBCS)
(EFFECTIVE FROM 2017 ADMISSIONS)

PREPARED BY:
BOARD OF STUDIES IN BOTANY (UG) AND FACULTY OF SCIENCE,
MAHATMA GANDHI UNIVERSITY, KOTTAYAM

4. Action of various enzymes in plant tissues: peroxidase, dehydrogenase.
5. Quantitative estimation of protein using colorimeter.

REFERENCES

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Core course 8

Code: BO5CRT08

ENVIRONMENTAL SCIENCE AND HUMAN RIGHTS

(Theory 54 hrs; Practical 36 hrs; Credits 3 + 1)

Objectives:

- Acquaint the student with the significance of Environmental Science.
- Make the students aware about the extent of the total biodiversity and the importance of their conservation.
- Help the student to design novel mechanisms for the sustainable utilization of natural resources.
- Enable the students to understand the structure and function of the ecosystems.
- Enable the students to understand various kinds of pollution in the environment, their impacts on the ecosystem and their control measures
- Make the students aware about various environmental laws in India and the role of various movements in the protection of nature and natural resources.

ENVIRONMENTAL SCIENCE (48 hrs)

Module 1: Introduction to ecology (8 hrs)

Ecology: introduction, definition, scope and relevance; sub-divisions of ecology - autecology, synecology and ecosystem ecology.

Population: population size, density, natality, mortality, age, rate of natural increase, growth form and carrying capacity, population interactions between species - competition, parasitism, predation, commensalism, protocooperation, mutualism, neutralism.

Community: community concept, biotic community, species diversity, species richness, dominance; growth forms and structure, trophic structure, ecotone, edge effect, habitat, ecological niche, microclimate, ecological indicators, keystone species.

Module 2: Ecosystems (10 hrs)

Structure and function of ecosystems, ecosystem components: abiotic - atmosphere, climate, soil, water; biotic - producers, consumers, decomposers. Productivity - primary and secondary - gross and net productivity - homeostasis in the ecosystem. Concept of energy in ecosystems - energy flow, food chain, food web, trophic levels, trophic structure and ecological pyramids - pyramid of numbers, biomass, energy. Nutrient cycles - biogeochemical cycles of C and N₂.

Ecosystem development: ecological succession, process, climax community, hydrosere, xerosere. Adaptations of plants to environment - xerophytes, hydrophytes, epiphytes, halophytes, mangroves.

Module 3: Biodiversity and its conservation (10 hrs)

Biodiversity: definition, types, examples – endemism - hot spots; hot spots in India - Western Ghats as hot spot. Wetlands and their importance. Biodiversity loss - IUCN threat categories, Red data book; causes and rate of biodiversity loss - extinction, causes of extinction. Conservation: methods - *in-situ*, *ex-situ*. Joint Forest management - people's participation in biodiversity conservation: community reserve, eg. Kadalundi-vallikkunnu. Remote sensing and GIS: introduction, principle, application of remote sensing and GIS in environmental studies and biodiversity conservation (brief account). Ecotourism: ecotourism centers in Kerala - Thenmala and Thattekkad WLS.

Module 4: Environmental pollution (10 hrs)

Environmental studies - definition, relation to other sciences, relevance. Environmental pollution - introduction, definition; Air pollution - air pollutants, types, sources, effect of air pollution on plants and humans, control measures; Water pollution – common pollutants, sources, impact, control measures; water quality standards - DO and BOD; eutrophication. Soil Pollution - causes, sources, solid waste, biodegradable, non-biodegradable, management of solid waste, composting, e – waste. Environmental issues - global warming, greenhouse effect, climate change - causes and impact, ozone layer depletion. Carbon sequestration.

Module 5: Conservation of nature (10 hrs)

Global conservation efforts - Rio Earth summit - Agenda 21, Kyoto protocol, COP15 (15th Conference of the parties under the UN framework convention on climate change) and Paris protocol - major contributions. Conservation strategies and efforts in India and Kerala.

Organizations, movements and contributors of environmental studies and conservation: organizations - WWF, Chipko, NEERI; contributors - Salim Ali, Sunder Lal Bahuguna, Madhav Gadgil, Anil Agarwal, Medha Patkar, Vandana Siva (brief account only).

Environmental Legislation and Laws: Environment (protection) Act 1986, Air (protection and control of pollution) act, 1981 Water (protection and control of pollution) Act, 1974, Wildlife (protection) Act, 1972, Forest (conservation) Act, 1980, Biological Diversity Act (2002) [brief account only].

Module 6: Human rights (6 hrs)

Introduction, meaning, concept and development. Three generations of human rights - civil and political rights, economic, social and cultural rights. Human Rights and United Nations: contributions; main human rights related organizations - UNESCO, UNICEF, WHO, ILO; Declarations for women and children, Universal declaration of human rights. Human rights in India: fundamental rights and Indian constitution, rights for children and women, scheduled castes, scheduled tribes, other backward castes and minorities.

Environment and human rights: right to clean environment and public safety; issues of industrial pollution; prevention, rehabilitation and safety aspect of new technologies such as chemical and nuclear technologies, issues of waste disposal, protection of environment. Conservation of natural resources and human rights: reports, case studies and policy formulation. Conservation issues of Western Ghats – Madhav Gadgil committee report, Kasturi Rangan report. Over-exploitation of ground water resources, marine fisheries, sand mining etc.

PRACTICAL (36 hrs)

1. Estimation of CO₂, Cl, and alkalinity of water samples (Titrimetry)
2. Determination of pH of soil and water.
3. Assessment of diversity, abundance, and frequency of plant species by quadrat method (Grasslands, forests).
4. Study of the most probable number (MPN) of Coliform bacteria in water samples.
5. EIA studies in degraded areas (Sampling, Line transect, Quadrat).
6. Ecological adaptations in xerophytes, hydrophytes, epiphytes, halophytes and mangroves.

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2. A K Bhattacharya, 2005. Ecotourism and Livelihoods. Concept Publishing Co. New Delhi.
3. AmalRaj S. Introduction to environmental science and technology. Laxmi Publications Pvt. Ltd., New Delhi.
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22. Kumar U, M Asija, 2006. Biodiversity: Principles and conservation. Agrobios India.
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27. Nayar M P, Sastry A R K, 1987, 1988, 1990. Red Data Book of Indian Plants, Vols. I - III. Botanical Survey of India, Calcutta.
28. Nayar M P, 1996. Hot Spots of Endemic Plants of India, Nepal and Bhutan. Tropical Botanic Garden and Research Institute, Trivandrum.

Core course 10 Code: BO6CRT10
CELL AND MOLECULAR BIOLOGY
(Theory 54 hrs; Practical 36 hrs; Credits 3 + 1)

Objectives:

- Understand the ultra structure and functioning of cell in the sub-microscopic and molecular level.
- Get an idea of origin, concept of continuity and complexity of life activities.
- Familiarization of life processes.
- Understand the basic and scientific aspect of diversity.
- Understand the cytological aspects of growth and development.
- Understand DNA as the basis of heredity and variation.

CELL BIOLOGY (Theory 27 hrs; Practical 27 hrs)

Module 1: Ultra structure of cell components (8 hrs)

Cell biology through ages: a brief history of cell biology. Cytosol - chemical composition. Composition, structure and function of plasma membrane - fluid mosaic model.

The ultra-structure of a plant cell with structure and function of the following organelles: Endoplasmic reticulum, chloroplasts, Mitochondria, Ribosomes, Dictyosomes, Microbodies - peroxisomes and glyoxisomes, lysosomes and vacuole. Cytoskeleton - microtubules and microfilaments.

Ultra structure of nucleus: nuclear envelope - detailed structure of pore complex, nucleoplasm - composition, nucleolus.

Module 2: Chromosomes (6 hrs)

Chromosomes: introduction, chromosome number, autosomes and allosomes, morphology - metacentric, submetacentric, acrocentric and telocentric. Structure - chromatid, chromonema, chromomere, centromere and kinetochore, telomere, secondary constriction and nucleolar organizer. Chromatin fibres: heterochromatin and euchromatin. Karyotype and ideogram.

Chemical composition of chromatin: histones and non-histones, arrangement of proteins and DNA in chromatin - the 10 nm fibre (nucleosome model), 30 nm fibre (solenoid model) and central axis with radial loops of 300 nm fibre.

Special type of chromosomes: giant chromosomes (salivary gland chromosomes, Lamp brush chromosomes), supernumerary chromosomes (B chromosome).

Module 3: Cell division (6 hrs)

Cell cycle - definition, different stages - interphase (G₁, S and G₂) and division phase. Mitosis: karyokinesis and cytokinesis, significance of mitosis. Meiosis: stages - first meiotic division (reduction division) and second meiotic (equational division), structure and function of synaptonemal complex, significance of meiosis; comparison of mitosis and meiosis.

Module 4: Chromosomal aberrations (4 hrs)

Numerical: heteroploidy; euploidy - haploidy; polyploidy - autopolyploidy, allopolyploidy (*Raphanobrassica*); aneuploidy - monosomy, trisomy (Fruit morphology in *Datura*), nullisomy (*Triticum*). Numerical chromosomal abnormalities in man: Down's syndrome, Klinefelter's syndrome, Turner's syndrome.

Structural: deletion (Cri-du-chat syndrome), duplication (Bar eye in *Drosophila*), inversions (paracentric and pericentric) and Translocations (Robertsonian translocation).

Module 5: Mutation (3 hrs)

Mutation: definition, importance. Types of mutations: somatic and germinal; spontaneous and

induced; chromosomal and gene or point mutations. Molecular basis of mutation: frame shift, transition, transversion and substitution. Mechanism of mutation induction: base replacement, base alteration, base damage, errors in DNA replication. Mutagens: physical - non-ionizing and ionizing radiations; chemical - base analogs, alkylating agents, deaminating agents.

PRACTICAL (27 hrs)

1. Make acetocarmine squash preparation of onion root tip to identify mitotic stages.
2. Study the mitotic index of onion root tip cells (Demonstration only).
3. Study of the different stages of meiosis and identification of different substages of prophase I using photomicrographs or pictures.
4. Identify and study the chromosomal anomalies, patterns and karyotype in man such as Down's syndrome, Turner's syndrome and Klinefelter's syndrome.

MOLECULAR BIOLOGY (Theory 27 hrs; Practical 9 hrs)

Module 6: The genetic material (8 hrs)

Molecular biology: a brief historical prelude. Identification of DNA as genetic material: direct evidences – transformation experiment by Avery *et al.*; Hershey and Chase Experiment. Evidences for RNA as genetic material in some viruses.

Nucleic acids: DNA and RNA, important features of Watson and Crick model of DNA; Chargaff's rule. Alternate forms of DNA - comparison of A, B and Z forms. Structure and function of different types of RNA - tRNA, mRNA, rRNA, snRNA, miRNA.

Module 7: Replication of DNA (4 hrs)

Semiconservative replication of DNA - Messlson and Stahl's experiment; process of semiconservative replication with reference to the enzymes involved in each step.

Module 8: Gene expression (8 hrs)

Gene expression: concept of gene, split genes, one gene one enzyme hypothesis, one gene one polypeptide hypothesis, the central dogma, reverse transcription. Details of transcription in prokaryotes and eukaryotes; hnRNA, splicing, release of mRNA. Translation - initiation, elongation and termination. Genetic code and its features, wobble hypothesis.

Module 9: Regulation of gene expression (5 hrs)

Regulation of gene expression in prokaryotes: operon concept, inducible and repressible systems, negative control and positive control. Lac operon, catabolic repression. Tryptophan operon, attenuation. Regulation in eucaryotes (brief account only).

Module 10: Genetics of cancer (2 hrs)

Genetic basis of cancer – brief description of proto-oncogenes and oncogenes, tumour suppressor genes; characteristics of cancer cells.

PRACTICAL (9 hrs)

6. Work out elementary problems based on DNA structure, replication, transcription and translation and genetic code.

REFERENCES

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2. Avinash, Kakoli Upadhyay, 2005. *Basic Molecular Biology*. Himalaya Publishing House, Mumbai.
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Master of Science in Botany

PROGRAMME STRUCTURE AND SYLLABUS
2019-20 ADMISSIONS ONWARDS

(UNDER MAHATMA GANDHI UNIVERSITY PGCSS REGULATIONS 2019)



MICHAEL THOMAS
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**BOARD OF STUDIES IN BOTANY (PG)
MAHATMA GANDHI UNIVERSITY**

2019

BY010302: BIOTECHNOLOGY, BIOINFORMATICS AND BIONANOTECHNOLOGY
(Theory 72 Hrs; Practical 36 Hrs; Credits: 4)

BIOTECHNOLOGY (54 hrs)

Module 1: Bioprocess Technology (5 hrs)

(a) Introduction to classical and modern biotechnology. Microbial biotechnology: Mode of operation of a bioprocess – basic concepts of batch, fed batch and continuous operation of a bioprocess.

(b) Basic design and construction of various types of bioreactors used in bioprocesses.

(c) Commercial production of metabolites using bioreactors. Submerged and solid state fermentation. Microbes in production of enzymes, antibiotics, biopolymers, bioethanol, organic acids, SCP.

Module 2: Plant tissue culture (12 hrs)

(a) Brief history and important milestones in plant tissue culture. Types of cultures: organized structures - meristem, shoot tip, node, embryo, root cultures; unorganized structures - callus, suspension and protoplast cultures. Cellular totipotency. Differentiation of cells in callus - tracheid formation, chloroplast differentiation. Factors influencing vascular differentiation. Organogenic and embryogenic differentiation.

(b) Culture protocol: General composition of the culture media; solid and liquid media – gelling agents. Preparation and standardization of MS medium for shoot and root differentiation. Sterilization of medium, glasswares, instruments, plant material, transfer area. Preparation of explants and inoculation, incubation. Pattern of growth and development, subculturing.

(c) Micropropagation: Methods – shoot tip and nodal segment culture, stages of micropropagation. Advantages and disadvantages of micropropagation. Applications of tissue culture.

Module 3: Genetic engineering (15 hrs)

(a) Important steps in Gene cloning: Basic principles of gene cloning. Isolation and purification of DNA from cells (Brief study). Isolation of DNA fragments of interest, creation of recombinant DNA – introduction into host cells, selection and screening of recombinants, propagation of recombinants.

(b) Tools and techniques: Restriction endonucleases, Ligases. Vectors – necessary properties of a vector, types of vectors based on origin; shuttle vectors, expression vectors.

(c) Plant transformation: *Agrobacterium tumefaciens* mediated gene transfer in plants - details of vector system based on *A. tumefaciens*, binary vector and cointegrate vector. Steps involved in *Agrobacterium* mediated gene transfer to plants. Plant transformation by direct transfer of DNA (Vectorless methods) - microprojectiles, electroporation, microinjection, chemical, lipofection.

(d) Applications of genetic engineering -in genetic studies, agriculture, and medicine (brief study citing specific examples)

Module 4: Genome editing (3 hrs)

Introduction, scope, methods and applications

Module 5: Advanced tools and techniques in Biotechnology (10 hrs)

(a) cDNA synthesis, artificial DNA synthesis – solid-phase synthesis.

(b) PCR - Procedure and applications, variants of PCR - Real time PCR and reverse transcriptase PCR and their applications.

(c) Automated DNA sequencing.

(d) *In vitro* mutagenesis, site directed mutagenesis.

(e) Blotting techniques - procedure and applications of southern, northern, western, and dot blotting. Microarray (gene chip) technology and its applications.

(f) Procedure and applications of DNA profiling, Footprinting.

(g) Procedure and applications of FISH and GISH

Module 6: Genomics (5 hrs)

Introduction to genome, genomics, transcriptomics and proteomics. Structural genomics - genome sequencing strategies. Genome annotation - structural and functional annotation, gene expression study using microarrays.

Module 7: Societal concerns with biotechnology (4 hrs)

Harm to the environment - potential impact of GMOs on the ecosystem; GM food - effect on health and environment. Misuse of modern molecular biology tools and techniques, bioweapons, bioterrorism. Ethical issues relating to rDNA techniques. Patents - issues relating to patenting living organisms, their genes and other bioresources.

BIOINFORMATICS (13 hrs)

Module 1: Methods, tools and applications of bioinformatics (3 hrs)

(a) Databases: Organization, primary and secondary databases. DNA sequence databases - Genbank, EMBL & DDBJ. Protein databases - SWISS-PROT, PDB. Sequence alignment: Significance; Global Alignment, pair wise analysis, Scoring Matrices (an introduction). Database similarity search - query sequence search; BLAST - Algorithm and different versions. FASTA. Multiple sequence analysis dynamic programming.

(b) Molecular Phylogeny: molecular clock hypothesis. Phylogenetic Trees, Terminology in Phylogenetic tree. Tree drawing Methods. Cladogram and Phylogram. Significance of Molecular Phylogeny.

(c) Structural Bioinformatics: Molecular structure viewing tool - Rasmol; Protein structure prediction - Secondary Structure prediction (Chou Fasman method), Tertiary structure prediction (Homology modeling).

Module 2 Advanced tools and techniques in Biotechnology (10 hrs)

(a) cDNA synthesis, artificial DNA synthesis - solid-phase synthesis. Construction of genomic and cDNA library.

(b) PCR - Procedure and applications, variants of PCR - Real time PCR and reverse transcriptase PCR and their applications.

(c) Automated DNA sequencing.

(d) *In vitro* mutagenesis, site directed mutagenesis.

(e) Blotting techniques - procedure and applications of southern, northern, western, and dot blotting. Microarray (gene chip) technology and its applications.

(f) Procedure and applications of DNA profiling, Footprinting.

(g) Procedure and applications of FISH and GISH

PROGRAMME ELECTIVE - BIOTECHNOLOGY
BY800403: GENOMICS, TRANSCRIPTOMICS, PROTEOMICS AND
BIOINFORMATICS

(Theory 90 hrs; Practical 54 hrs; Credits 4)

Module 1: Genome mapping (12 hrs)

- (a) Genome map – definition, types, and significance in genomics.
- (b) Cytogenetic map – types (Brief study)
- (c) Genetic mapping – basic principles for the construction of linkage maps. Markers for genetic mapping – genes, biochemical markers, molecular markers. Construction of linkage maps using molecular markers - RFLP, RAPD, AFLP, SSLP, SNP.
- (d) Physical mapping – restriction mapping, STS mapping, EST.

Module 2: Genome sequencing (14 hrs)

- (a) Basic steps in genome sequencing. Shot gun sequencing of small genomes. Hierarchical shot gun sequencing. Whole genome shot gun approach.
- (b) Sequence assembly – methods used.
- (c) Next generation sequencing strategies: Preparation of sequencing library. Reversible terminator sequencing (Illumina sequencing), Pyrosequencing, 454 sequencing, ion torrent method, SOLiD. Third and Fourth generation sequencing.
- (e) Important findings of the completed genome projects: Human genome project, Rice genome project, Arabidopsis genome project, *E. coli* genome project, Wheat genome project.

Module 3: Genome annotation (11 hrs)

- (a) **Structural annotation:** by computer analysis of sequence data and experimental techniques
- (b) **Functional annotation:** by computer based methods and experimental methods

Module 4: Comparative genomics (5 hrs)

Orthologs and Paralogs, gene identification by comparative genomics, comparative genomics as a tool in evolutionary studies. Metagenomics.

Module 5: Transcriptomics (5 hrs)

Components of the transcriptome. Methods of transcriptome analysis and its importance in genome annotation.

Module 4: Proteomics (8 hrs)

Proteome, proteomics. Protein profiling – steps in protein profiling. Protein sequencing. Protein expression analysis using protein microarray, protein localization using GFP.

Module 5: Bioinformatics (27 hrs)

- (a) Internet and WWW. National Centre for Biotechnology Information – SRS. Computational Biology and Bioinformatics. Database organization and function. Types of databases based on the data storage pattern. Submission to and retrieval from databases – BankIt and sequin. Secondary Databases (PROSITE, PRINTS, BLOCKS).
- (b) Sequence Analysis: Global Alignment, pairwise analysis, Scoring Matrices (an introduction), Database similarity search – query sequence search; BLAST – Algorithm and different versions; FASTA. Multiple Sequence Analysis dynamic programming for sequence alignment. Tools for multiple sequence alignment – CLUSTAL X/W.
- (c) Structural Bioinformatics: Molecular Structure viewing tool – Rasmol; Protein structure prediction, secondary structure prediction - Chou Fasman method and other Bioinformatics tools

for secondary structure prediction; Tertiary structure prediction - comparative modeling, Abinitio prediction, Homology modeling.

(d) Gene prediction strategies, ORF search, gene prediction programs – Grail/Exp, GENSCAN, ORF finder. RNA secondary structure prediction.

(e) Computer assisted drug design - concept, methods and practical approaches. Brief study about Docking tools, AutoDock, molegro virtual docker, GOLD.

(f) Applications of bioinformatics in evolutionary studies, molecular clock hypothesis. Molecular Phylogeny – Gene and Species tree. Molecular evolution and Kimuras theory, Phylogenetic Trees, Terminology in Phylogenetic tree. Tree drawing Methods. Cladogram and Phylogram, Significance of Molecular Phylogeny.

Module 6: Ethical, legal, and social impact of complete genome analysis (8 hrs)

Genome data availability – Problems with public availability of sequence data, privacy concerns, legal problems, gene and DNA sequence patenting, patenting transgenics.

Practical (54 Hrs)

1. Blast search with Protein sequence (e.g. *Cytochrome C* sequence)
2. Blast search with Nucleic Acid Sequence (e.g. *Magnolia latahensis* & Neanderthal man Paleo DNAs)
3. Carry out multiple sequence alignment using the given DNA sequences.
4. Phylogenetic tree creation with CLUSTAL X, W and MUSCLE and tree viewing tools. NJ Plot, Tree View, MEGA
5. Creation of phylogentic trees for selected families of Eudicots
6. Molecular structure viewing - use of Rasmol (supply structure of a few proteins downloaded from PDB).
7. Locate specific sequences like TATA box, promoters, start signals, stop signals etc. in a DNA sequence using computer programmes e.g., *E. coli* promoter, human promoter.
8. Laboratory/Industry visit: Students are expected to conduct a visit to a sophisticated biotechnology laboratory/research centre/biotechnology industry to have an idea on the type of work going on there. A report of the visit should be prepared and submitted.

References

1. S B Primrose, R M Twyman (2006). *Principles of gene manipulation and genomics* (VII Edn). Blackwell publishing.
2. Robert J Brooker (2009). *Genetics: analysis & principles* (III Edn). McGraw Hill.
3. James D Watson, Amy A Caudy, Richard M Myers, Jan A Witkowski (2007). *Recombinant DNA* (III Edn). W H Freeman.
4. T A Brown (2018). *Genomes 4*. Garland Science.
5. Leland H Hartwell, Leroy Hood, Michael L Goldberg, Ann E Reynolds, Lee M Silver, Ruth C Veres (2004). *Genetics: From genes to genomes* (II Edn). McGraw Hill.
6. *Science*, 16 february 2001, Vol. 291.
7. David W Mount (2001). *Bioinformatics: sequence and genome analysis*. CBS publishers & distributors.
8. Jeremy M Berg, John L Tymoczko, Lubert Stryer, Gregory J Gatto Jr. (2007). *Biochemistry*. W H Freeman and company.

9. David P Clark (2010). *Molecular biology*. Elsevier.
10. D Peter Snustad, Michael J Simmons (2010). *Principles of genetics* (V Edn). John Wiley and Sons.
11. David A Micklos, Greg A Freyer with David A Crotty (2003). *DNA Science: A first course* (II Edn). L K Inter.
12. Benjamin A Pierce (2008). *Genetics: A conceptual approach* (IV Edn). W H Freeman and Company.
13. Anthony J F Griffiths, Susan R Wesler, Sean B Carroll, John Doebley (2008). *Introduction to genetic analysis* (X Edn). W H Freeman and Company.
14. Benjamin A Pierce (2008). *Genetics: A conceptual approach* (IV Edn). W H Freeman and Company
15. Paul G Higgs, Teresa K Attwood (2005). *Bioinformatics and molecular evolution*. Blackwell publishing.
16. C W Sensen (2002). *Genomics and Bioinformatics*. Wiley – VCH.
17. T A Brown (2002). *Genomes* (II Edn). Bios.
18. William J Thieman, Michael A Palladino (2009). *Introduction to biotechnology* (II Edn). Pearson
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20. Teresa K Attwood, David J Parry-Smith, Simiron Phukan (2007). *Introduction to Bioinformatics*. Pearson Education.
21. Zhumur Ghosh, Bibekanand Mallik (2008). *Bioinformatics: principles and applications*. Oxford University press.
22. Orpita Bosu, Simminder Kaur Thukral (2007). *Bioinformatics: Databases tools and algorithms*. Oxford University press.
23. Robert H Tamarin (2002). *Principles of genetics*. McGraw Hill.
24. Robert K Murray, David A Bender, Kathleen M Botham, Peter J Kennelly, Victor W Rodwell, P Anthony Weil (2009). *Harper's Illustrated Biochemistry* (XXVIII Edn). Mc Graw Hill.
25. *Nature*, 409 (6822): 860-921, 2001.
26. S R Pennington, M J Dunn (Edts) (2002). *Proteomics: From protein sequence to function*. Viva Books Private Limited.
27. Bernard R Glick, Jack J Pasternak, Cheryl L Pattein (2010). *Molecular biotechnology, principles and applications of recombinant DNA*. ASM press.
28. Burton E Tropp (2012). *Molecular biology: Genes to Proteins* (IV Edn). Jones and Bartlett Learning.
29. Jocelyn E Krebs, Elliott S Goldstein, Stephen T Kilpatrick (2011). *Lewin's Genes X*. Jones and Bartlett Publishers.
30. Rocha, M. & Ferreira, P.G. 2018. *Bioinformatics Algorithms: 1st Edition*. Academic Press.
31. Momand, J. & McCurdy, M. 2017. *Concepts in Bioinformatics and Genomics*. Oxford University Press.
32. Jeremy, R. 2015. *Bioinformatics: An Introduction*. Springer Publishing Co.
33. Choudhuri, S. 2014. *Bioinformatics for Beginners*. 1st Edition. Academic Press



Mahatma Gandhi University, Kottayam

PRIYADARSHINI HILLS, KOTTAYAM-686560

B.Sc Chemistry (CBCSS) Syllabus

Prepared by

Board of Studies (UG) in Chemistry

&

Faculty of Science

May 2017

SEMESTER V

CH5CRT05 - Environment, Ecology and Human Rights

Credits – 4 (72 Hrs)

Environmental Chemistry (54 h)

Objectives: Environmental awareness is to understand the fragility and sensitivity of our environment, in particular the biosphere and the importance of its protection. Promoting environmental awareness is an easy way to become an environmental steward and participate in creating a brighter future for our next generations. The most important goal of this paper is to impart awareness on various environmental aspects, with some glimpses of contemporary issues. This will help them foster a *sense* of responsibility and "*proactive citizenship*".

Module I: Introduction to environmental studies: Natural resources

10 h

Definition, scope and importance of environmental studies for sustainable development, need for public awareness.

Natural Resources: Classification of natural resources; renewable and non-renewable resources: Natural resources and associated problems;

- 1.1 Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources.
- 1.2 Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- 1.3 Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.
- 1.4 Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, industrial farming of livestock and effects on global warming, fertilizer-pesticide problems, water logging, salinity. Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, mass production of biodiesel for energy needs and *food security*. Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles.

Module II: Environment: Pollution and Social Issues

18 h

Fundamental ideas of pollution and pollutant. Cause, effects and preventive measures of various types of pollutions including; air, water, soil, marine, noise and thermal pollutions. Nuclear energy as a source of energy and its hazards. Solid waste management; causes, effects and control mechanisms of urban and industrial wastes. Prevention of pollution: role of individual. Disaster management mechanisms; disaster management of; floods, earthquake, cyclone and landslides.

Movement from unsustainable to sustainable development. Urban crisis related to energy. Water conservation, rain water harvesting, watershed management, Environmental ethics: Issues and possible solutions. Introduction to important green house gases (GHGs), sources of the primary greenhouse gases in Earth's atmosphere including water vapor, carbon dioxide, methane. The lesser GHGs- nitrous oxide, ozone and fluorinated gases. Carbon cycle, CO₂ sources, Keeling curve and Natural 'sinks' for CO₂. Green house effect, climate change, global warming, acid rain, ozone layer depletion, role of CFCs in ozone depletion, and

its mechanism, nuclear accidents and holocaust. Wasteland reclamation. Consumerism and waste products. Environment Protection Act (EPA). Air (prevention and control of pollution) Act. Water (prevention and control of pollution) Act, Wildlife Protection Act, Forest Conservation Act. Issues involved in the enforcement of environmental legislation. Introduction to the concept of green chemistry, atom economy (with suitable examples) and the twelve principles of green chemistry.

Module III: Population and Environmental issues

8 h

Human population growth, *Malthusian theory (basic idea)* and theory of evolution by natural selection, *Malthusian catastrophe*. Global challenges, *environmental* problems of population growth, impacts on human health and welfare, variation among nations, population explosion and Family Welfare Programme. Socio- economic, and geo-political dimensions of poverty, absolute and relative poverty, poverty scale, variation among nations, international food crisis. Resettlement and rehabilitation of project affected population. Environmental movements in India: Chipko, Silent valley, Bishnois of Rajasthan etc.

Module IV: Ecological Chemistry

18 h

Definition and scope of ecological chemistry, ecological stress posed upon ecosystems by the presence of chemicals. Origin of chemical toxicants; natural sources, and man-made. Organization of chemicals as xenobiotic, essential or nonessential substances. Release of chemicals in the environment, Transport Processes, Classification of transformation processes, biotic and abiotic. Structure- activity relationships in degradation and biodegradation of organic chemicals. Transformation processes including general, hydrolysis, oxidation, reduction, photochemical degradation, microbial degradation, and phytodegradation, environmental fate determining processes, bioavailability, exposure of species to (bio)available fractions, uptake (accumulation), metabolism, biomagnifications, distribution in organisms, and subsequent toxic effects. Risk assessment of chemicals-assessment of contaminated soils.

Persistent organic pollutants (POPs), natural and anthropogenic origin of POCs and characteristic properties; half-lives, K_{ow} , K_{av} and K_{oa} . Adverse effects of persistent chemicals. Legislation on the use of POPs and twelve persistent organic pollutants. The sources, the uses, some of the physico-chemical properties, the half-lives in the environmental compartments of air, water and soil. Behaviour of the priority persistent organic pollutants identified by the United Nations Economic Commission for Europe (UNECE) including; polychlorinated biphenyls, dieldrin, aldrin, dichlorodiphenyltrichloroethane (DDT), Mirex, Heptachlor and Polychlorinated furans. Agency for Toxic Substances and Disease Registry (ATSDR) list, **the ATSDR 2017 Substance Priority List**, Restriction of Hazardous Substances (RoHS) directive, Material Safety Data Sheet (MSDN), Toxic Substances Control Act (TSCA) and banned/severely restricted chemicals list.

Suggested reference books

1. S. Manahan, *Fundamentals of environmental chemistry*, CRC-Press, 1993.
2. S. Manahan, *Fundamentals of Environmental and Toxicological Chemistry: Sustainable Science*, CRC Press, 2013
3. R.C. Brunner, *Hazardous Waste Incineration*, McGraw Hill Inc., 1989
4. W.P. Cunningham, T.H. Cooper, E Gorchani, and M.T. Hepworth, *Environmental Encyclopedia*, Jaico Publishing House, Mumbai, 2001.
5. A.K. De, *Environmental Chemistry*, Wiley Eastern Ltd.
6. V. Subramanian, *A Textbook of Environmental Chemistry*, I.K. International Publishing House Pvt. Ltd. 2011.
7. S.K. Tiwari, *Environmental Science: Volume I and II*, Atlantic Publishers and Distributors Pvt. Ltd., 2011.

8. R. M. Harrison (ed.), *Understanding Our Environment An Introduction to Environmental Chemistry and Pollution*, Royal Society of Chemistry, 1999
9. D. E. Newton, *Chemistry of the Environment*, Facts On File Inc., 2007
10. V. Udai, *Modern Teaching of Population Education*, Anmol Publications Pvt. Ltd., 2005.
11. B. McGuire, *Global Catastrophes: A Very Short Introduction*, Oxford University Press, 2002.
12. A. E. Dessler, E. A. Parson, *The Science and Politics of Global Climate Change*, Cambridge University Press, 2006.
13. J. Firor, J. Jacobsen, *The Crowded and Greenhouse- Population, Climate Change, and Creating a Sustainable World*, Yale University Press, 2002.
14. B. Lomborg, *Cool It: The Skeptical Environmentalist's Guide to Global Warming*, Alfred A. Knopf Publisher- New York, 2007.

Further readings

1. S. V. S. Rana, *Essentials of Ecology and Environmental Science*, 5th Edition, Rupa publications, 2013.
2. V.H. Heywood, and R.T. Weston, *Global Biodiversity Assessment*. Cambridge Univ. Press, 1995.
3. H. Jadhav, V.M. Bhosale, *Environmental Protection and Laws*. Himalaya Pub. House, Delhi, 1995.
4. M.L. McKinney, and R.M. School, *Environmental Science Systems and Solutions*, Web enhanced edition. 1996.
5. P. H., H. Raven, D.M. Hassenzahl, and L. R. Berg, *Environment*, 8th Edn. John Wiley & Sons, 2012.
6. A. Wreford, D. Moran, N. Adger, *Climate Change and Agriculture: impacts, adaptation and mitigation*, OECD publications, 2010.
7. R.S. Boethling D. Mackay, *Handbook of Property Estimation Methods for Chemicals*. Boca Raton, FL, USA: Lewis Publishers, 2000.
8. J.L.M. Hermens C. J. Van Leeuwen *Risk Assessment of Chemicals: An Introduction*, Dordrecht, The Netherlands, Kluwer Academic Press, 1995.
9. D. Mackay, W.Y., Shiu, K.C. Ma *Physical-Chemical Properties and Environmental Fate, Degradation Handbook*. (CD-ROM), Boca Raton, FL, USA, Chapman & Hall CRC netBASE, CRC, 1999.
10. W. J. G. M. Peijnenburg, *Ecological Chemistry, Environmental and Ecological Chemistry- Vol. III, Encyclopedia of Life Support Systems (EOLSS)*.
11. M. Ali, *Climate Change Impacts on Plant Biomass Growth*, Springer Dordrecht Heidelberg, 2013

Special Notes and Suggestions:

The purpose of the paper is to create general awareness on various dimensions of environmental sciences with a special focus on contemporary issues. The BoS in Chemistry recommend case studies or sample surveys (maybe in groups) rather than seminars. Students can undertake an assignment based on any of the following highly relevant and current topic;

- Edutainment film “*Samaksham*”, produced by Mahatma Gandhi University, Kottayam.
- Case Studies on the *important natural resources* of Kerala.
- Case Studies on the *Indian mining scams and consequent environmental damages* of; illegal mining in the *Aravali Ranges, Goa, Ganges river bed, Bellary* etc.
- Case Studies on the *disaster management mechanisms* of floods, landslides, earthquake, cyclone etc.
- Case Studies on the *water conservation, rain water harvesting, watershed management* in a local contest.
- Case studies on *environmental movements* like Narmada Bachao Andolan, Appiko Movement, Save Ganga Movement etc.

Module - V (18 h)

V-I Human Rights

An Introduction to Human Rights, meaning, concept and development –History of Human Rights- Different Generations of Human Rights- Universality of Human Rights- Basic International Human Rights Documents - UDHR, ICCPR, ICESCR.-Value dimensions of Human Rights

V-II Human Rights and United Nations

Human Rights co-ordination within UN system- Role of UN secretariat- The Economic and Social Council- The Commission (of) Human Rights?-The Security Council and Human rights- The Committee on the Elimination of Racial Discrimination- The Committee on the Elimination of Discrimination Against Women- the Committee on Economic, Social and Cultural Rights- The Human Rights Committee- Critical Appraisal of UN Human Rights Regime.

V-III Human Rights National Perspective

Human Rights in Indian Constitution – Fundamental Rights- The Constitutional Context of Human Rights- directive Principles of State Policy and Human Rights- Human Rights of Women-children –minorities- Prisoners- Science Technology and Human Rights- National Human Rights Commission- State Human Rights Commission- Human Rights Awareness in Education.

References and suggested readings

1. H.O. Agarwal, *Implementation of Human Rights Covenants with Special Reference to India*,
2. P. Alston, *The United Nations and Human Rights*, Clarendon Press, London, 1995.
3. Amnesty International, *Political Kings by Governments*, Amnesty International, London, 1983.
4. Bajwa, G.S. and D.K. Bajwa, *Human Rights in India: Implementation and Violations*, D.K. Publishers, New Delhi, 1996.
5. UNESCO, Yearbook on Human Rights.
6. NHRC, Annual Reports since 1993.
7. V.K. Bansal, *Right to Life and Personal Liberty*, Deep and Deep, New Delhi, 1986.
8. M. Banton, *International Action against Racial Discrimination* Clarendon Press, Oxford, 1996.
9. D.D. Basu, *Human Rights in Constitutional Law*, Prentice Hall, New Delhi, 1994.
10. N.Bava (ed.), *Human Rights and Criminal Justice Administration in India*, Uppal Publishing House, New Delhi, 2000.
11. UN Centre for Human Rights, *Civil and Political Rights: The Human Rights Committee*, World Campaign for Human Rights, Geneva, 1997.
12. UN Centre for Human Rights, *Discrimination against Women*, World Campaign for Human Rights, Geneva, 1994.
13. UN Centre for Human Rights, *Minority Rights*, World Campaign for Human Rights, Geneva, , 1998.
14. UN Centre for Human Rights, *Human Rights Machinery*, World Campaign for Human Rights, Geneva, 1987.
15. Ian Brownlie, *Basic Documents Human Rights*
16. Jack Donelli, *Universal Human Rights in Theory and practice*
17. Upendra Baxi, *Future of Human Rights*
18. O P Dhiman, *Understanding Human Rights-An Overview*
19. D P Khanna, *Reforming Human Rights*
20. Chiranjivi J Nirmal, *Human Rights in India-Historical, social and political perspectives*

21. *Human Rights in Post-Colonial India*, Edited by Om Prakash Dwivedi and V G Julie Rajan

**RESTRUCTURED CURRICULUM AND SYLLABI FOR THE
B.COM DEGREE PROGRAMME (MODEL II) UNDER THE
CHOICE BASED CREDIT AND SEMESTER SYSTEM**



**MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS P O
KOTTAYAM, KERALA**

2017

(Effective from 2017-18 admissions)

Core Course : ENVIRONMENT MANAGEMENT AND HUMAN RIGHTS

Instructional Hours: 90

Credit: 4

Module I (18 Hours)

Unit 1 : Multidisciplinary nature of environmental studies

(2 Hours)

Definition, scope and importance -need for public awareness.

Unit 2 : Natural Resources :

Renewable and non-renewable resources : Natural resources and associated problems.

Forest resources : Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. **-Water resources** : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. **Mineral resources** : Use and exploitation, environmental effects of extracting and using mineral resources, case studies. **Food resources** : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. **Energy resources**: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources, Case studies. **Land resources**: Land as a resource, land degradation, man induced landslides, soil erosion and desertification - Role of

individual in conservation of natural resources- Equitable use of resources for sustainable life styles. (10 Hours)

Unit 3: Ecosystems

Concept of an ecosystem -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 given ecosystem:- Forest ecosystem (6 Hours)

Module II (26 Hours)

Unit 1: Biodiversity and its conservation

Introduction –Bio geographical classification of India -Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values-India as a mega-diversity nation-Hot-spots of biodiversity-Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts-Endangered and endemic species of India (8 Hours)

Unit 2: Environmental Pollution

Definition, Causes, effects and control measures of: - Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, Nuclear hazards, Solid waste Management: Causes, effects and control measures of urban and industrial wastes-Role of an individual in prevention of pollution, Pollution case studies, Disaster management: floods, earthquake, cyclone and landslides. (8 Hours)

Unit 3: Social Issues and the Environment

Urban problems related to energy, Water conservation, rain water harvesting, watershed management, Resettlement and rehabilitation of people: its problems and concerns, Case studies, Environmental ethics: Issues and possible solutions,-Climate change, global warming, acid rain, ozone layer depletion , nuclear accidents and holocaust, Case studies- Consumerism and waste products- Environment Protection Act - Air (Prevention and Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act, Issues involved in enforcement of environmental legislation, Public awareness (10 Hours)

Module – III (15 Hours)

Recent developments- Green Accounting- Meaning- History- Scope and Importance- Importance- Advantages and limitations- Green Banking- Meaning- benefits- coverage- steps in green banking- environmental risks for banks- Green banking initiatives- International initiatives- Initiatives in India- Green Marketing- Meaning- Need and benefits- Challenges- Green marketing in India- Green washing and consequences- Eco tourism- significance- eco tourism activities in India- Opportunities and challenges – carbon credit and carbon exchanges (over view only) - Environmental audit- concept- need and scope (15 Hours)

Module – IV (13 Hours)

Right to Information Act 2005- Basic terms- Public authority- Competent authority- Appropriate Government- Third Part- Information – record- Right to information- Objectives of the Act- Features of the Act- Obligation of Public authority- Procedure for request of information- time limit- fee- ground of rejection- appeal- exemption from disclosure- Right to access information on specific issues- Banking transactions, insurance transactions, government dealing and related services (13 Hours)

Module – V (18 Hours)

Unit 1- Human Rights– An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

Unit-2 Human Rights and United Nations – contributions, main human rights related organs UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

Unit-3 Environment and Human Rights - Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of Western Ghats- mention Gadgil committee report, Kasthurirangan report. Over exploitation of ground water resources, marine fisheries, sand mining etc. (18 Hours)

Assignment may include Field study Involving

- Visit to a local area to document environmental grassland/ hill /mountain

- Visit a local polluted site – Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds etc
- Study of simple ecosystem-pond, river, hill slopes, etc

Suggested Readings

1. Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
2. Clark.R.S., Marine Pollution, Clarendon Press Oxford (Ref)
3. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001 Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p .(Ref)
4. De A.K.Environmental Chemistry, Wiley Eastern Ltd.(Ref)
5. Down to Earth, Centre for Science and Environment (Ref)
6. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140pb (Ref)
7. Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p (Ref)
8. Mekinney, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p (Ref)
9. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
10. Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p (Ref)
11. Rao.M.N & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p (Ref)
12. Rajagopalan. R, Environmental Studies from crisis and cure, Oxford University Press, Published: 2016 (TB)
13. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut (Ref)
14. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (Ref)
15. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (Ref)
16. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (Ref)
17. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (Ref)
18. (M) Magazine (R) Reference (TB) Textbook
19. Amartya Sen, The Idea Justice, New Delhi: Penguin Books, 2009.
20. Chatrath, K. J.S., (ed.), Education for Human Rights and Democracy (Shimla: Indian Institute of Advanced Studies, 1998)
21. Law Relating to Human Rights, Asia Law House,2001.
22. Shireesh Pal Singh, Human Rights Education in 21st Century, Discovery Publishing House Pvt.Ltd, New Delhi,
23. S.K.Khanna, Children And The Human Rights, Common Wealth Publishers,1998. 2011.
24. Sudhir Kapoor, Human Rights in 21st Century, Mangal Deep Publications, Jaipur,2001.

LIST OF COURSES OFFERED WITH SPECIFICATION ON GENDER, HUMAN RIGHTS & ENVIORNMENT

Economics department offers two courses on Environment , Human rights and Gender in both UG and PG programmes. The courses are :

(A) M A PROGRAMME

1st Semester : CORE COURSE: Development Economics

1st Semester: CORE COURSE: Indian Economy

3rd Semester :CORE COURSE : Environment Economics

(B) B A PROGRAMME

3rd Semester :CORE COURSE :ECONOMICS OF GROWTH & DEVELOPMENT

4th Semester : CORE COURSE: PUBLIC ECONOMICS

5th Semester : CORE COURSE :ENVIORNMENT ECONOMICS

They imparts an awareness regarding the issues like environment conservation and climate change. Papers also emphasize the need of environmental protection and its role in economic development .They stress the role of human beings in preserving nature and nurture human values. It makes the students to understand the theory and practice of sustainable development. Students become familiar with the impacts of environment on health and also aware about the human rights not only for the present generation but also for the future generation. In Development economics, students could able to analyses the current status of gender equality through various indices and impact of various govt policies to improve the status of women and also the vulnerable sections of the society.In Public Economics ,the concept like gender budgeting creates an awareness about the state of being of women population. Thus the above courses offer a platform for the students to make an empirical analysis of the issues of human rights, gender equality and environment protection.

(A) M A PROGRAMME

FIRST SEMESTER : CORE COURSE: Development Economics

Module-I: Economic Development –Overview

1.1. Human Development Index, Gender Related Development Index, Gender Empowerment Measure, Gender Inequality Index, Human Poverty Index).

1.2. Quality of life indices: Entitlements approach- Capabilities and Functioning- Development as Freedom- Human Rights-Based Approach

1.3. Inequality in income distribution

Unit- 5: Critical Issues in Development Process

5.3. Development and Human Rights

SECOND SEMESTER : CORE COURSE: INDIAN ECONOMY11

Unit-1: Labour and Employment

1.1. Demographic changes in India – Census – Population policies – Demographic Dividend

1.2. Labour Market – Demand and Supply in labour market – Problems

Labour Market Reforms

Employment Generation Programmes in India – MGNREGS

THIRD SEMESTER : CORE COURSE : Environment Economics

Unit- 1: Basic Environmental issues: Environment and Economy

Unit- 2: Welfare Economics, Social Sector and Environment

Unit- 3: Environmental Valuation

Unit- 4: Sustainable Development

B A PROGRAMME

THIRD SEMESTER : CORE COURSE

ECONOMICS OF GROWTH & DEVELOPMENT

Module I: Introduction to Economics of Growth and Development

Measurement of development - income and non income indices – GDP, PCI, PQLI, HDI, HPI, GEM – (GDI, GNH) – Development redefined – Development as a total social process – Development as freedom – Development as Liberation – Sen’s capability approach – poverty as capability and Entitlement failure – multidimensional poverty index – Quality of life – Education – Health and Nutrition – poverty – absolute and relative – inequality of income and wealth

Module IV: Human Resource and Development

Gender and development – women in the labour force – missing women

FIFTH SEMESTER : CORE COURSE

ENVIORNMENT ECONOMICS

Module I

Unit 1 : Multidisciplinary nature of environmental studies

Unit 2 : Natural Resources

Unit 3: Ecosystems

Module11

Unit 1: Biodiversity and its conservation

Unit 2: Environmental Pollution

Unit 3: Social Issues and the Environment

Module – III

Unit I: Economics and Environment

Module – V

Unit 1- Human Rights– An Introduction to Human Rights, Meaning, concept

and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

Unit-2 Human Rights and United Nations

Unit-3 Human Rights and environmental rights

Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
III	EC010304	Environmental Economics	Core	4	90
Course Objectives					
<p><i>This course examines the economics behind environmental issues and problems and policies designed to address them. Topics cover the valuation of non-market goods, cost-benefit analysis, correcting market failures especially in the provision of public goods, the tragedy of the commons, and climate change. The economic assessment of environmental impacts and the economics of policies and institutions which have a significant bearing on the environment are also dealt with in this course. This course will provide students with the tools to understand how market inefficiencies might arise in the presence of externalities like pollution and how market solutions can correct market failures. The main objective of the course is to illustrate how the study of mainstream economics needs to be reoriented in the light of the following premises: the natural environment is the core of any economy and economic sustainability cannot be attained without environmental sustainability. Thus, the course is intended to equip students with analytical skills that would enable the evaluation of environmental and economic policy issues. It is expected to enable students to understand the economics of the relationship between economic activities and environmental impacts. This course builds on the knowledge of students in microeconomics and public economics.</i></p>					

Unit- 1: Basic Environmental issues: Environment and Economy (15 Hours)

- 1.1.Environment and Economy- Environmental Economics, Ecological Economics and Resource Economics- Interlinkages between the Economy and the Environment
- 1.2.Material Balance Approach- criteria of Natural Resource Use-Principles of uncertainty and irreversibility – Inter generational equity- intra generational equity
- 1.3.Environment-Development Trade-offs: Environmental Cost of Economic Growth- The Environmental Kuznets Curve. Theory of Krutilla-Fisher Equation for Preservation or Development.
- 1.4.Different Perspectives on Development and Growth: The First and Second Laws of Thermodynamics Pessimist and Optimistic Models Limits to Growth- Beyond the Limits - Simon Julian’s thesis of “Ultimate Resource”-The Skeptical Environmentalist.
- 1.5.Global environment issues – climate change: positive and normative analysis of climate change- Economics of Global Warming and Climate Change: Nordaus’ Dice Model.

Unit- 2: Welfare Economics, Social Sector and Environment (20 Hours)

- 2.1. Individual preference regarding environmental protection-Pareto optimality
- 2.2. Market Failure and Externalities: Non-exclusion and the Commons Tragedy of Commons Nonrivalry and Public Goods -Non-convexities- Asymmetric Information

2.3. Hardin's Thesis, Olson Theory of Collective Action, Externalities and Property Rights: Coase theorem -Pigouvian Solution, Ostrom's Co-operative Solutions to Common Pool Resources (CPR) -Optimal Provision of Public Goods- Pollution Prevention, Control and Abatement – Command, Control and Market Based Instruments -Taxes Vs Tradable Permits - CPRS

2.4. Land use - Deforestation- urbanization and their impact on environment - Air and water pollution

Unit- 3: Environmental Valuation

(20 Hours)

3.1. Valuing the Environment: The Economic Concept of Value-Types of Value: Use- Value, Option Value and Non-use or Passive Use Values- The standard model-divergence in value measures-challenges to neo-classical theory of environmental valuation - Development of Nonmarket Valuation—Anthropocentric versus Biocentric Viewpoints - Valuation techniques-market and non-market- direct and indirect - Environment impact assessment-LCA

3.2. Valuation Methods: Compensating and Equivalent Welfare Compensating and Equivalent Variations and Willingness to Pay and Willingness to Accept.

3.3. Alternative Approaches and Methods of Environmental Valuation – Revealed Preference Methods—Travel Cost Method—Random Utility Site Choice Model—Problems of Travel Cost Method—Hedonic Pricing Method and the Problems—Hedonic Wage Values—Dose Response Function—Averting Expenditure and Avoided Cost Methods—Challenges—Aggregation and Partial Values

3.4. Stated Preference Methods—Contingent Valuation—Steps in Conducting a Contingent Valuation—Reliability and Validity—Attribute Based Models—Conjoint Analysis—Choice Experiments—Contingent Ranking—Production Function Methods—General Methodology and Measurement Issues

3.5. Economic Incentives: Emission taxes, tradable pollution permits, Pigouvian fee; Emission standards and Environmental Protection

Unit- 4: Sustainable Development

(15 Hours)

4.1. Sustainable Development: Sustainability Criteria: Hicksian Sustainability Possible-Sustainability Rules -The Hartwick-Solow Approach

4.2. Non-Declining Natural Capital Stock Approach -Safe Minimum Standards Approach - Daly's Co-operational Principles - Sustainability versus Efficiency

4.3. Indicators of Sustainability ENP/AENP (Environmentally Adjusted or Approximate Environmentally Adjusted National Product) and Green GNP Indicator on the Basis of Natural Capital Stock and SMS Approaches

4.4. Weak, Strong and Very Strong Sustainability- Pearce-Atkinson Measure of Weak Sustainability Daly-Cobb's Index of Sustainable Economic Welfare- Common-Perring's Model of Sustainable Development.

4.5. Course of Inter-Generational Welfare- Environmental Sustainability- Ecological Sustainability-Protecting Forest Products and Services

4.6. Eco Economy and its Shape—Solar Hydrogen Economy—New Materials Economy Feeding Everyone Well—Protecting Forest Products and Services

Unit- 5: Environmental Governance and Management

(20 Hours)

4.1. Integrated environmental and economic accounting and the measurement-Environmentally corrected GDP

4.2. Ecological Footprint Analysis-Global Environmental Governance- the Montreal and Kyoto Protocol -International Environmental Treaties and Institutions- WTO and TRIPS as related to environmental issues- Subsidies and taxes, Product standards and Exceptions clause; International environmental externalities.

4.3. Environmental regulations and assessment in Indian context.

Essential Reading:

1. Kolstad, Charles D (2014): Environmental Economics, 2nd Ed, Oxford University Press, Indian Edition.
2. Nick Hanley, Jason F. Shogren and Ben White (2010): Environmental Economics in Theory and Practice, 2nd Ed, Palgrave MacMillan.
3. Ahmed M. Hussen (2014): Principles of Environmental Economics. 4th Ed, Routledge.
4. Horst Siebert (2010): Economics of the Environment: Theory and Policy, 7th Ed, Springer.

Supplementary Reading:

5. Anthony C. Fisher (1981): Resource and Environmental Economics, Cambridge University Press

6. Barry C. Field and Martha K. Field (2016): Environmental Economics: An Introduction, 7th Ed, McGraw Hill.
7. Baumol, William J and Wallace E Oates: The theory of environmental policy, Cambridge University press, 1988.
8. Charles S. P. (2000): Economics and Global Environment, Cambridge University Press
9. David A. Anderson (2010): Environmental Economics and Natural Resource Management, Routledge, London
10. Hans Wiesmeth (2012): Environmental Economics: Theory and Policy in Equilibrium, Springer.
11. Henk. F, H. L. Gabel, Shelby G. and Adam Rose, (2001) "Frontiers of Environmental Economics" Edward Elgar, Cheltenham UK
12. James Crustave Speth and Peter Maas (2009). Global Environmental Governance – Foundation of Contemporary Environmental Studies-Island press.
13. Jonathan M. Harris and Brian Roach (2018): Environmental and Natural Resource Economics: A Contemporary Approach, 4th Ed, Routledge.
14. Katar Singh, Anil Shishodia (2007): Environmental Economics; Theory and Applications, Sage publications, New Delhi.
15. Kavi Kumar, in Kanchan Chopra and Vikram Dayal (2009), (Ed). Hand book of Environmental Economics; Oxford University Press.
16. Kimio Uno and Peter Bartelmus (1998): Environmental Accounting in Theory and Practice, Springer
17. Krutilla John V. (1967). "Conservation Reconsidered", American Economic Review, Vol. 57, 1067.
18. Lee G. Anderson and Juan Carlos Seijo (2010): Bioeconomic of Fisheries Management, Wiley-Blackwell, Iowa
19. Lester R. Brown (2001): Eco Economy: Building an Economy for the Earth, W.W Norton and Company, London
20. Lester R. Brown (2015): The Great Transition: Shifting from Fossil Fuels to Solar and Wind Energy, W.W Norton and Company, London
21. Mohan Munasinghe and James Gustave Speth, Sustainable Development in Practice Cambridge University Press.
22. Nicholas Stern(2007): The Economics of Climate Change: Stern review, Cambridge University Press.
23. Oates W.E. (1994) (ed.), The Economics of the Environment, An Elgar Critical Writings Reader, Edward Elgar.
24. Olson, Jr., Mancur (1971), The Logic of Collective action: Public Goods and the theory of Groups, Cambridge, Harvard University Press.
25. Ostrom, E. (1990), Governing the Commons: The Evaluation of Institutions for Collective Actions, Cambridge University Press, Cambridge.
26. Pearce, D.W. and R. Turner (1991): Economics of Natural Resource Use and Environment, John Hopkins University Press, Baltimore.
27. Pearce D.W. and Jeremy J. Warford (1996), World without End: Economics, Environment and Sustainable Development, OUP.



28. Peter G. Brown and Geoffry Garner (2009), Right Relationship, Building a whole Earth Economy, Berrett-Koehler publishers, Sanfransisco.
29. Rabindra N Bhattacharya (2002), Environmental Economics-an Indian perspective, OUP, New Delhi.
30. Roger Perman, Yue Ma, James McGilvray and Michael Common: Natural Resource and Environmental Economics, 3rd Ed, Pearson Learning.
31. Steven C. Hackett (2006): Environmental and Natural Resources Economics: Theory, Policy, and the Sustainable Society, M.E.Sharpe, New York
32. Sugatha Margit (2007): India Macroeconomics Annual 2007, Centre for Studies in Social Sciences, Kolkata, Sage Publishers
33. Tietenberg, T. (1994): Environmental Economics and Policy, Harper Collins, New York.
34. Tony Prato (1998): Natural Resource and Environment Economics, Iowa State University Press.
35. Trond Bjorndal and Gordon Munro (2012): The Economics and Management of World Fisheries, OUP, London
36. Ulaganathan Sankar (2004) Environmental Economics OUP, New Delhi.
37. United Nations (2014): System of Environmental Economic Accounting Central Framework, New York.

Semester 5				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
09	EC5CRT09	Environmental Economics	4	90

Learning objectives :

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, loss of forest, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 and world Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues. Environmental management has captured the attention of health care managers. Managing environmental hazards has become very important.

Human beings have been interested in ecology since the beginning of civilization. Even our ancient scriptures have emphasized about practices and values of environmental conservation. It is now even more critical than ever before for mankind as a whole to have a clear understanding of environmental concerns and to follow sustainable development practices.

India is rich in biodiversity which provides various resources for people. It is also basis for biotechnology.

Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution have been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment has so far not received adequate attention in our academic programmes. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in

college education. Accordingly, the matter was considered by UGC and it was decided that a six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

The experts committee appointed by the UGC has looked into all the pertinent questions, issues and other relevant matters. This was followed by framing of the core module syllabus for environmental studies for undergraduate courses of all branches of Higher Education. We are deeply conscious that there are bound to be gaps between the ideal and real. Genuine endeavour is required to minimize the gaps by intellectual and material inputs. The success of this course will depend on the initiative and drive of the teachers and the receptive students.

Module I Unit 1 : Multidisciplinary nature of environmental studies

Definition, scope and importance (2 hrs)

Need for public awareness.

Unit 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 individual in conservation of natural resources.

● Equitable use of resources for sustainable lifestyles. (10 hrs)

Unit 3: Ecosystems

- Concept of an ecosystem
- 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 given ecosystem:-
 - a. Forest ecosystem

(6 hrs)

ModuleII Unit 1: Biodiversity and its conservation

- Introduction
- Biogeographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
- Endangered and endemic species of India

(8 hrs)

Unit 2: Environmental Pollution

Definition

Causes, 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
- Pollution case studies
- Disaster management: floods, earthquake, cyclone and landslides.

(8 hrs)

Unit 3: Social Issues and the Environment

- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people: its problems and concerns, Case studies
- Environmental ethics: Issues and possible solutions
- Climate change, global warming, acid rain, ozone layer depletion , nuclear accidents and holocaust, Case studies
- Consumerism and waste products
- Environment Protection Act
- Air (Prevention and Control of Pollution) Act
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation
- Public awareness (10 hrs)

Module – III Unit I: Economics and Environment

Environmental Economics – Definition – Scope – Meaning – importance – Environment-Economy interaction (linkages) – material balance model – ecosystem – structure and functions – relation between environment and development – Environment as a necessity and luxury-environmental issues and global concern-Stockholm Conference – Helsinki Convention – Montreal Protocol – Kyoto Protocol – Rio Summit – Paris Convention. Population growth and Environment – market failure – tragedy of commons-sustainable development-policy approach to sustainable development(An overview only). (16hrs)

Module IV Unit 1: Framework and Criteria for Environmental Analysis

Evaluation of environmental benefits – Contingent Valuation Method – Hedonic approach – travel cost method – preventive expenditure method - surrogate market approach – property value approach and wage differential approach - cost benefit analysis – UNIDO analysis –

Little- Mirrlees approach - Environmental Impact Analysis. Pollution control – socially optimum level of pollution – environmental policies and legislations in India. (18hrs)

Module – V Unit 1- Human Rights– An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

Unit-2 Human Rights and United Nations – contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

Unit-3 Human Rights and environmental rights - Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of western ghats- mention Gadgil committee report, Kasthuriengan report. Over exploitation of ground water resources, marine fisheries, sand mining etc. (12Hrs)

Reference

1. Agarwal, K.C 2001 Environmental Biology, Nidi Publ. Ltd, Bikaner.
2. Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
3. Brunner.R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc.480p
4. Clark.R.S., Marine Pollution, Clanderson Press Oxford (TB)
5. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001. Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p
6. Dc A.K.Environmental Chemistry, Wiley Eastern Ltd.
7. Down to Earth, Centre for Science and Environment (R)
8. Gleick, 11.P.1993 Water in crisis, Pacific Institute for Studies in Dev. Environment & Security. Stockholm Environment Institute Oxford University Press 473p

9. Hawkins R.E, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
10. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140p
11. Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p
12. Mekinney, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p
13. Mhaskar A.K., Matier Hazardous, Techno-Science Publications (TB)
14. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
15. Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p
16. Rao.M.N & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p
17. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
18. Survey of the Environment, The Hindu (M)
19. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB) XI
20. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (R)
21. u) Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
22. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p
23. (M) Magazine (R) Reference (TB) Textbook
- 24 Rabindra N Bhattacharya. (2007). Environmental Economis an Indian Perspective. Oxford University Press.
- 25 Charls D. Kolstad.(2007). Environmental Economics. New Delhi:OUP.
- 26 Ramaprasad Senguptha. (2009). Ecology and Economics. New Delhi: OUP.
- 27 Janet Thomas.(2009). Environmental Economics. New Delhi: Cenage Learning.
- 28 S.P. Mirsa, S.N. Pandey (2008). Essential Environmental Studies. New Delhi: Ane Books.
- 29 Katar Singh and Shishodia. (2007) Environmental Economics- Theory and application. New Delhi: Sage publication.
- 30 Tom Tietenberg. (2004). Environmental and Natural Resource Economics. Pearson Education.
- 31 Karpagam . M. (2008). Environmental Economics. New Delhi: Sterling Publishers.

- 32 R.K. Lekhi et al. (2008). Developmental and Environmental Economics. Ludhiana: Kalyani publishers.
- 33 Ulaganathan Sankar. (2009) Environmental Economics. New Delhi: OUP.
- 34 N. Das Gupta (1997). Environmental Accounting. Wheeler and Co New Delhi.
- 35 Thomas and Callan (2007). Environmental Economics. Thomas South-Western.
- 36 Paul Ackin .(2000) Economic Growth and Environmental sustainability, Routledge, London.
- 37 Nick Hanley. (2009) Environmental Economics in Theory and Practice. Palgrave Macmillian, New York.
- 38 Fisher A.C. (1981). Resource and Environmental Economics. Cambridge University Press, Cambridge.
- 39 Baumol. (1988). Theory of Environmental Policy (second edition). Cambridge University Press, Cambridge
- 40 PrasannaChandra:Projects-Planning,Analysis,Financing,Implementation&Review.(5th edition)TataMcGraw Hill.
- 41 PR Trivedi.(2014)Environmental Impact Assessment.APH Publishing Corporation.
- 42 Erach Baraucha (2014) Test book of Environmental studies, Orient Black Swann.

Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
I	EC010103	Development Economics	Core	4	90
Course Objectives					
<p><i>The objective of this course is to familiarize the students with the current theoretical literature trying to understand economic growth and development across nations. The approach of this course is to provide a comprehensive introduction to the theoretical paradigms of economic development. In a fast-moving global economic order, there is a persistent demand to synchronize the approaches, theories and development issues for a better understanding of the problems of the developing economies. By its very nature, the scope is interdisciplinary in nature, incorporating non-economic dimensions like culture, norms, and values as well as political, historical and social processes. The objective of this course is to familiarize students with the conceptual routes, theoretical dynamics and practical strategies of growth and development. It is expected that this course would orient them towards major themes of development, lead them towards more methodical probes and equip them with adequate analytical knowledge. At the end of this course, students should be able (i) to understand and critically evaluate alternative theories of growth. (ii) show a clear understanding of the recent literature, both empirical and analytical, on theories of underdevelopment and growth in developing countries; (iii) be able to evaluate critically some of the results in the literature, particularly those related to development issues.</i></p>					

Module-I: Economic Development –Overview (Self-Study) (10 Hours)

- 1.1. Meaning and measurement of economic development: conventional, human development index (Human Development Index, Gender Related Development Index, Gender Empowerment Measure, Gender Inequality Index, Human Poverty Index).
- 1.2. Quality of life indices: Entitlements approach- Capabilities and Functioning- Development as Freedom- Human Rights-Based Approach- Three Core Values of Development
- 1.3. Development Gap -Inequality in income distribution- Kuznets Inverted U hypothesis- Lorenz Curve and Gini-coefficient - Concept of Sustainable Development.

Unit- 2: Theories of Underdevelopment (25 Hours)

- 2.1. Vicious Circle of Poverty—Dualistic Theories. – Social – Financial and Technical Dualism Prebisch- Singer thesis and Myrdal thesis: Backwash and spread effect- Circular and cumulative causation- Rostow's stages of growth. —Vent for Surplus theory of Hla Myint—Stable Theory –the Dutch Diseases.
- 2.2. Rural-urban migration and urban unemployment (Harris-Todaro model).
- 2.3. Political Economy of Underdevelopment (Theory of dependency): Paul Baran, Gundar Frank, Samir Amin and Emmanuel Wallerstein (World systems approach).

Unit- 3: Theories of Development and Growth

(25 Hours)

- 3.1. Classical Theory of Development–Adam Smith, David Ricardo, Karl Marx and Schumpeter.
- 3.2. Theories of Economic Growth: Harrod-Domar Model.
- 3.3. Neo-Classical Growth Models – Solow and Meade.
- 3.4. Cambridge Growth Models: Mrs. Joan Robinson's and Kaldor's Growth Models.
- 3.5. Endogenous Growth Models: (Ramsey, Romer; Uzawa-Lucas, AK, Arrow's Model, Grossman and Helpman's model, Aghion and Howitt).

Unit- 4: Approaches to Development

(20 Hours)

- 4.1. Theory of Big Push- Critical Minimum Effort Thesis- Low Income Equilibrium Trap. - Balanced and Unbalanced Growth. (Self-Study)
- 4.2. Development with Unlimited Supply of Labour, Ranis and Fei Model - Michael Kremer's O-Ring Theory of Economic Development-- The Jorgenson model and Dixit-Marglin model.

Unit- 5: Critical Issues in Development Process

(10 Hours)

- 5.1. Role of Financial Institutions in Economic Development: (Acemoglu and Zilibotti model)
- 5.2. Globalization and Development: Views of Stiglitz.
- 5.3. **Development and Human Rights**
- 5.4. Culture and Development
- 5.5. Social Capital and Development.
- 5.6. Corruption, Crime, Social Exclusion and Development.
- 5.7. **Climate Change and Development.**
- 5.8. Energy and Development.

Reference:

1. A. P. Thirlwall (2011): Growth and Development with special reference to developing economies, 7th Ed, McMillan.
2. Acemoglu, D. (2009): Introduction to Modern Economic Growth. Princeton University Press.
3. Adam Szirmai (2014): The Dynamics of Socio-Economic Development: An Introduction, 2nd Ed, Cambridge University Press.

4. Aghion, P. & Howitt, P. (2008), *The Economics of Growth*, MIT Press, Cambridge MA.
5. Alain de Janvry, Elisabeth Sadoulet (2016): *Development Economics: Theory and Practice*, Routledge.
6. Charles I. Jones and Dietrich Vollrath (2013): *Introduction to Economic Growth*, 3rd Ed, W. W. Norton & Company.
7. David Alexander Clark (2006): *The Elgar Companion to Development Studies*, Edward Elgar.
8. David N. Weil (2013): *Economic Growth*, 3rd Ed, Pearson.
9. Dwight H. Perkins, Steven Radelet, David L. Lindauer and Steven A. Block (2013): *Economics of Development*, 7th Ed, W. W. Norton & Company
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12. Graham Hacche (1987): *The Theory of Economic Growth: An introduction*, Macmillan.
13. Hywel G. Jones (1976): *An Introduction to Modern Theories of Economic Growth*, McGraw-Hill.
14. Irma Adelman (1961): *Theories of Economic Growth and Development*, Stanford University Press.
15. James M. Cypher, James L. Dietz (2014): *The Process of Economic Development*, 4th Ed, Routledge.
16. John Rapley (2007): *Understanding Development: Theory and Practice in the Third World*, 3rd Ed, Lynne Rienner Publishers.
17. Martha Nassbaum and Amartya Sen (1993): *The Quality of Life*, the World Institute for Development Economics.
18. Michael P. Todaro, Stephen C. Smith (2017): *Economic Development* 7th Ed, Pearson Addison Wesley.
19. Preston, P.W(1996): *Development Theory: An Introduction*, Blackwell Publishers.
20. Richard Peet and Elaine Hartwick (2009): *Theories of Development: Contentions, Arguments, Alternatives*, 2nd Ed, The Guil Ford Press.
21. Robert Joseph Barro, Xavier Sala-i-Martin (2009): *Economic Growth*, 2nd Ed, MIT Press.
22. Subrata Ghatak (2008): *Introduction to Development Economics*, 4th Ed, Routledge.

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24. Vandana Desai and Robert B. Potter (2014): The Companion to Development Studies, 3rd Ed, Routledge.
25. Wayne Nafziger (2006): Economic Development, 4th Ed, Cambridge University Press.
26. Yujiro Hayami and Yoshihisa Godo (2005): Development Economics: From the Poverty to the Wealth of Nations, 3rd Ed, OUP.

Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
II	EC010205	Indian Economy-II	Core	4	90
Course Objectives					
<p><i>The course aims to provide a detailed exposure to the various aspects of Indian economic development. The course starts with a discussion of the Indian labour market and then consider the issues of poverty and inequality and performance in financial sector of the economy. The purpose of this course is to enable students to have an understanding the overall features of various key sectors and their issues and developments, obstacles involved in the growth of Indian Economy with a policy perspective. The objectives of this course are: to equip the students with the basic idea for further learning, and to help them to analyze the sectoral development that has taken place in India. This course will enable you to: know the various concepts used in the measurement of employment and unemployment by NSSO; explain the various dimensions of employment and unemployment in India; examine the growth of employment in post-reform period; you will be able to state different income and non-income indicators of poverty; identify the income and non-income dimensions of poverty in India; identify the income and non-income measures of inequality; analyses the level of inequality in India; state the concept of inclusive growth; examine the status of India in terms of inclusive growth; and explain the policy implications on poverty, inequality and inclusive growth. While going through this course, you will be able to: know the principles governing fiscal federalism; state the provisions enshrined in Indian Constitution relating to division of financial powers between Union and States; appreciate the role of Finance Commission which constitutes a pillar of India's federal structure; critically examine the various recommendations of Finance Commission; and consider the dimension and nature of issues involved in contemporary situation prevailing in the country.</i></p>					

Unit-1: Labour and Employment

(20 Hours)

- 1.1. Demographic changes in India – Census – Population policies – Demographic Dividend
- 1.2. Labour Market – Demand and Supply in labour market – Problems – **Child Labour** – Labour Market Reforms – Rural Urban Migration – Global Migration and Foreign remittance- Labour Policy and **Social Security**
- 1.3. Problems of Unemployment in India – NSSO Estimates – Employment trends in organized and unorganized sector – Employment Generation Programmes in India – MGNREGS

Unit-2: Poverty and Inequality

(20 Hours)

- 2.1. **Poverty in India** – definition, head count ratio, poverty gap and squared poverty gap index; Extent and distribution of poverty in India; Estimates of Poverty: Tendulkar and Rangarajan committee.

2.2. Food Security and Nutrition – Rural development – issues and strategies and micro level planning - **SHGs and microfinance**

2.3. Inequality – Regional Imbalances in India – **Inclusive growth** – concepts and policy initiative

Unit-3: Fiscal Policies and Reforms in India (25 Hours)

3.1. Fiscal reforms in India post 1991- Tax reforms and reforms in public expenditure management- Goods and Services Tax - Public Debt and Sustainability issues- Implementation of FRBM Act - Fiscal and Monetary Policy dynamics in India- Centre State Fiscal relationship- cooperative and competitive federalism in India- Role of Finance Commission- Local Bodies in India.

3.2 . National Institution for Transforming India (NITI) Aayog, Make in India

3.3. Black money and parallel economy in India, Consequences and Remedies.

3.4. Demonetization and its macro-economic impact

3.5. Global Economic crisis and its impacts

Unit-4: Financial Sector in India (25 Hours)

4.1. Financial system – Structure – Social Banking under nationalization – Financial Repression in the Pre-1991 period

4.2. Financial Sector Reforms

4.3. Rural indebtedness – informal credit market – trends

4.4. **Financial inclusion** - Strategies and progress

4.5. Second Generation Financial Reforms.

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Uma Kapila (2018): Indian Economy: Performance and Policies, 2018-19.

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Vinod B. Annigeri • R. S. Deshpande Ravindra Dholakia (2018): Issues in Indian Public Policies, Springer

Y.V. Reddy and G.R. Reddy (2019): Indian Fiscal Federalism, OUP (India)

Y.V. Reddy, Partha Ray & Narayan Valluri (2014): Financial and Fiscal Policies Crises and New Realities.

Semester 3				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
	EC3CRT04	Economics Of Growth & Development		90

Learning Objectives

This course enables the student to acquaint with the basic concepts and issues of growth and development from Adam Smith. It makes a student more insightful about the modern approaches to development presented by D Goulet and Amartya Sen.

Module I: Introduction to Economics of Growth and Development

Growth and Development – meaning – features – distinction – determinants and indicators – features of underdevelopment – measurement of development - income and non-income indices – GDP, PCI, PQLI, HDI, HPI, GEM – (GDI, GNH) – Development redefined – Development as a total social process – Development as freedom – Development as Liberation – Sen’s capability approach – poverty as capability and Entitlement failure – multidimensional poverty index – Quality of life – Education – Health and Nutrition – poverty – absolute and relative – inequality of income and wealth – Gini coefficient – Kuznet’s inverted ‘U’- Hypothesis – Development gap (22hrs)

Module II: Approaches to Development

Approaches to Economic Development: Structuralist – dependency - market- friendly approaches (concepts only) – vicious circle of poverty – Stage theories Rostow – low level equilibrium trap – Critical minimum effort thesis – Big push – Lewis model – balanced vs unbalanced growth strategy – Dualistic theories. (23hrs)

Module III: Theories and Factors in the Development Process

Classical – Marxian – Schumpeterian. Economic Development – role of agriculture – capital – technology – choice of technique - Trade and economic development – process of cumulative causation. (20 hrs)

Module IV: Human Resource and Development

Human Resource and Development – man power planning – concept of intellectual capital and its size – role of education and health in economic development – Education and health as joint investment for development – Gender and development – women in the labour force – missing women population and economic growth – optimum theory of population – theory of demographic transition – ageing and younging of population. (25hrs)

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1. Thirlwall, Growth and Development with Special Reference to Developing Countries. Palgrave McMillian, New Delhi.
2. Benjamin Higgins(1968), Economic Development, Universal Book Stall, New Delhi.
3. Meier G.M. (2007) Leading Issues in Economic Development, Oxford University Press, New Delhi.
4. Todaro and Smith, Economic Development, Pearson Education, New Delhi.
5. Debraj Ray, Development Economics. Oxford University Press, New Delhi.
6. Felix Raj and et. al, Contemporary Development Economics, New Central Book Agency (p) Ltd.

Semester 4				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
	EC4CRT06	Public Economics	4	72

Learning Objectives

Public finance analyzes the impact of public policy on the allocation of resources and the distribution of income in the economy. In modern times, the activities of State have considerably increased and the theoretical understanding of different State activities through the budgetary mechanism is essential. The objective of the course is for students to learn about the working of the public finance system and to gain knowledge about the working of the Indian public finance.

Module I- Introduction to Public Finance

Meaning and subject matter of Public Finance – Public and Private Finance – Fiscal Functions-Allocation, distribution and stabilization- **Principles of Maximum Social Advantage: Dalton, Musgrave** – Public Goods: Pure and **Impure Public Goods**, Free rider problem. Private Goods, Mixed Goods and **Merit Goods**, -Market failure and role of government. (14 Hrs)

Module II- Public Revenue

Sources of public revenue -Classification of Taxes - Canons of Taxation, Principles of Taxation-Ability, Benefit and cost of service- Impact, Incidence and shifting of Tax Burden – – Effects of Taxation – Measurement of Deadweight loss -Taxable Capacity- Laffer curve- Major Taxes in India and its impact- Value Added Tax in India –Goods and Service Tax (GST-brief history, legislation and impact)- Budget and its role– Classification of budget Concepts :Revenue Account, Capital Account, Fiscal Deficit, Revenue Deficit, Primary Deficit,– Zero Base Budgeting-Budgetary Procedure in India (introduce the recent Central Budget to the students)- **Gender Budgeting**-Fiscal Policy –Deficit financing (22 Hrs)

Module III- Public Expenditure

Meaning— Canon's of Public Expenditure-Plan and Non-plan Expenditure-Developmental and Non-developmental expenditure- Wagner's Hypothesis, Peacock - Wiseman Hypothesis, critical limit hypothesis– Effects of Public Expenditure- Public expenditure in India: Its pattern and growth -Public Debt- Types- debt redemption –burden of public debt – public debt in India (18 Hrs)

Module IV- Federal Finance

Meaning – Principles of Federal Finance- vertical and horizontal equity in fiscal federalism - fiscal federalism in India – Finance commission – Current Finance Commission- Theory of grants – resource transfer from union to states – criteria for transfer of resources – State Finance Commission and Panchayati Raj institutions.

(18 Hrs)

References

1. Musgrave, R.A. and P.B. Musgrave. (1989). *Public finance in theory and practice*. McGraw Hill.
2. John Cullis, Philip Jones. *Public finance and public choice*. (1st edition). New Delhi: Oxford University Press.
3. Stiglitz, Joseph E. (Third edition). *Economics of public sector*. New York: Norton.
4. Harbar, Bernard. P. (Fifth edition). *Modern public finance*. Richard Irvin Inc.
5. Bagchi, Amaresh (ed.). *Readings in public finance*. New Delhi: Oxford University Press.
6. Ulbrich, Holley H. *Public Finance in Theory and Practice*. Thomson South-Western.
7. Singh.S.K. (Ninth edition) *Public Finance in Theory and Practice*. New Delhi: S Chand Publications.
8. Dalton. H. (eleventh edition). *Principles of Public finance*. Routledge Library Editions.
9. Taylor, Philip E. *Economics of public finance*. MacMillan.
10. Bhatia. H.L. (twenty-sixth edition). *Public finance*. New Delhi: Vikas Publishing House Pvt. Ltd.
11. Gupta, Janak. (2nd Revised & Enlarged edition). *Public economics in India: Theory and practice*. Atlantic.

Semester 4				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
	EC4CRT06	Public Economics	4	72

Learning Objectives

Public finance analyzes the impact of public policy on the allocation of resources and the distribution of income in the economy. In modern times, the activities of State have considerably increased and the theoretical understanding of different State activities through the budgetary mechanism is essential. The objective of the course is for students to learn about the working of the public finance system and to gain knowledge about the working of the Indian public finance.

Module I- Introduction to Public Finance

Meaning and subject matter of Public Finance – Public and Private Finance – Fiscal Functions-Allocation, distribution and stabilization- **Principles of Maximum Social Advantage: Dalton, Musgrave** – Public Goods: Pure and **Impure Public Goods**, Free rider problem. Private Goods, Mixed Goods and **Merit Goods**, -Market failure and role of government. (14 Hrs)

Module II- Public Revenue

Sources of public revenue -Classification of Taxes - Canons of Taxation, Principles of Taxation-Ability, Benefit and cost of service- Impact, Incidence and shifting of Tax Burden – – Effects of Taxation – Measurement of Deadweight loss -Taxable Capacity- Laffer curve- Major Taxes in India and its impact- Value Added Tax in India –Goods and Service Tax (GST-brief history, legislation and impact)- Budget and its role– Classification of budget Concepts :Revenue Account, Capital Account, Fiscal Deficit, Revenue Deficit, Primary Deficit,– Zero Base Budgeting-Budgetary Procedure in India (introduce the recent Central Budget to the students)- **Gender Budgeting**-Fiscal Policy –Deficit financing (22 Hrs)

Module III- Public Expenditure

Meaning— Canon's of Public Expenditure-Plan and Non-plan Expenditure-Developmental and Non-developmental expenditure- Wagner's Hypothesis, Peacock - Wiseman Hypothesis, critical limit hypothesis– Effects of Public Expenditure- Public expenditure in India: Its pattern and growth -Public Debt- Types- debt redemption –burden of public debt – public debt in India (18 Hrs)

Module IV- Federal Finance

Meaning – Principles of Federal Finance- vertical and horizontal equity in fiscal federalism - fiscal federalism in India – Finance commission – Current Finance Commission- Theory of grants – resource transfer from union to states – criteria for transfer of resources – State Finance Commission and Panchayati Raj institutions.

(18 Hrs)

References

1. Musgrave, R.A. and P.B. Musgrave. (1989). *Public finance in theory and practice*. McGraw Hill.
2. John Cullis, Philip Jones. *Public finance and public choice*. (1st edition). New Delhi: Oxford University Press.
3. Stiglitz, Joseph E. (Third edition). *Economics of public sector*. New York: Norton.
4. Harbar, Bernard. P. (Fifth edition). *Modern public finance*. Richard Irvin Inc.
5. Bagchi, Amaresh (ed.). *Readings in public finance*. New Delhi: Oxford University Press.
6. Ulbrich, Holley H. *Public Finance in Theory and Practice*. Thomson South-Western.
7. Singh.S.K. (Ninth edition) *Public Finance in Theory and Practice*. New Delhi: S Chand Publications.
8. Dalton. H. (eleventh edition). *Principles of Public finance*. Routledge Library Editions.
9. Taylor, Philip E. *Economics of public finance*. MacMillan.
10. Bhatia. H.L. (twenty-sixth edition). *Public finance*. New Delhi: Vikas Publishing House Pvt. Ltd.
11. Gupta, Janak. (2nd Revised & Enlarged edition). *Public economics in India: Theory and practice*. Atlantic.

Semester 3				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
	EC3CRT04	Economics Of Growth & Development		90

Learning Objectives

This course enables the student to acquaint with the basic concepts and issues of growth and development from Adam Smith. It makes a student more insightful about the modern approaches to development presented by D Goulet and Amartya Sen.

Module I: Introduction to Economics of Growth and Development

Growth and Development – meaning – features – distinction – determinants and indicators – features of underdevelopment – measurement of development - **income and non-income indices – GDP, PCI, PQLI, HDI, HPI, GEM – (GDI, GNH) – Development** redefined – Development as a total social process – Development as freedom – Development as Liberation – **Sen’s capability approach – poverty as capability and Entitlement failure – multidimensional poverty index – Quality of life – Education – Health and Nutrition – poverty – absolute and relative – inequality of income and wealth – Gini coefficient – Kuznet’s inverted ‘U’- Hypothesis – Development gap** (22hrs)

Module II: Approaches to Development

Approaches to Economic Development: Structuralist – dependency - market- friendly approaches (concepts only) – vicious circle of poverty – Stage theories Rostow – low level equilibrium trap – Critical minimum effort thesis – Big push – Lewis model – balanced vs unbalanced growth strategy – Dualistic theories. (23hrs)

Module III: Theories and Factors in the Development Process

Classical – Marxian – Schumpeterian. Economic Development – role of agriculture – capital – technology – choice of technique - Trade and economic development – process of cumulative causation. (20 hrs)

Module IV: Human Resource and Development

Human Resource and Development – man power planning – concept of intellectual capital and its size – role of education and health in economic development – Education and health as joint investment for development – **Gender and development – women in the labour force – missing women population and economic growth** – optimum theory of population – theory of demographic transition – ageing and younging of population. (25hrs)

References

1. Thirlwall, Growth and Development with Special Reference to Developing Countries. Palgrave McMillian, New Delhi.
2. Benjamin Higgins(1968), Economic Development, Universal Book Stall, New Delhi.
3. Meier G.M. (2007) Leading Issues in Economic Development, Oxford University Press, New Delhi.
4. Todaro and Smith, Economic Development, Pearson Education, New Delhi.
5. Debraj Ray, Development Economics. Oxford University Press, New Delhi.
6. Felix Raj and et. al, Contemporary Development Economics, New Central Book Agency (p) Ltd.

Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
I	EC010103	Development Economics	Core	4	90
Course Objectives					
<p><i>The objective of this course is to familiarize the students with the current theoretical literature trying to understand economic growth and development across nations. The approach of this course is to provide a comprehensive introduction to the theoretical paradigms of economic development. In a fast-moving global economic order, there is a persistent demand to synchronize the approaches, theories and development issues for a better understanding of the problems of the developing economies. By its very nature, the scope is interdisciplinary in nature, incorporating non-economic dimensions like culture, norms, and values as well as political, historical and social processes. The objective of this course is to familiarize students with the conceptual routes, theoretical dynamics and practical strategies of growth and development. It is expected that this course would orient them towards major themes of development, lead them towards more methodical probes and equip them with adequate analytical knowledge. At the end of this course, students should be able (i) to understand and critically evaluate alternative theories of growth. (ii) show a clear understanding of the recent literature, both empirical and analytical, on theories of underdevelopment and growth in developing countries; (iii) be able to evaluate critically some of the results in the literature, particularly those related to development issues.</i></p>					

Module-I: Economic Development –Overview (Self-Study) (10 Hours)

- 1.1. Meaning and measurement of economic development: conventional, human development index (Human Development Index, Gender Related Development Index, Gender Empowerment Measure, Gender Inequality Index, Human Poverty Index).
- 1.2. Quality of life indices: Entitlements approach- Capabilities and Functioning- Development as Freedom- Human Rights-Based Approach- Three Core Values of Development
- 1.3. Development Gap -Inequality in income distribution- Kuznets Inverted U hypothesis- Lorenz Curve and Gini-coefficient - Concept of Sustainable Development.

Unit- 2: Theories of Underdevelopment (25 Hours)

- 2.1. Vicious Circle of Poverty—Dualistic Theories. – Social – Financial and Technical Dualism Prebisch- Singer thesis and Myrdal thesis: Backwash and spread effect- Circular and cumulative causation- Rostow's stages of growth. —Vent for Surplus theory of Hla Myint—Stable Theory –the Dutch Diseases.
- 2.2. Rural-urban migration and urban unemployment (Harris-Todaro model).
- 2.3. Political Economy of Underdevelopment (Theory of dependency): Paul Baran, Gundar Frank, Samir Amin and Emmanuel Wallerstein (World systems approach).

Unit- 3: Theories of Development and Growth

(25 Hours)

- 3.1. Classical Theory of Development–Adam Smith, David Ricardo, Karl Marx and Schumpeter.
- 3.2. Theories of Economic Growth: Harrod-Domar Model.
- 3.3. Neo-Classical Growth Models – Solow and Meade.
- 3.4. Cambridge Growth Models: Mrs. Joan Robinson's and Kaldor's Growth Models.
- 3.5. Endogenous Growth Models: (Ramsey, Romer; Uzawa-Lucas, AK, Arrow's Model, Grossman and Helpman's model, Aghion and Howitt).

Unit- 4: Approaches to Development

(20 Hours)

- 4.1. Theory of Big Push- Critical Minimum Effort Thesis- Low Income Equilibrium Trap. - Balanced and Unbalanced Growth. (Self-Study)
- 4.2. Development with Unlimited Supply of Labour, Ranis and Fei Model - Michael Kremer's O-Ring Theory of Economic Development-- The Jorgenson model and Dixit-Marglin model.

Unit- 5: Critical Issues in Development Process

(10 Hours)

- 5.1. Role of Financial Institutions in Economic Development: (Acemoglu and Zilibotti model)
- 5.2. Globalization and Development: Views of Stiglitz.
- 5.3. Development and Human Rights
- 5.4. Culture and Development
- 5.5. Social Capital and Development.
- 5.6. Corruption, Crime, Social Exclusion and Development.
- 5.7. Climate Change and Development.
- 5.8. Energy and Development.

Reference:

1. A. P. Thirlwall (2011): Growth and Development with special reference to developing economies, 7th Ed, McMillan.
2. Acemoglu, D. (2009): Introduction to Modern Economic Growth. Princeton University Press.
3. Adam Szirmai (2014): The Dynamics of Socio-Economic Development: An Introduction, 2nd Ed, Cambridge University Press.

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10. Meier, G.M and J.E. Rauch (2014): *Leading Issues in Economic Development*, Oxford University Press, New Delhi
11. Gerard Roland (2016): *Development Economics*, Routledge.
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26. Yujiro Hayami and Yoshihisa Godo (2005): Development Economics: From the Poverty to the Wealth of Nations, 3rd Ed, OUP.

Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
II	EC010205	Indian Economy-II	Core	4	90
Course Objectives					
<p><i>The course aims to provide a detailed exposure to the various aspects of Indian economic development. The course starts with a discussion of the Indian labour market and then consider the issues of poverty and inequality and performance in financial sector of the economy. The purpose of this course is to enable students to have an understanding the overall features of various key sectors and their issues and developments, obstacles involved in the growth of Indian Economy with a policy perspective. The objectives of this course are: to equip the students with the basic idea for further learning, and to help them to analyze the sectoral development that has taken place in India. This course will enable you to: know the various concepts used in the measurement of employment and unemployment by NSSO; explain the various dimensions of employment and unemployment in India; examine the growth of employment in post-reform period; you will be able to state different income and non-income indicators of poverty; identify the income and non-income dimensions of poverty in India; identify the income and non-income measures of inequality; analyses the level of inequality in India; state the concept of inclusive growth; examine the status of India in terms of inclusive growth; and explain the policy implications on poverty, inequality and inclusive growth. While going through this course, you will be able to: know the principles governing fiscal federalism; state the provisions enshrined in Indian Constitution relating to division of financial powers between Union and States; appreciate the role of Finance Commission which constitutes a pillar of India's federal structure; critically examine the various recommendations of Finance Commission; and consider the dimension and nature of issues involved in contemporary situation prevailing in the country.</i></p>					

Unit-1: Labour and Employment

(20 Hours)

- 1.1. Demographic changes in India – Census – Population policies – Demographic Dividend
- 1.2. Labour Market – Demand and Supply in labour market – Problems – **Child Labour** – Labour Market Reforms – Rural Urban Migration – Global Migration and Foreign remittance- Labour Policy and **Social Security**
- 1.3. Problems of Unemployment in India – NSSO Estimates – Employment trends in organized and unorganized sector – Employment Generation Programmes in India – MGNREGS

Unit-2: Poverty and Inequality

(20 Hours)

- 2.1. **Poverty in India** – definition, head count ratio, poverty gap and squared poverty gap index; Extent and distribution of poverty in India; Estimates of Poverty: Tendulkar and Rangarajan committee.

2.2. Food Security and Nutrition – Rural development – issues and strategies and micro level planning - **SHGs and microfinance**

2.3. Inequality – Regional Imbalances in India – **Inclusive growth** – concepts and policy initiative

Unit-3: Fiscal Policies and Reforms in India (25 Hours)

3.1. Fiscal reforms in India post 1991- Tax reforms and reforms in public expenditure management- Goods and Services Tax - Public Debt and Sustainability issues- Implementation of FRBM Act - Fiscal and Monetary Policy dynamics in India- Centre State Fiscal relationship- cooperative and competitive federalism in India- Role of Finance Commission- Local Bodies in India.

3.2 . National Institution for Transforming India (NITI) Aayog, Make in India

3.3. Black money and parallel economy in India, Consequences and Remedies.

3.4. Demonetization and its macro-economic impact

3.5. Global Economic crisis and its impacts

Unit-4: Financial Sector in India (25 Hours)

4.1. Financial system – Structure – Social Banking under nationalization – Financial Repression in the Pre-1991 period

4.2. Financial Sector Reforms

4.3. Rural indebtedness – informal credit market – trends

4.4. **Financial inclusion** - Strategies and progress

4.5. Second Generation Financial Reforms.

Reference:

Agarwal A N (2017), Indian Economy: Problems of Development and Planning, Vikas Publishing House, New Delhi.

Ahulwaia, J.J. and I.M.D. Little (Eds.) (1999) India's Economic Reforms and Development (Essays in hon/ of Manmohan Singh) Oxford University Press, New Delhi.

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Y.V. Reddy, Partha Ray & Narayan Valluri (2014): Financial and Fiscal Policies Crises and New Realities.

SEMESTER 3

HY3CRT04- CULTURAL TRENDS IN PRE-COLONIAL KERALA

Module 1 Geography moulds History

Kerala's physiological features- role of Arabian Sea and Indian Ocean determining Kerala History- Historiography-sources-traditional, primary and secondary- folklore and oral history

Module II

Early Settlements: Expansion of Agriculture and consolidation of Socio-economic structure- Pre-hisotric –Paleolithic-Neolithic Periods-Iron Age Settlements –Megalithic Settlements and culture-Tinai concept- Exchange patterns- Tamil heroic culture-multiple subsistence forms socio –cultural groups-social divisions-melior and kizhor-Izhichinan-Izhipirappalan-polity- society- Kizhan-velir-mannan- Roman trade-presence of Buddhist-Jain-Sankaracharya- Brahmin migration and settlements-Ur and Kutis-Nadus-consolidation of agrarian hierarchy-Uralar-Karalar, Paniyalar/Atiyalar-tenurial control and subjugation of the Kutis and the primary producers.

Module III Age of Perumals and Swaroopams

Perumals of Makotai-Establishment of temple related society and economy- trade guilds Anchuvannam-Manigramam-Nanadeshikal-Bhakti cult –Alwars and Nayanars- Perumal's decline-Transition to Swaroopams-Kolathiri-Nediyiruppu-Perumpadappu-Venad-polity-adhikari-prakriti—Nizhal- Kutipati-expansion of agriculture-village communities- Sanketam-changatham-society- jati- marumakkathayam- tharavadu- status and role of women-sambadham-Literature-Manipravalam- science-astronomy- mathematics- medicine-philosophy- festival- arts.

Module IV Social control, trade and culture

Social Stratification and caste formation-Hierarchy and Social Segregation-customs and practices-law and justice- trade-internal and external –Arab-Chinese-cultural synthesis- on the eve of European arrival.

Essential Readings

- Raghava Varrier and Rajan Gurukkal (eds.), *Cultural History of Kerala*, Vol.1, Govt of Kerala, 1999.
- M.R Raghava Varier, *Vadakkanpattukaludepaniyala*
- K.K.N Kurup, *The Socio-economic Transformation of South Indian Villages during the 20th century (a case study based on oral history)*, Folklore Society of South Indian Languages, 2005.
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- Chummar Choondal, *Christian folklore*, Kerala Folk lore Academy, 1988.
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- C.Achutha Menon, *Ballads of North Malabar*, Madras, 1935
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- K.A. Nilakanta Sastri, *A History of South India*, OUP, 2008,
- Sreedhara Meneon, *Survey of Kerala History*, D.C Books, 2nd Ed.,2008.
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- Raghava Varier and Rajan Gurukkal, *Kerala Charitram I Vol.* Vallathol Vidyapeetham, 2012
- Rajan Gurukkal, *Classical Indo-European Trade*, OUP, 2016.
- M P Mujeebu Rehman and K S Madhavan [eds], *Explorations in South Indian History*, SPCS ,2014.[Section II]
- Elamkulam Kunjan Pillai, *Studies in Kerala History*, SPCS, 1970
- M G S Narayanan, *Aspects of Aryanisation*, Kerala Historical Society, 1973
- Rajan Gurukkal.,*The Kerala Temple and the Early Medieval Agrarian System*, Vallathol Vidyapeethom, 1992.
- MGS Narayanan, *Perumals of Kerala*, Cosmo books, 2013.
- K N Ganesh, *State Formation in Kerala: A Critical Overview*, Indian Council of Historical Research, 2010.
- R Champakalakshmi, Kesavan Veluthat et. al. *State and Society in Pre- Modern Kerala*,Trissur Cosmo Books. [Chapters 2, 5,6,7]
- K P Padmanabha Menon, *History of Kerala Vols.I-IV*, Asian Education Services (New Edition), 2003
- M G S Narayanan., *Cultural Symbiosis*, Kerala Historical Society, 1972.
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- K V Krishna Iyer, *Zamorins of Calicut*, [Reprint] Calicut University, 1999.
- *History and Society*, Karnataka State Open University, 2015.
- SMH Nainar, *Arab Geographer's Knowledge of South India*, University of Madras, 1942.
- PA Sayed Muhammed, *Kerala Muslim Charithram*, Alhuda Bookstall, 1988.
- B Padmakumari Amma, *Jain and Budhist Centers of Kerala*, Dravidian University, 2008.
- M R Ragahava Varier, *Jainamatham Keralathil*, SPCS, 2012.
- M.RRaghava varrier and Kesavan Veluthat, *Tarisappalli Pattayam*, SPCS, 2015.
- Prof.Elamkulam Kunjan Pillai, *Leelathilakam –onumuthal moonnuvare silpangal*, SPCS, 2012.

- Dr.V.V Haridas, *Samoothirikalathe kozhikkode,kathayum charithravum*, SPCS, 2009.
- M.R.Raghava Varrier, *Madhyakalakeralam Swaroopaneethiude charithrapathangal*, SPCS, 2014.
- M.R Raghava varrier,*Keralolpathy Grandhavari*, SPCS, 2016

SEMESTER 5

HY5CRT 10 - Environmental Studies and Human Rights in Historical Outline

**CORE MODULE SYLLABUS FOR ENVIRONMENTAL STUDIES & HUMAN RIGHTS
FOR UNDER GRADUATE COURSES OF ALL BRANCHES
OF HIGHER EDUCATION**

Vision

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janerio in 1992 and World Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues.

India is rich in biodiversity which provides various resources for people. Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution have been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment have so far not received adequate attention in our academic programme. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in college education. Accordingly, the matter was considered by UGC and it was decided that a six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

The syllabus of environmental studies includes five modules including human rights. The first two modules are purely environmental studies according to the UGC directions. The second two modules are strictly related with the core subject and fifth module is for human rights.

Objectives

- Environmental Education encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues by developing and enhancing critical and creative thinking skills. It helps to foster a new generation of informed consumers, workers, as well as policy or decision makers.
- Environmental Education helps students to understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, as well as ways we can take action to keep our environment healthy and sustainable for the future. It encourages character building, and develops positive attitudes and values.
- To develop the sense of awareness among the students about the environment and its various problems and to help the students in realizing the inter-relationship between man and environment and helps to protect the nature and natural resources.
- To help the students in acquiring the basic knowledge about environment and the social norms that provide unity with environmental characteristics and create positive attitude about the environment.

Course Title

HY5CRT 10 - ENVIRONMENTAL STUDIES & HUMAN RIGHTS IN HISTORICAL OUTLINE

SYLLABUS

4 credits

72 hrs

Module I

Unit 1 : Multidisciplinary nature of environmental studies

Definition, scope and importance

(2 hrs)

Need for public awareness.

Unit 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 individual in conservation of natural resources.
- Equitable use of resources for sustainable life styles.

(10 hrs)

Unit 3: Ecosystems

- Concept of an ecosystem
- 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 given ecosystem:- Forest ecosystem

(6 hrs)

Module II

Unit 1: Biodiversity and its conservation

- Introduction
- Bio-geographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
- Endangered and endemic species of India

(8 hrs)

Unit 2: Environmental Pollution

Definition

Causes, 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
- Pollution case studies
- Disaster management: floods, earthquake, cyclone and landslides. (8 hrs)

Unit 3: Social Issues and the Environment

- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people: its problems and concerns, Case studies
- Environmental ethics: Issues and possible solutions
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust, Case studies
- Consumerism and waste products
- Environment Protection Act
- Air (Prevention and Control of Pollution) Act
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation
- Public awareness (10 hrs)

Module – III

Unit 1- Historical Outline- Environmental history and its relation with environmental studies- scope of environmental studies in history- interdisciplinary nature.

Unit 2-Roots of environmental Crisis – four mode of resource use – hunting gathering- nomadic pastoralism – settled agriculture – industrial phase

Unit 3- Forest resources: Colonial Phase- Use and over-exploitation, forest laws in British India- concept of scientific forestry- alienation of adivasis from forests-hunting and impact on wild life. (10 hrs)

Module – IV

Unit 1-Post Colonial Scenario- the developmental drive – industrialization- dams and mines- tribal struggles.

Unit 2-The struggles from the margins – Land alienation and tribal protest movements- its strategies and ideology.

Unit 3- Environmental Movements- Chipko- Narmada Bachao Andolan- Silent Valley and Plachimada- Women and environmental struggles **(10 hrs)**

Module – V

Unit 1- Human Rights– An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

Unit-2 Human Rights and United Nations – contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

Unit-3 Environment and Human Rights - Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of western ghats- mention Gadgil committee report, Kasthuriengan report. Over exploitation of ground water resources, marine fisheries, sand mining etc. **(8 Hrs)**

Internal: Field study

- Visit to a local area to document environmental grassland/ hill /mountain
- Visit a local polluted site – Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds etc
- Study of simple ecosystem-pond, river, hill slopes, etc

(Field work Equal to 5 lecture hours)

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4. De A.K.Environmental Chemistry, Wiley Eastern Ltd.(Ref)
5. Down to Earth, Centre for Science and Environment (Ref)
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10. Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p (Ref)
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12. Rajagopalan. R, Environmental Studies from crisis and cure, Oxford University Press, Published: 2016 (TB)
13. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut (Ref)
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16. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (Ref)
17. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (Ref)
18. (M) Magazine (R) Reference (TB) Textbook

Modules 3&4

1. Gadgil, M. and R.Guha, 1992, *This Fissured Land: An Ecological History of India*. Delhi: Oxford University Press.
2. Worster, D, ed, 1988, *The Ends of the Earth: Perspectives on Modern Environmental History*. New York: Cambridge University Press.
3. Habib, Irfan, 2010, *Man and Environment: The Ecological History of India*, Aligarh: Tulika
4. Rangarajan, Mahesh and K.Sivaramakrishnan, eds, 2011, *India's Environmental History: Volumes 1 and 2*. Delhi: Permanent Black.
5. Rangarajan, Mahesh, 2001, *India's Wildlife History: An Introduction*. Delhi: Permanent Black.
6. Gadgil, Madhav, 1995, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*, Delhi.
7. Baviskar, Amita, 1995, *In the Belly of the River: Tribal Conflicts over Development in Narmada Valley*. Delhi: Oxford University Press.
8. Baviskar, Amita, ed. 2008, *Contested Waterscapes*: Delhi, Oxford University Press.
9. Guha, Ramachandra, 1989, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Delhi: Oxford University Press.

Human Rights (Module 5)

1. Amartya Sen, *The Idea Justice*, New Delhi: Penguin Books, 2009.
2. Chatrath, K. J.S., (ed.), *Education for Human Rights and Democracy* (Shimla: Indian Institute of Advanced Studies, 1998)
3. *Law Relating to Human Rights*, Asia Law House, 2001.
4. Shireesh Pal Singh, *Human Rights Education in 21st Century*, Discovery Publishing House Pvt.Ltd, New Delhi,
5. S.K.Khanna, *Children And The Human Rights*, Common Wealth Publishers, 1998. 2011.
6. Sudhir Kapoor, *Human Rights in 21st Century*, Mangal Deep Publications, Jaipur, 2001.
7. United Nations Development Programme, *Human Development Report 2004: Cultural Liberty in Today's Diverse World*, New Delhi: Oxford University Press, 2004.

**SIX MONTHS COMPULSORY CORE MODULE COURSE IN
ENVIRONMENTAL STUDIES & HUMAN RIGHTS: FOR UNDERGRADUATES**

Teaching Methodologies

The core Module Syllabus for Environmental Studies includes class room teaching and Field Work. The syllabus is divided into five modules covering 72 lectures. The first two modules will cover 44 lectures which are class room based to enhance knowledge skills and attitude to environment. The third and fourth is based on subject related environmental studies which will be covered in 20 lecture hours and would provide student a multidisciplinary knowledge on environmental issues in relation with the core subject. Human rights is also included in the fifth module and 8 lectures are set apart for that. Field study is one of the most effective learning tools for environmental concerns and is purely for internal evaluation. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process.

- Course material provided by UGC for class room teaching and field activities be utilized.
- The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose.
- Environmental Core Module shall be integrated into the teaching programmes of all undergraduate courses.

SEMESTER 5

OPEN COURSE

HY5OCT01 – INTRODUCING ENVIRONMENTAL HISTORY

This course will introduce students to the dynamic field of environmental history, presenting essential concepts, concerns and methodology in the context of global / Indian environmental history.

Module 1 Basics

What is Environmental history? - Political, material and cultural dimensions of environmental history- Interdisciplinary approaches – Ecology and environment- cultural ecology- environmentalism- deep ecology- planetary consciousness- UN and environment- Stockholm Declaration- Earth Summits- Climate change and protocols

MODULE 2 Roots of Environmental Crisis

Mode of resource use- hunting gathering- nomadic pastoral- settled agriculture- industrial- ecological impact

MODULE 3 The Context of Colonial India

Pre colonial scenario- European attitude towards environment- the European gaze- Imperial Agendas and exploitation of natural resources-deforestation-ship building-Railways-opening of plantations- world war and forests-reservation of forests and enactments-plant imperialism- botanical gardens - hunting in colonial India

MODULE 4 - Environmental Movements in India

Chipko Movement-Narmada Bachao Andolan-Silent Valley in Kerala- Plachimada issue-sand mining and river protection groups-voices from the margins-Women and environment.

Essential Readings:

Donald Worster, ed. *The Ends of the Earth: Perspectives of Modern Environmental History*, New York, 1988

Al Gore, *Earth in the Balance*, London, 1992

Sverker Sorlin and Paul Warde, *The Problem of Environmental History: A Re-reading of the field*, Environmental History. Vol 12, No. 1, Jan .2007.

Erach Bharucha, *Textbook of Environmental Studies*, Universities Press India Pvt Ltd, 2005.

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Alfred W. Crosby, *Ecological Imperialism: the biological expansion of Europe, 900-1900*, New York, 1986.

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- Lorraine Elliot, *The Global Politics of the Environment*, London, 1998.
- Vandana Shiva, *Staying Alive: Women, Ecology and Development*, London, 1989.
- John Vogler and Iunber, *The Environment and International Relations*, London, 1996.
- National Committee on Environmental Planning and Coordinator, Dept. of Science and Technology, *Ecological Investigation in the Silent Valley*,June 1980.
- V.R. Krishna Iyer, *Hydel Projects and Perils: An Instance in Kerala*, The Hindu, 3 May 2007.
- Peter Dauvergne, *Handbook of Global Environmental Politics*, University of British Columbia, 2013
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SEMESTER 6

HY6CRT14- GENDER IN INDIAN PERSPECTIVES

This paper seeks to introduce the area of gender studies to graduate students. The present paper aims to explain the socio-historical constructions of sexual differences in Indian society by emphasizing the plural backgrounds. The paper is designed to prepare students to challenge the conventional social norms about male-female dichotomy and to conceive biological realities natural but as always conditioned through social norms, moral codes and historical process. At the end, the paper establishes that the very notion of gender difference is not natural but more of economic, political and therefore power oriented.

MODULE 1 - INTRODUCTION

Introduction to the concept of gender and gender history- difference between women's history and gender history- development of gender history since 1960s- epistemology of gender as a social division-significance and limitations of assuming a gendered historiography.

MODULE 2 - GENDER HISTORY IN INDIA

Defining gender in India- caste and class construction of gender identities- representation of gender in Vedic and non-Vedic literatures- concept of chastity in India (Vedic and non-Vedic) – representation of 'first, second and third genders' in Indian societies - patriarchy and matriarchy, notions of marriage and sexuality in pre-colonial India-devadasis-bhogastree- the dichotomy of *Kula Sthree and Veshya* in Indian society- -dichotomy between polyandry and polygamy- history of motherhood in India.

MODULE3 - INDIAN MODERNITY AND GENDER

Construction of gender identities in modernity- history of modern manhood and womanhood in India- colonial morality and various responses-dress codes-child marriage-widow remarriage - construction of gender identities in modern family systems-Masculinity and femininity in Indian social history.

MODULE 4 - CONTEMPORARY ISSUES

The concept of transgender: contemporary debates- social hegemony over biological differences- women and religious purity/impurity debates-issues of lesbian, gay, bisexual and transgender in India-delimitation of women as bodies-the political economy of male-centered prostitution- gender inequality.

Readings

1. A.S. Altekar, *The Position of Women in Hindu Civilization*, Motilal Banarasi Das, 1962.
2. Berenice A. Carroll (eds.), *Liberating Women's History: Theoretical and Critical Essays*, University of Illinois Press, 1977.
3. Davif, Cathy (eds.), *Handbook of Gender and Women's Studies*, London, 2006.
4. Indrani Chatterjee, "Slaves, Concubines and Social Orphans in Early modern India", in Susie Tharu, Gyan Prakash and G. Bhadra (eds.), *Subaltern Studies*, Vol.X, Oxford University Press, 1991.
5. Indrani Chatterjee, *Gender, Slavery and the Law in Colonial India*, Oxford University Press, 1999.
6. J.Krishnamurthy (eds.), *Women in Colonial India. Essays on Survival, Work and the State*, Oxford University Press, 1989.
7. Joan W.Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91, No.59 (1986), pp.1053-75.
8. Joan Wallach Scott, *Gender and the Politics of History*, Columbia University
9. K.Lalita and Susie Tharu (eds.), *Women Writings in India 600BC to the Present*, 2vols, Kali for Women and Feminist Press, 1991.
10. Kunkum Roy(eds.), *Women in Early Indian Societies: Readings in Early Indian History*, Manohar Publishers, 1999.
11. M. Talinn, *Women in Early Buddhism*, Bombay University, 1972
12. P. Uberoi (ed), *Social 'Reform, Sexuality and the State*, New Delhi: Sage, 1996.
13. Pratima A, *Women's Movements in India*, Vikas Publishing House, 1974.
14. Ruth Vanita and Saleem Kidwai (eds.), *Same Sex Love in India: Readings in History and Literature*, St.Martins Press, 2000.
15. Samita Sen, *Women and Labor in late Colonial India*, Cambridge University Press, 1999.
16. Serena Nanda, "Neither Man nor Women: The Hijras of India" in Caroline Brettell and Carolyn Sargent (eds.) *Gender in Cross Cultural Perspectives* Prentice Hall, 1977.
17. Stephanie Jamison, *Sacrificed Wife, Sacrificer's Wife: Women, Ritual and Hospitality in ancient India*, Oxford University Press, 1996.
18. Thomas. P, *Indian Women through the Ages*, Asia Publishing House, 1964.
19. Uma Chakravarti, 'Whatever happened to the Vedic Dasi' in K Sangari, S. Vaid(eds.) *Recasting Women*, Kali for Women 1989.

Semester 1 - Core Course 1:

[EN010101] - Up Until Chaucer: Early Literatures in English

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

At the end of this course, the student will be able to make sense of the major themes in Ancient and Medieval English literature as an expression of Anglo-Saxon culture and society as it emerges into a Britain-consciousness; also, the student will be equipped to access and understand the personal experiences of people living in a society very different from our own.

Course Description:

What was *English* Literature like before Shakespeare? Before Chaucer? And from our current vantage point what was Chaucer and his peers *doing*? Through 5 modules, this paper offers a two-fold bird's eye-view: first, the literature of the Anglo-Saxons written over a thousand years ago and then, the standardising creative consolidation initiated by Chaucer and his peers; a paradigm shift that made possible the emergence of English literature with a purpose and identity of its own.

Module 1 is a sampling of early poetry.

Module 2 offers a selection of early Prose and Drama.

Module 3 wades through extracts from the first epic *Beowulf* and the iconic Romance *Le Morte D'arthur* along with a choice sequence of the early English Lyric.

Module 4 is exclusively designated to familiarise the student with the varied oeuvre of Geoffrey Chaucer.

Module 5 gives a feel of Chaucer's peers, John Gower, Thomas Hoccleve and William Langland.

Crucial Note: The texts/readings slotted for seminars are not to be elaborated upon. The onus is on the teacher to be a judicious facilitator who will initially provide a purview of the texts' crux and then proactively generate topics/themes, which the students can develop and share with their peers. The thrust should be upon illuminating how these texts/readings proactively link up with the other texts/readings in the module. Also, it should be kept in mind that this paper is, in a very specific sense, a 'translation course' – we are dealing with both the Anglo-Saxons and the medieval writers in 'Modern English' versions of the text.

Module I [Early Poetry]:

1.1 Exeter Book Riddle 11, 'Wine' [21 lines]; cf Riddle 25, 'Onion' & Riddle 45, 'Dough'.

1.2 'The Dream of the Rood' [156 lines]

1.3 'Deor's Lament' [42 lines]

1.4 'The Husband's Message' [53 lines]

Seminar:

- 1.5 'The Wanderer' [113 lines]
- 1.6 'The Seafarer' [124 lines]
- 1.7 'The Wife's Lament' [53 lines]

Module 2 [Early Prose and Drama]:

- 2.1 Bede: On Caedmon [including Caedmon's hymn...]
- 2.2 Julian of Norwich: *Revelations of Divine Love* [Chapter LX - "The Kind, Loving, Mother"]
- 2.3 "Noah's Flood" from the *Chester Mystery Cycle*
- 2.4 "The York Play of the Crucifixion"

Seminar:

- 2.5 King Alfred: Preface to *Pastoral Care*
- 2.6 The Robin Hood Play-fragments

Module 3 [Epic, Romance and Lyric]:

- 3.1 Selection from *Beowulf* [Part 11 to 18 – Grendel's Battle With Beowulf]
- 3.2 Sir Thomas Malory: *Le Morte D'arthur* [Book 5 – King Arthur defeats Roman Emperor Lucius]

Seminar:

- 3.3 *Sir Orfeo*
- 3.4 'The Cuckoo Song,' 'Sunset on Calvary,' 'I Sing of a Maiden,' 'Maiden in the mor lay' [short Middle English lyrics from the Norton Anthology]

Module 4 [Geoffrey Chaucer]:

- 4.1 General Prologue to *Canterbury Tales*: Introduction
- 4.2 General Prologue to *Canterbury Tales*: Wife of Bath [Thumbnail Profile]
- 4.3 From *The Canterbury Tales*: 'The Wife of Bath Prologue and Tale.'

Seminar:

- 4.4 'Troilus and Criseyde'

Module 5 [Chaucer's Peers]:

- 5.1 John Gower: *Confessio Amantis* – The Tale of Narcissus: Book 1. Lines 2275-2380
- 5.2 Thomas Hoccleve: 'Lament for Chaucer'

Seminar:

- 5.3 William Langland's *Piers Plowman* – Prologue

Specific Additional Readings:

- 1. W.W. Norton and Company's *The Norton Anthology of English Literature*: "Introduction to The Middle Ages"
- 2. Regia Anglorum Publication's "A Brief History of Anglo-Saxon England."
- 3. *The ORB: Online Reference Book for Medieval Studies*: Steven Muhlberger's *Medieval England*: "The Age of Bede"; *Catholic Encyclopedia*'s "The Venerable Bede"; Excerpt from

Bede's *Conversion of England*)

4. Blend of Oral-Formulaic Verse and Christian Values in "Caedmon's Hymn"
5. Bede's *Ecclesiastical History of the English Nation*, Book IV: "Chapter XXIV"
6. F.W. Garforth's "Bede's Account of the Poet Caedmon"
7. Excerpts from Dr. Jonathan A. Glenn's Translations of "The Seafarer" and "The Wanderer"
9. W.W. Norton and Company's *The Norton Anthology of English Literature*: "The Linguistic and Literary Contexts of *Beowulf*"
10. *The Norton Anthology of English Literature*'s version of "Seamus Heaney on *Beowulf*"
11. Dream-vision/Dream Poetry, Apocalypse, and Pagan-Christian Hybridity in "The Dream of the Rood"
12. Jeannette C. Brock's "'The Dream of the Rood' and the Image of Christ in the Early Middle Ages"
13. William Langland's "Piers Plowman" and the Social and Religious Issues of the Day
14. *Everyman* and Thematic and Generic Conventions of Middle English Drama

Texts for Consultation:

1. Bruce Mitchell and Fred C. Robinson: *A Guide to Old English*, Wiley Blackwell, 8th ed. (2012)
2. R. M. Liuzza: *Old English Poetry: An Anthology*, Broadview Press. (2014)
3. Malcolm Godden and Michael Lapidge (eds): *The Cambridge Companion to Old English Literature*, Cambridge University Press. (1986)
4. R. D. Fulk: *A History of Old English Literature*. Blackwell. (2003)
5. Phillip Pulsiano and Elaine Treharne (eds): *A Companion to Anglo-Saxon Literature*, Blackwell. (2001)
6. Richard North and Joe Allard (eds): *Beowulf and Other Stories*, Pearson. (2007)
7. M. H. Abrams, Stephen Greenblatt, et al (eds): *The Norton Anthology of English Literature*, 9th ed, [Vol. 1], (2012) - Introductions to the specific Texts/Pieces.
8. Corinne Saunders (ed): *A Concise Companion to Chaucer*, Blackwell. (2006)
9. Laurel Amtower and Jacqueline Vanhoutte (eds): *A Companion to Chaucer and His Contemporaries: Texts and Contexts*, Broadview Press. (2009)
10. Andrew Sanders: *The Short Oxford History of English Literature*. 2nd ed. OUP. (2000)

Semester 1 - Core Course 2:
[EN010102] -Literatures of the English Renaissance

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:The course is designed to familiarise the students with the literature, thought and culture of the Renaissance period in England, a historical watershed marking the transition from the medieval to the modern. It is also designed as a theoretical/critical reading of the era and the texts in the light of recent theoretical interventions like New Historicism and Cultural Materialism which had a special interest in Renaissance texts. Representative works of the period have been selected with a view to instilling in the students a capacity to appreciate Renaissance writings bearing the stamp of radical changes in the outlook and ways of life.

Course Description:The course comprising major genres like Drama, Poetry and Prose provides an introduction to the literature of the English Renaissance studied in a variety of historical contexts and discusses how the confluence of social, political and economic forces culminated in conditions conducive to the creation of an impressive volume of literature. It highlights how literary luminaries like William Shakespeare and Christopher Marlowe emerged and influenced each other leaving their mark on their own time and the time to come. The completion of the course has to enable the students to imbibe the true spirit of Renaissance and Humanism making them capable of identifying the relationship between Renaissance writings and its socio-political context.

Module I:

- 1.1 Wilson Knight: “The Shakespearean Metaphysic” Chapter 13 of *The Wheel of Fire*.
- 1.2 Jonathan Dollimore and Allan Sinfield: “Culture and Textuality: Debating Cultural Materialism” *Textual Practice*, vol 4, 1990
- 1.3 Stephen Greenblatt: “Improvisation of Power”, Chapter 6 of *Renaissance Self Fashioning*.

Module 2:

- 2.1 William Shakespeare: *Hamlet*
- 2.2 “Hamlet and His Problems” Essay by T.S. Eliot

Seminar:

- 2.3 William Shakespeare: *The Tempest*

Module 3:

- 3.1 William Shakespeare: *Hamlet*
- 3.2 “A Psycho-analytic Study of Hamlet” Essay by Ernest Jones

Seminar:

3.3 William Shakespeare: *King Henry IV Part I*

Module 4:

4.1 Christopher Marlowe: *Doctor Faustus*

4.2 Ben Jonson: *The Alchemist*

Seminar:

4.3 Thomas Kyd: *The Spanish Tragedy*

Module 5:

5.1 William Shakespeare: Sonnets - 18, 73, 98, 129

5.2 Edmund Spenser: *Prothalamion*

5.3 John Donne: *Canonization*

5.4 Andrew Marvell: *To his Coy Mistress*

5.5 Francis Bacon: *Of Studies, Of Marriage and Single Life*

Seminar:

5.6 Thomas More: *Utopia*

Texts for Consultation

1. J.R. Brown: *Discovering Shakespeare*
2. EMW Tillyard: *Shakespeare's Last Plays*
3. A C Bradley: *Shakespearean Tragedy*
4. Harold Bloom: *Elizabethan Drama*
5. John Dover Wilson: *What Happens in Hamlet*
6. G. Wilson Knight: *The Imperial Theme*
7. Caroline Spurgeon: *Shakespearean Imagery*
8. Jocelyn Hunt: *The Renaissance*
9. Graham Holderness: *Nine Lives of Shakespeare*
10. Terry Eagleton: *Shakespeare and His Age*
11. Ania Loomba: *Race, Gender and Renaissance Drama*
12. C. Marydass. *Shakespearean Aesthetics for University Wits*
13. John Fuller: *The Sonnet*

Semester 1 - Core Course 3:

[EN010103] -Literatures of the English Revolution/ Enlightenment

Total Credits: 4

Total Hours: 25

Weightage:

Objectives: This course familiarizes the learner with the English literary texts which reflect the austere Puritan ideals of the late seventeenth century, the neoclassical vigour of the eighteenth century considerably influenced by the philosophy of the Enlightenment and the perspectival shift manifested in the transitional literature towards the end of this era.

Course Description: Module 1 offers a comprehensive account of the late seventeenth and the eighteenth century literary scenario drawing upon the significant social and the political developments of the times. How such events fostered the rise of new genres like the novel is unravelled. Further, the learners are familiarised with Ian Watt's perspective on the inception of this new genre in England. This module also introduces the learners to an in-depth critique of the philosophy of the Enlightenment.

Module 2 acquaints the learners with the poetry of John Milton the epic poet of the late seventeenth century, the neoclassical satirists such as John Dryden and Alexander Pope, Aphra Behn the first professional woman writer of England, and Thomas Gray, the transitional poet.

Module 3 dwells on the drama written during this span of time.

Module 4 presents the acclaimed fiction of the aforementioned period.

Module 5 accommodates the ground-breaking nonfictional works of the period.

Module 1:

1.1 Pramod Nayar: "Introduction" to *English Poetry 1660-1780* Ed. Pramod Nayar

1.2 Ian Watt: "Realism and the Novel Form" (Chapter I from *Rise of the Novel*)

1.3 Michel Foucault: "What is Enlightenment?" from *The Foucault Reader*, 1984 (pp. 32-50)

Module 2:

2.1 John Milton : The Fall of Man (**Lines 850-1055**) from *Paradise Lost: Book IX*

2.2 John Dryden : The Portrait of Achitophel (**150-174**) from *Absalom and Achitophel*

2.3 Alexander Pope: The Portrait of Atticus (**193-214**) from *An Epistle to Dr. Arbuthnot*

2.4 Aphra Behn : "To the Fair Clarinda"

Seminar:

2.5 Thomas Gray: *Elegy Written in a Country Churchyard*

Module 3:

3.1 William Congreve: *Way of the World*

3.2 Oliver Goldsmith: *She Stoops to Conquer*

Seminar:

3.3 Richard Brinsley Sheridan: *The Rivals*

Module 4:

4.1 Daniel Defoe: *Robinson Crusoe*

4.2 Samuel Richardson: *Pamela*

4.3 Henry Fielding: *Tom Jones*

Seminar:

4.4 John Bunyan: *Pilgrim's Progress*

Module 5:

5.1 Mary Wollstonecraft: *A Vindication of the Rights of Woman*

5.2 Samuel Johnson: *Preface to Shakespeare*

Seminar:

5.3 John Locke: *An Essay Concerning Human Understanding*

Specific Additional Readings:

1. Immanuel Kant: "An Answer to the Question: What is Enlightenment?" (Trans. from Part I of *Eighteenth Century Answers and Twentieth Century Questions* by James Schmidt (Ed.) pp. 58-64)
2. Ernst Cassirer: *Philosophy of Enlightenment*
3. T W Adorno: *Dialectic of Enlightenment*

Texts for Consultation:

1. Martin Evans: *John Milton: Twentieth Century Perspectives*
2. Kaufman, U. Milo. *The Pilgrim's Progress and Traditions in Puritan Meditations*
3. Janet Todd: *Aphra Behn: A Secret Life*
4. John Sitter: *The Cambridge Companion to Eighteenth Century Poetry*
5. Ronald W. Vince: *Neoclassical Theatre: A Historiographical Handbook*
6. J. A. J. Downie: *The Oxford Handbook of the Eighteenth Century Novel* (Part I)
7. N. Hudson: *Samuel Johnson and Eighteenth-Century Thought*

Semester 1 - Core Course 4:
[EN010104] -Nineteenth Century English Literatures

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

The course aims to familiarize students with the fundamental premises of the Romantic Movement and Victorian literature, their theoretical and ideological frameworks, and the major trends and offshoots across various genres. A rough time span of one and a half century which witnessed an initial flowering of Romanticism, followed by the rapid growth of industrialization, scientific thinking and materialism all of which find expression in the texts chosen for study.

Course Description:

The first module introduces the theoretical premises of the British Romantic Movement as well as the Victorian Age that chronologically follows the Romantic Era. The second module throws light on the historical significance of the Ode as a poetic form best suited to examine the subjective and individualistic imagination of the romantic poet which finds expression as most of the poems in this section are odes. The Third Module marks the shift to the Victorian Sensibility with increased attention being paid to the decline of the romantic sensibility, the growth of reason, ascent of materialism etc. The fourth module deals with the best novels in the English language while the last one focuses on prose and Drama

Module 1:

1.1C.M. Bowra: The Romantic Imagination

2.2Raymond Williams: “The Romantic Artist” *Culture and Society, 1780-1950*

3.3Isobel Armstrong: “Introduction: Rereading Victorian Poetry” *Victorian Poetry: Poetry, Poetic, politics*, London, 1993

Module 2:

2.1Wordsworth: Immortality Ode

2.2Coleridge: Dejection: An Ode

2.3Shelley: Ode to the Skylark

2.4 John Keats: Ode on a Grecian Urn

Seminar:

2.5William Blake: “The Tyger”, “The Lamb”

Module 3:

3.1Lord Tennyson: The Lotos Eaters

3.2Robert Browning: Andrea Del Sarto

3.3 Matthew Arnold: The Scholar Gypsy

3.4 D.G. Rossetti: The Blessed Damozel

Seminar:

3.5 Elizabeth Barrett Browning:

“If thou must love me” (Sonnet 14),

“When our two souls stand up erect and strong” (Sonnet 22)

Module 4:

4.1 Jane Austen: Mansfield Park

4.2 Charles Dickens: A Tale of Two Cities

4.3 Emily Bronte: Wuthering Heights

4.4 Thomas Hardy: Tess of the d’Urbervilles

Seminar:

4.5 Charlotte Bronte: Jane Eyre

Module 5:

5.1 Charles Lamb: Old China & “A Dissertation Upon A Roast Pig”

5.2 William Hazlitt: On Reading Old Books

5.3 Lytton Strachey: Thomas Arnold (From *Eminent Victorians*)

5.4 Oscar Wilde: The Importance of Being Earnest

Seminar:

5.6 Carlyle: Hero as Poet

Texts for Consultation:

1. M.H. Abrams: *The Mirror and the Lamp*

2. C.M. Bowra: *The Romantic Imagination*

3. Duncan (ed): *A Companion to Romanticism*, Blackwell, 1998

4. Walter Allen: *The English Novel*

5. Terry Eagleton: *The English Novel: An Introduction*

6. Hugh Walker: *The English Essay and Essayists*

7. Graham Hough: *The Last Romantics*

8. Boris Ford (ed): *From Blake to Byron: The New Pelican Guide to English Literature* (Vol 5)

9. M.H. Abrams (ed); *English Romantic Poets: Modern Essays in Criticism*. OUP London, 1975

10. Harold Bloom: *The Visionary Company*, Cornell University Press, 1971

11. Patricia Meyer Spacks: *The Female Imagination*

12. Joseph Bristow (ed); *The Cambridge Companion to Victorian Poetry*, 2000

13. Dierdre David (ed): *The Cambridge Companion to Victorian Novel*, 2001

**Semester 1 – Core Course 5:
[EN010105] – Literary Criticism**

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

To familiarize the students with the key concepts and texts of literary criticism ever since its emergence, and to provide theoretical familiarity with the range, approaches, and mechanics of critique.

Course Description:

The course should help the student to recognize the historical, political and aesthetic dimensions of the growth of literary criticism. Issues like canon formation, evolution of the genres, methods of literary analysis will all be discussed in the different modules. Concepts being discussed include classical western criticism from Plato, Aristotle Horace and Longinus, English Renaissance and neoclassical criticism, the 18th century trends, the romantic revolt, the Victorian tradition, the new critics, Eliot's critical positions, Psychoanalysis, myth/archetypal criticism, Russian Formalism, and Reader response theories.

Module 1:

1.1 Andrea Nightingale: "Mimesis: Ancient Greek Literary Theory"

1.2 Andrew Bennet: "The Romantic Theory of Authorship"

(Both from Patricia Waugh. Ed. Literary Theory and Criticism. (OUP), Ch.1 and 2. PP 38-58)

1.3 David Ayers: "The New Criticism and Beyond." (Ch.2 of Literary Theory: A Reintroduction. PP. 28-54)

Module 2:

2.1 Plato: The Republic (Excerpt). (From William Harmon. Ed. Classic Writings on Poetry. PP.1-30)

2.2 Aristotle: Poetics

2.3 Longinus: On the Sublime

Seminar:

2.4 Horace: Ars Poetica

Module 3:

3.1 Philip Sidney: An Apology for Poetry

3.2 Arnold: The Function of Criticism at the Present Time

3.3 T. S. Eliot: Tradition and the Individual Talent

Seminar:

3.4 Coleridge: Biographia Literaria Ch. XIV

Module 4:

4.1 Cleanth Brooks: The Language of Paradox

4.2 Northrop Frye: The Archetypes of Literature.

4.3 Frank Kermode: The Classic

Seminar:

4.4 I.A. Richards: The Metaphor

Module 5:

5.1 Viktor Shklovsky: Art as Technique

5.2 Eric Auerbach: Odysseus' Scar

5.3 Stanley Fish: Is There a Text in the Class?

Seminar:

5.4 Jerome McGann: Interpretation

Texts for Consultation:

1. D. A. Russell and Winterbottom (eds.): Classical Literary Criticism. [OUP]

2. Enright and Chickera (eds.): English Critical Texts. [OUP]

3. David Lodge (ed.): Twentieth Century Literary Criticism: A Reader [Longman]

4. V.S. Seturaman (ed.): Contemporary Criticism: An Anthology [Macmillan]

5. K. Pomorska and R. Rudy (eds.): Language and Literature. [HUP]

6. Harry Blamires: A History of Literary Criticism

7. Wimsatt and Brooks: Literary Criticism: A Short History

8. David G. Nichols (Ed): Introduction to Scholarship in Modern languages and Literatures, MLA, 2007.

Semester 2 – Core Course 6:
[EN010201] – Modernity and Modernisms

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

To familiarize the students with the literary trends of the early twentieth century in the context of the sensibility of literary modernism in the wake of the World War.

Course description:

The course includes an introduction to the changed literary perspectives in the twentieth century, along with the social, economic and political background. Imperial expansion which had reached a boiling point, the onset of the World War I coupled with the attempts at creating a new world order remained some of the key issues. The impact of the Soviet experiment at the global level that needs to be read against the backdrop of the spread and influence of Marxism on a global scale calls for a radical review of world politics. This was followed by the rise of Fascism and Nazism, followed curiously by the shadow of doubt cast over communism. In the literary field reaction against Romanticism and Victorianism led to experimentation in writing in all genres. Starting from the poetry of World War I the movement traverses a wide range of concerns topics and forms of writing. The discussion also includes movements like the Avant Garde, the Pink Decade and so forth.

Module I:

1.1 Georg Lukacs: “The Ideology of Modernism”

1.2 Malcolm Bradbury and James McFarlane: “The Name and Nature of Modernism” (Ch. 1 of Modernism: A Guide to European Literature 1890-1930)

1.3 David Harvey: “Modernity and Modernism” [in David Harvey: The Condition of Postmodernity – An Enquiry into the Origins of Cultural Change (Blackwell); also available in Tim Middleton (ed.): Modernism – Critical Concepts in Literary and Cultural Studies (Routledge)]

Module 2:

2.1 G.M.Hopkins :The Windhover

2.2 Wilfred Owen :Strange Meeting

2.3 W.B.Yeats :Easter 1916

2.4 W.H.Auden :In Memory of W.B. Yeats

2.5 Dylan Thomas :Poem in October

2.6 Philip Larkin : Next, Please

Seminar:

2.7 Ted Hughes : Thrushes

Module 3:

2.1 T.S.Eliot : The Waste Land

Seminar:

2.2 Robert Graves : Ulysses

Module 4:

4.1 Bernard Shaw : The Apple Cart

4.2 Samuel Beckett : Waiting for Godot

Seminar:

4.3 J.M.Synge : Riders to the Sea

Module 5:

5.1 Virginia Woolf : Mrs. Dalloway

5.2 James Joyce : A Portrait of the Artist as Young Man

5.3 D.H.Lawrence : Rainbow

Seminar:

5.4 Joseph Conrad : Heart of Darkness

Texts for Consultation:

1. James Frazer: The Golden Bough
2. Frank Kermode: The Sense of an Ending: Studies in the Theory of Fiction
3. Malcolm Bradbury and James McFarlane: Modernism 1890-1930
4. D. H. Lawrence: Selected Literary Criticism
5. G M Hopkins: The Wreck of the Deutschland
6. George Orwell: 1984
7. Louis MacNiece: Snow
8. Tim Middleton (ed.): Modernism – Critical Concepts in Literary and Cultural Studies
Vols.1-5 (Routledge)]

Semester 2– Core Course 7:
[EN010202] –Postmodernism and Beyond

Total Credits: 4

Total Hours: 25

Weightage:

Objectives: This course aims to acquaint the learners with the postmodern works of literature which defy categorisation and prove to be experimental in nature, subverting what is conventionally revered as the norm. The learners are to be familiarised with the eclectic dimensions of postmodern thought as reflected in these literary works in which the boundaries that demarcate the different genres are often blurred. Such literature eludes fitting into the rigid frames of nomenclature and rejects the concepts of objectivity, absolute truth and the notion of the stratification into the high and the low culture. Further, it is keenly perceptive and critical of the underlying ideologies that nurture oppressive institutions. The emphasis is on acknowledging the heterogeneity of thought and articulation.

Course Description: Module I familiarises the learners with the theoretical concepts of postmodernism drawing upon Jean Francois Lyotard’s notions. Barry Lewis’s essay dwells on the stylistic aspects of postmodern literature. Jeffrey T. Nealon’s “Preface” considers the concept of post-postmodernism and briefly explores the current scenario. The second module offers a compilation of the diverse postmodern poetry by Frank O’Hara, John Ashberry, Tony Harrison, Michael Palmer, Allen Ginsberg, Carol Ann Duffy and Adrienne Rich. The third and the fourth modules present novels by writers from Kurt Vonnegut to William Gibson, which facilitate the learners to trace the evolution of postmodern fiction over the decades with its culmination in the cyberpunk. The fifth module presents postmodern plays by Edward Bond, Sam Shepard and Tom Stoppard, which employ significant themes and novel techniques.

Module 1:

- 1.1 Jean Francois Lyotard: “Answering the Question: What is Postmodernism?” from *The Postmodern Condition: A Report on Knowledge*. Trans. Regis Durand (pp.71-82)
- 1.2 Barry Lewis: “Postmodernism and Literature (or: Word Salad Days, 1960-1990)” from *The Routledge Companion to Postmodernism*. Ed. Stuart Sim (pp. 121-133)
- 1.3 Jeffrey T. Nealon: “Why Post-Postmodernism?” Preface to *Post-Postmodernism: Or, The Cultural Logic of Just-in-Time Capitalism* (ix-xii)

Module 2:

- 2.1 Frank O’Hara : “The Day Lady Died”
- 2.2 John Ashberry : “But What Is the Reader to Make of This”

2.3 Tony Harrison : “National Trust”

2.4 Michael Palmer : “Sun”

Seminar:

2.5 Allen Ginsberg : “Homework”

2.6 Carol Ann Duffy : “Anne Hathaway”

2.7 Adrienne Rich : “Diving into the Wreck”

Module 3:

3.1 Kurt Vonnegut: *Slaughterhouse- Five*

3.2 John Fowles : *The French Lieutenant’s Woman*

Seminar:

3.3 Milan Kundera: *The Joke*

Module 4:

4.1 Angela Carter: *Nights at the Circus*

4.2 Ishmael Reed: *Mumbo Jumbo*

Seminar:

4.3 William Gibson: *Neuromancer*

Module 5:

5.1 Edward Bond: *Lear*

5.2 Sam Shepard: *The God of Hell*

Seminar:

5.3 Tom Stoppard: *Arcadia*

Specific Background Reading:

1. Jonathan Holden: “Postmodern Poetic Form: A Theory” from *New England Review and BL Quarterly* Vol.6, No.1 (Autumn 1983), pp.1-22

2. Keith Booker: “Technology, History and the Postmodern Imagination: The Cyberpunk Fiction of William Gibson” from *Arizona Quarterly* Vol.50, No.4 (Winter 1994), pp.63-87

3. Bran Nicol: *The Cambridge Introduction to Postmodern Fiction*

4. Stephen Watt: *Postmodern/Drama: Reading the Contemporary Stage*

Texts for Consultation:

1. Fredric Jameson: *Postmodernism or the Cultural logic of Late Capitalism*
 2. Linda Hutcheon: “Postmodernism” from *The Routledge Companion to Critical Theory* edited by Simon Malpas and Paul Wake (pp.115-126) and “Historiographic Metafiction: The Pastime of Past Time” (Part II, Chapter 7) from *A Poetics of Postmodernism: History, Theory, Fiction*
 3. Michael W. Messmer: “Making Sense of/with Postmodernism” (from *Postmodernism – Critical Concepts: Volume III*)
 4. Ihab Hassan: “Toward a Concept of Postmodernism” (from *The Postmodern Turn*)
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**Semester 2 – Core Course 8:
[EN010203] -American Literatures**

Total Credits: 4

Total Hours: 25

Weightage:

Course Objectives:

This course seeks to introduce the students to the most important branch of English literature belonging to the non- British tradition, The course attempts to provide detailed information to the student regarding the processes and texts chiefly responsible for the evolution of American Literature as a separate branch possessing characteristic features which sets it apart from others

Course Description:

To acquaint the students with some of the major conflicts, struggles and movements that are closely connected with the experiences of a group of people struggling to establish themselves as a nation

Module One:

- 1.1 Robert E. Spiller: “Architects of Culture: Edwards, Franklin, Jefferson” (Chapter 1 of *The Cycle of American Literature*)
 1.2 Leslie Fiedler: *Love and Death in American Fiction* (Chapter I)
 1.3 John Paul Pritchard: ‘The Early Nineteenth Century Cultural Scene’, chapter I of *Criticism in America* (3-13)

Module Two:

- 2.1 Edgar Allen Poe: “Raven”
 2.2 Walt Whitman: “Out of the Cradle Endlessly Rocking”
 2.3 Emily Dickinson:
 “The Soul Selects Her Own Society”
 “Success is Counted Sweetest”
 “Safe in Their Alabaster Chambers”
 “A Narrow Fellow in the Grass”
 2.4 Robert Frost: “Birches”
 2.5 Wallace Stevens: “The Emperor of Ice-cream”
 2.6 Marge Tindal: “Cherooke Rose”
 2.7 e. e. cummings : “Anybody Lived in a Pretty How Town”
 2.8 Gloria Anzaluda: “To live in the Borderlands”

Seminar:

- 2.9 Edgar Allen Poe: “Philosophy of Competition”

Module Three:

3.1 Arthur Miller: *Death of a Salesman*

3.2 Eugene O’Neill: *Emperor Jones*

Seminar:

3.3 Amiri Baraka: *Dutchman*

Module Four:

4.1 Herman Melville : “Bartleby the Scrivener”

4.2 Nathaniel Hawthorne: “Young Goodman Brown”

4.3 Ernest Hemingway: “The Snows of Kilimanjaro”

4.4 Mark Twain: *Adventures of Huckleberry Finn*

4.5 Saul Bellow: *Herzog*

Seminar:

4.6 Susan Abulhawa: *Mornings in Jenin*

Module Five:

5.1 Ralph Waldo Emerson : “Self-Reliance”

5.2 Martin Luther King: “I Have A Dream”

5.3 Henry David Thoreau: *Walden* (Chapter 1 &2)

Seminar:

5.4 Ralph Ellison: *Invisible Man*

Texts for Consultation:

1. George Parker Anderson: *American Modernism*
2. Daniel Hoffman: *The Harvard Guide to Contemporary American Writing*
3. Linda Tihn Morser: *Contemporary Literature: 1970 to the Present*
4. Jennifer Ashton: *From Modernism to Postmodernism*
5. Alan Bilton: *An Introduction to Contemporary American Fiction*
6. Robert .E. Spiller: *The Cycle of American Literature*
7. F.O. Matthiessen: *The American Renaissance*
8. Marcus Cunliffe: *The Literature of the United States*
9. Ihab Hassan: *Radical Innocence*
10. Paul .C. Conkins: *Puritans and Pragmatists*
11. C. W. Bigsby: *Modern American Drama 1945- 2000*
12. Leslie. A. Fiedler: *Love and Death in the American Novel*

Semester 2 – Core Course 9:**[EN010204] -English Language History and Contemporary Linguistics**

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

To inculcate in the students awareness about the basic concepts of linguistics, the scientific study of language after initiating them into the history of English language.

Course Description:

The course, divided into five modules covers the important areas in linguistics and updates the pupil on the most recent advances in the theory of language study. The course has also taken into consideration the necessity to introduce the historical perspective of English language though not in detail. This should ideally prepare the student at one level with modern notions and concerns in the field of linguistics.

Module 1 Linguistics: Tradition and History with Reference to English

1.1 The Indo-European language family

1.2 Old English, Middle English, Modern English: Comparative linguistic features and evolution.

1.3 A descriptive and a prescriptive view on linguistic phenomena- emphasis on scientific study and analysis of language.

1.4 Basic Introduction to major sub disciplines of linguistics: Phonetics and phonology, Morphology, Semantics, Syntax, Pragmatics.

Module 2 Phonetics and Phonology:

2.1 General Phonetics, Cardinal Vowels, Consonants, Phonetic Transcription in practice

2.2 The phonemic theory: Phoneme, allophones, contrastive and complementary distribution, free variation, phonetic similarity, pattern congruency

2.3 Plurals & past tense in English as examples for phonologically conditioned alternation,

2.4 Rules and rule ordering in phonology (some examples)

2.5 Syllable, onset nucleus and coda, foot, prosody, stress, stress rules, intonation, rhythm

Seminar:

- 2.6 “Phonetics and phonology: understanding the sounds of speech”(Chapter 1, pages 1-30), Robert Kirchner, Department of Linguistics, University of Alberta, https://sites.ualberta.ca/~kirchner/Kirchner_on_Phonology.pdf

Module 3 Syntax

- 3.1 Traditional grammar – fallacies – Saussure, system and structure, language as a system of signs, Saussurean dichotomies: synchronic -diachronic, signifier- signified, syntagmatic – paradigmatic, langue – parole, form – substance,
- 3.2 Structuralism: Contributions of Bloomfield – IC Analysis – disambiguation using IC analysis, limitations of IC analysis –
- 3.3 PS grammar – PS rules: context free and context sensitive rules, optional and obligatory rules
- 3.4 TG Grammar Components – transformational and generative – Standard Theory

Seminar:

- 3.5 “Phrasal Structure and Verb Complementation”, Chapter 7, pages 163-190, The Structure of Modern English: A linguistic introduction, Laurel J. Brinton University of British Columbia.

Module 4 Morphology and Semantics

- 4.1 The notion of a morpheme, allomorphy, zero morph, portmanteau morph
- 4.2 Inflection and derivation, level I and Level II affixes in English, ordering between derivation and inflection, + boundary (morpheme level) and # boundary (word level) in affixation,
- 4.3 Word formation techniques: blending, clipping, back formation, acronyms, echo word formation, abbreviation etc.
- 4.4 Semantic relations Componential analysis, prototypes,
- 4.5 Implication, entailment, and presupposition
- 4.6 Semantic theories: sense and reference, connotation and denotation, extension and intension,
- 4.7 Truth Conditional semantics: propositions, truth values, determining the semantic value of a proposition, compositional procedure, terms and predicates, predicate logic, possible worlds semantics.

Seminar:

4.8 The Structure of a Semantic Theory, Jerrold J. Katz; Jerry A. Fodor, *Language*, Vol. 39, No. 2. (Apr. - Jun., 1963), pp. 170-210. <http://links.jstor.org/>

Module 5 Branches of Linguistics

5.1 Psycholinguistics: Definition and scope - child language acquisition – Innateness hypothesis – speech production, speech recognition – aphasia – slips – gaps

5.2 Socio Linguistics: definition and scope – structural and functional approach – speech community – speech situation – speech event – speech act – language planning – bilingualism- multilingualism-diglossia - (Language and gender & Language and politics - overview)- Pragmatics.

5.3 Applied linguistics: Definition and scope – language teaching and learning – contrastive analysis – error analysis – Translation-Computational linguistics.

5.4 Other Schools/ Approaches: Brief discussion about Case Grammar, Systemic Grammar, Stratification Grammar, Tagmemics, Indian Contribution to Linguistics, Paninian Phonology and the Karaka theory

Seminar:

5.5 Of Minds and Language, Noam Chomsky,
<http://www.ucd.ie/artspgs/meaningthree/mindslanguage.pdf>

Texts for Consultation:

1. Charles Barber: *The English Language: A Historical Introduction*. Cambridge: Cambridge University Press, 2000.
2. A. C. Baugh and T. Cable: *A History of the English Language*. London: Routledge. [fifth edition], 2002.
3. G. Cardona: *Panini: His Work and its Tradition*, vol. 1. Motilal Banarasi Das, Delhi, 1988.
4. Gennaro Chierchia and Sally McConnell-Ginet: *Meaning and Grammar: An Introduction to Semantics*. MIT Press, 1990.
5. Noam Chomsky: *Knowledge of Language: Its Nature, Origin and Use*. New York: Praeger, 1986
6. Noam Chomsky: *Syntactic Structures*, Berlin: Mouton de Gruyter, 1957/2002
7. Noam Chomsky: *Aspects of the Theory of Syntax*, Cambridge, Massachusetts: MIT Press, 1965.
8. Noam Chomsky: "Linguistics and Philosophy", in *Language and Philosophy: A Symposium*, Sidney Hook, (ed.), New York: New York University Press, 1969, 51–94.
9. Noam Chomsky: *Lectures on Government and Binding*, Dordrecht: Foris, 1982.

10. Noam Chomsky: The Science of Language, Cambridge:Cambridge University Press, 2012.
 11. J. D. Fodor: Semantics: Theories of Meaning in Generative Grammar. Hassocks, Sussex: Harvester Press, 1977.
 12. D. Freeborn: From Old English to Standard English. A course book in languagevariation across time. Houndsmill: Palgrave. [second edition], 1998
 13. V. Fromkin et al: Linguistics: an introduction to linguistic theory. Oxford: Blackwell, 2000.
 14. Geoffrey Leech: Semantics - The Study of Meaning. Second Edition. Penguin Books.
 15. Liliane Haegeman: Introduction to Government and Binding theory. Oxford & Cambridge, MA: Basil Blackwell, 1991.
 16. Henry Widdowson: Explorations in Applied Linguistics. Oxford: Oxford University Press, 1984.
 17. R. Jackendoff: Foundations of Language. Oxford University Press, 2002.
 18. Andreas H.Jucker: History of English and English Historical Linguistics. Stuttgart:Klett, 2004
 19. Krishnaswami, S.K.Verma, M. Naga Rajan: Modern Applied Linguistics: An Introduction. Madras: MacMillan, 1992.
 20. Leonard Bloomfield: Language. Great Britain, London and Aylesbury: Compton Printing Ltd., 1967, (8th Reprint).
 21. J. Lyons: Introduction to Theoretical Linguistics. Cambridge: CUP, 1977.
 22. S. Pinker: The Language Instinct, New York, NY: Harper Perennial Modern Classics, 1994/2007.
 23. E. Sapir: Language - An Introduction to the Study of Speech. New York Harcourt, Brace & World, 1921
 24. D. I. Slobin: Psycholinguistics. Glenview, IL Scott, Foresman and Company, 1974.
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Semester 2 - Core Course 10:
[EN010205] -Thinking Theory

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

This course aims at introducing students to certain core aspects of what is currently designated as 'literary theory' and also provide exposure to select current developments in this domain.

Course Description:

Conceived as interfaces, the course has 5 modules; ideally to be taught in the order in which the readings are listed.

Module 1 puts forth 3 readings which will serve as signposts that mark the moments that retrospectively are termed as turns to/within 'theory' – Jonathan Culler's 'over-view essay' on the emergence of 'Theory', Levis-Strauss' application of Saussurean Theory, and Derrida's critique of Levis-Strauss.

Module 2 situates the theoretical ruminations on Authorship and Discourse: Roland Barthes' "The Death of the Author" and Michel Foucault's "What Is an Author?" problematizes the hallowed assumptions of Literary Criticism; Robert J. C. Young's "Poems That Read Themselves" takes the unsettling deconstructive project of Poststructuralism forward.

Module 3 seeks to frame a reference wherein Psychoanalysis tackles issues pertaining to the Unconscious and Cognition: Shoshana Felman's "Beyond Oedipus: The Specimen Story of Psychoanalysis" traces the shift from Freud to Lacan; "The Phantom of Hamlet or the Sixth Act: Preceded by the Intermission of "Truth"" by Nicolas Abraham and Nicholas Rand is an interface where Literary Creativity takes Theory *per se* as its content!; Julia Kristeva's "Approaching Abjection" throws light on how insights from psychoanalysis enrich our understandings of contemporary [literary] cultures.

Module 4 has three readings, which in tandem present a discussion platform that goes beyond the normative heterosexual assumptions of Identity and even Feminism – in fact it *Queers* the Gender dynamic: Judith Butler's "Performativity, Precarity and Sexual Politics", Judith Halberstam's "Queer Temporality and Postmodern Geographies" and Eve Sedgwick's "Paranoid Reading and Reparative Reading", all are focused on the Liminality and Transitivity that are often overlooked to shore up the normative Male-Female dynamic.

Module 5 is in many ways a 'Post-postcolonial Turn': Critical Race/Ethnic Studies. In encountering bell hooks' two short pieces, "Postmodern Blackness" & "Marginality as a Site of Resistance." along with Stuart Hall's "Gramsci's Relevance for the Study of Race and Ethnicity" and Barbara Christian's "The Race for Theory", it is hoped that the student/reader will be illumined as to the way the [dominant-normative] Self *disavows* its encounter with the Othered-Marginal.

Module 1 [Change of Stance - 'Criticism to Theory']:

1.1 Jonathan Culler: 'What is Theory?' in *Literary Theory: A Very Short Introduction*

1.2 Claude Levi-Strauss: "The Structural Study of Myth"

1.3 Jacques Derrida: "Structure, Sign and Play..." in *Margins of Philosophy*

Module 2 [Post-StructuralDeconstructions – ‘Authorship and Discourse’]:

2.1 Roland Barthes: “The Death of the Author”

2.2 Michel Foucault: “What Is an Author?”

Seminar:

2.3 Robert J. C. Young: “Poems That Read Themselves.”

Module 3 [Psychoanalysis – ‘Unconscious and Cognition’]:

3.1 Shoshana Felman: “Beyond Oedipus: The Specimen Story of Psychoanalysis.”

3.2 Nicolas Abraham and Nicholas Rand: “The Phantom of Hamlet or the Sixth Act: Preceded by the Intermission of “Truth”” in *Diacritics*, Vol. 18, No. 4 (Winter, 1988)

Seminar:

3.3 Julia Kristeva: “Approaching Abjection” in *Powers of Horror: An Essay on Abjection*

Module 4 [Queering Gender – ‘Liminality and Transitivity’]:

4.1 Judith Butler: “Performativity, Precarity and Sexual Politics” in *Powers of Horror*

4.2 Judith Halberstam: “Queer Temporality and Postmodern Geographies” in *In a Queer Time and Place: Transgender Bodies, Subcultural Lives*

Seminar:

4.3 Eve Kosofsky Sedgwick: “Paranoid Reading and Reparative Reading” from *Touching Feeling*

Module 5 [Critical Race/Ethnic Studies – ‘Self and the Othered-Marginal’]:

5.1 bell hooks: “Postmodern Blackness” in *Norton Anthology of Theory and Criticism*, 1990 & “Marginality as a Site of Resistance.” in Russell Ferguson, Martha Gever, Trinh T. Minh-ha, Cornel West (eds) *Out there: marginalization and contemporary cultures*, MIT Press, New York, 1990

5.2 Stuart Hall: “Gramsci’s Relevance for the Study of Race and Ethnicity,” in *Journal of Communication Inquiry* (1986)

Seminar:

5.3 Barbara Christian: “The Race for Theory”

Specific Additional Readings:

0. Frederic Jameson: ““End of Art or ‘End of History’?” in *The Cultural Turn*.

1. Michel Foucault: “Nietzsche, Genealogy, History,” In Donald F. Bouchard (ed.), *Language, Counter-memory, Practice*

2. Jacques Derrida: “Différance” in *Margins of Philosophy*

3. Kwame Anthony Appiah: “Is the Post- in Postmodernism the Post- in Postcolonial?” *Critical Inquiry* Vol. 17, No. 2 (Winter, 1991), pp. 336-357

4. Edward Said: “Travelling Theory” in *The Edward Said Reader*

5. Terry Eagleton: “The Politics of Amnesia” in *After Theory*

6. Andrzej Warminski: “The Future Past of Literary Theory” *Canadian Review of Comparative Literature*, September-December, 2006
7. Dr. Vince Brewton: “Literary Theory” - University of Tennessee’s *Internet Encyclopedia of Philosophy*
8. Louis Althusser: “Ideology and Ideological State Apparatuses”
9. Theodore Adorno: “Commitment”
10. Frantz Fanon: “Racism and Culture”. (*African Philosophy: An Introduction* AP: A1)
11. Paul Gilroy: “The Black Atlantic” (Rivkin & Ryan)
12. Cornel West: “Moral Reasoning vs Racial Reasoning” (AP: A1)
13. Toni Morrison: “Playing in the Dark” (Rivkin & Ryan)
14. bell hooks: “Racism and Feminism” (AP : A1)
15. Jotiba Phule: “Racism Exposed in India Under the Guise of Brahmanism”
16. Andrew Bennett and Nicholas Royle: “Uncanny” [pp 34 – 42] in *An Introduction to Literature, Criticism and Theory* [Third edition]
17. Vince Brewton: ‘Literary Theory’.

Texts for Consultation:

1. Kwame Anthony Appiah: *In My Father’s House: Africa in the Philosophy of Culture*
2. Gregory Castle: *The Blackwell Guide to Literary Theory*, 2007
3. Andrew Bennett and Nicholas Royle: *An Introduction to Literature, Criticism and Theory* [Third edition]
4. M. A. R. Habib: *Literary Criticism from Plato to the Present: An Introduction*
5. David Lodge ed.: *Modern Criticism and Theory: A Reader*
6. Terry Eagleton: *Literary Theory: An Introduction*
7. Hans Bertens: *Literary Theory* [The Basics series]
8. Catherine Belsey: *Critical Practice*
9. Peter Barry: *Beginning Theory*
10. Graham Allen: *Roland Barthes*
11. Sara Mills: *Michel Foucault*
12. Christopher Norris: *Deconstruction: Theory and Practice*
13. Gerald Graff: *Professing Literature*
14. Terence Hawkes: *Structuralism and Semiotics*
15. Kiernan Ryan: *New Historicism and Cultural Materialism: A Reader*
16. Raymond Williams: *Marxism and Literature*
17. Michael Payne & John Schad (eds): *Life after Theory*
18. Robert Rogers: *A Psychoanalytical Study of the Double in Literature*
19. Lillian Feder: *Madness in Literature*
20. Phyllis Chesler: *Women and Madness*
21. Susan Sontag- *Illness as Metaphor*

**Semester 3 - Core Course 11:
[EN010301] -Reading India**

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

The course is intended to provide an insight to the historical, cultural and literary heritage of India by acquainting the students with major movements and figures of Indian literature in English. Questions of language, nation and aesthetics figure prominently among the objectives of this course.

Course Description:

The course explores the origin and growth of Indian writing in English especially in the colonial and post colonial context. Representative selections from all the four major genres of Poetry, Prose, Novel and Drama which highlight the evolution of the coloniser's language in the native soil, the differences in the thematic and stylistic aspects between the pre independence and post independence periods will be studied in detail. The problem of modernisation in Indian writing in English, the Diaspora and the quest for identity also will be focussed. A close study of select literary texts including translations of regional literatures is expected to acquaint the students with the cultural diversity of the country as well as the Indian philosophy reflected in these writings.

Module 1 [Essays]:

1.1 A.K. Ramanujan: "Is there an Indian Way of Thinking?"

1.2 P.P Raveendran: "Genealogies of Indian Literature". Economic and Political Weekly. Vol 41. No. 25. June 24-26, 2006. Pp 2558-2563.

1.3 Meenakshi Mukherjee: "The Anxiety of Indianness" in *The Perishable Empire*. PP 166-185.

Module 2 [Poems]:

2.1 Toru Dutt: Our Casuarina Tree

2.2 Sarojini Naidu: An Indian Lovesong

2.3 Rabindranath Tagore: The Child, *Gitanjali* (section 35)

2.4 Nissim Ezekiel: Minority Poem

2.5 K. Sachidanandan: How to go to the Tao Temple

2.6 Jayanta Mahapatra: The Whorehouse in a Calcutta Street

2.7 Kamala Das: The Old Playhouse

2.8 Ranjit Hosekote: Madman

2.9 C.P. Surendran: At the Family Court

Seminar:

2.10 Syed Amaruddin: Don't Call Me Indo-Anglian

2.11 Sujata Bhatt: Muliebrity

Module 3 [Plays]:

3.1 Girish Karnad: *The Fire and the Rain*

3.2 Mahesh Dattani: *Tara*

Seminar:

3.3 G.P. Deshpande: *A Man in Dark Times*

Module 4 [Fiction]:

4.1 R.K. Narayan: *The Guide*

4.2 Salman Rushdie: *Midnight's Children*

4.3 Amitav Ghosh: *The Shadow Lines*

4.4 Arundhati Roy: *God of Small Things*

Seminar:

4.5 Living Smile Vidya: *I am Vidya: A Transgender's Journey*

Module 5 [Regional Writings]:

5.1 Bankim Chandra Chatterjee: *Ananda Math*

5.2 U.R. Ananthamurthy: *Samskara*

5.3 Anand: *Vyasa and Vigneshwara*

5.4 Sharan Kumar Limbale: *Akkarmashi*

Seminar:

5.5 K.R. Meera: *Hangwoman*

Texts for Consultation:

1. K.R Sreenivasan Iyengar :*Indian writing in English*

2. Salman Rushdie: *Imaginary Homelands*

3. Meenakshi Mukherjee:*Twice Born Fiction : Indian Novel in English*

4. Rajeswari Sunder Rajan: *Lie of the Land*

5. Susie Tharu: *Subject to Change: Teaching Literature in the Nineties*

6. Ashish Nandi: *The Intimate Enemy*

7. G N Devy: *After Amnesia*

8. Sujit Mukherjee: *Translation as Discovery*

9. R. Pardhasaradhy (ed.):*Ten Twentieth Century Indian Poets*

10. A K Mehrotra (ed.):*An Illustrated History of Indian Literature in English*

11. Eunice D' Souza (ed.): *Nine Indian Women Poets: an Anthology*

12. M.K.Naik: *Aspects of Indian Writing in English*

**Semester 3 - Core Course 12:
[EN010302]-Postcolonial Fiction**

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

To introduce the students to the discursive nature of colonialism, and the counter-discursive impulses of postcolonial theory, narratives and texts.

Course Description:

The course attempts to cover through representative texts the writing, reading and critical-theoretical practices based on the (post)colonial experience. While a segment of the course addresses the consequences of European expansion and the creation and exploitation of the 'other' worlds, the course also addresses 'internal colonisations' of diverse kinds.

Module 1 is a conceptual orientation; it includes extracts from three of the 'seminal' writings on what 'postcoloniality' is all about.

Module 2 is India-specific; it has a slight slant towards 'hybridity' 'spectrality' and 'subalternity' - as the texts by Gayatri Spivak, Homi Bhabha, Salman Rushdie, and C Ayyappan would amply attest.

Module 3 is a choice take on West Asia; alongside the unavoidable Edward Said, this section tries to tease out a familiarity with 'Arabic' literature as it engages itself in postcolonial concerns.

Module 4 is on Africa. It might appear that this section is in a curious sense 'patriarchal'! However, the selection-choice has to do with the weight of cultural capital that these authors bring, and also the understanding that non-male voices have adequate representation in other courses within the same syllabus.

Module 5 is on South America/Caribbean. Here the effort is to try and wrench this writing corpus from the analytical frame that reduces it to the Magic Realist/Fabulist mode.

Module 1 [Conceptual]:

- 1.1 Bill Ashcroft, Gareth Griffiths & Helen Tiffin: "Cutting the Ground: Critical Models of Post-Colonial Literatures" in *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge, 1989. (Chapter 1 PP.15-37)
- 2.2 Dipesh Chakrabarty: "Introduction: The Idea of Provincialising Europe" in *Provincialising Europe: Postcolonial Thought and Historical Difference*
- 3.3 Ania Loomba: "Feminism, Nationalism and Postcolonialism" in *Colonialism/Postcolonialism*

Module 2 [India]:

- 2.1 Homi K. Bhabha: "Of Mimicry and Man: The Ambivalence of Colonial Discourse" in Homi K. Bhabha. *Location of Culture*. Routledge, 1994. (PP.85-92)
- 2.2 Gayatri Chakravorty Spivak: "The Burden of English" in Gregory Castle (ed) *Postcolonial Discourses: An Anthology*

Seminar:

2.3 Salman Rushdie: *East, West* [“The Prophet’s Hair” & “Yorick”]

2.4C Ayyappan: “Spectral Speech” & “Madness” [V. C. Harris translation...]

Module 3 [West Asia]:

3.1 Edward W. Said: “Narrative and Social Space” in *Culture and Imperialism*

3.2 Tayeb Salih: *Season of Migration to the North*

Seminar:

3.3 Assia Djebar: *Women of Algiers in Their Apartment* [“Day of Ramadan”]

3.4 Najwa Qa’war Farah: *For Whom Does Spring Come* [“The Worst of Two Choices or The Forsaken Olive Trees”]

3.5 Khayriyah Ibrahim as-Saqqaf: “The Assassination of Light at the River’s Flow”

Module 4 [Africa]:

4.1 Frantz Fanon: “On National Culture” in *The Wretched of the Earth*.

4.2 Chinua Achebe: “An Image of Africa: Racism in Conrad’s *Heart of Darkness*” in *Hopes and Impediments*.

Seminar:

4.3 Ngugi wa Thiong’o: *Secret Lives and Other Stories* [“Minutes of Glory”] & Hellen Nyana [“Waiting”]

4.4 J.M. Coetzee: *Waiting for the Barbarians*

Module 5 [Americas/Carribbean]:

5.1 José Rabasa: Allegories of Atlas in *The Postcolonial Studies Reader*

5.2 Juan Rulfo: *Pedro Páramo*

Seminar:

5.3 Clarice Lispector (Brazil): “Looking for Some Dignity” & Maria Virginia Estenssoro (Bolivia): “The Child That Never Was” in Celia Correás de Zapata (ed): *Short Stories by Latin American Women: The Magic and the Real*

5.4 Jean Rhys: *Wide Sargasso Sea*.

Specific Additional Readings:

1. Waïl S. Hassan: “Postcolonial Theory and Modern Arabic Literature: Horizons of Application”, *Journal of Arabic Literature*, Vol. 33, No. 1 (2002), pp. 45-64

2. Waïl S. Hassan: “Postcolonialism and Modern Arabic Literature: Twenty-First Century Horizons” in Anna Ball, Karim Mattar (eds): *The Edinburgh Companion to the Postcolonial Middle East*

3. Graham Holderness: “Arab Shakespeare: Sulayman Al-Bassam’s *The Al-Hamlet Summit*”, *Culture, Language and Representation*, Vol IV, 2007, pp. 141-150

4. Graham Huggan: “Decolonizing the Map” in *The Postcolonial Studies Reader*

5. Gayatri Chakravorty Spivak: “A Literary Representation of the Subaltern” in *In Other Worlds/ Subaltern Studies 5*

6. Gayatri Chakravorty Spivak: “Can the Subaltern Speak?”

7. George Lamming: "A Monster, a Child, a Slave" in *Pleasures of Exile*. Univ. of Michigan Press, 1960. (PP. 95-117)
8. P. A. Aborisade: "National and Revolutionary Consciousness: Two Phases of Ngugi's Artistic Praxis", *Ufahamu: A Journal of African Studies*, 18(2) 1990
9. Udayakumar: "The Strange Homeliness of the Night: Spectral Speech and the Dalit Present in C. Ayyappan's Writings," *Studies in Humanities and Social Sciences*, XVII: 1 and 2 (2010, pub. 2013) pp. 177-91.
10. Ngugi wa Thiong'o: 'The Language of African Fiction' in *Decolonising the Mind*

Texts for Consultation:

1. Bill Ashcroft, Gareth Griffiths, Helen Tiffin: *Key Concepts in Post-Colonial Studies*, Routledge
2. Bill Ashcroft, Gareth Griffiths, Helen Tiffin (eds.): *The Post-Colonial Studies Reader*, Routledge
3. Bill Ashcroft, Gareth Griffiths & Helen Tiffin: *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge
4. John McLeod: *Beginning Postcolonialism*. Manchester Univ. Press
5. Ania Loomba: *Colonialism/Postcolonialism*. Routledge
6. Leela Gandhi: *Postcolonial Theory: An Introduction*. Edinburgh Univ. Press
7. Elleke Boehmer: *Colonial and Postcolonial Literature*. OUP
8. Gregory Castle (ed.): *Postcolonial Discourses: An Anthology*. Blackwell
9. Padmini Mongia (ed.): *Contemporary Postcolonial Theory: A Reader*. Arnold
10. Francis Barker, Peter Hulme & Margaret Iversen (eds.): *Colonial Discourse/Postcolonial Theory*. Manchester Univ. Press
11. Homi K. Bhabha (ed.): *Nation and Narration*. Routledge
12. Donna Landry & Gerald MacLean (ed.): *The Spivak Reader*. Routledge
13. Edward Said: *Orientalism*. Penguin
14. Aijaz Ahmed: *In Theory: Classes, Nations, Literatures*. Verso
15. Robert Young: *Colonial Desire: Hybridity in Theory, Culture and Race*. Routledge
16. Helen Gilbert: *Postcolonial Plays: An Anthology*
17. Sarankumar Limbale: *Towards an Aesthetics of Dalit Literature*
18. Cornel West: *Race Matters*
19. Frantz Fanon: *The Wretched of the Earth*
20. Paul Gilroy: *There Ain't Any Black in the Union Jack*
21. bell hooks: *Ain't a Black Woman*
22. Paul Gilroy: *Small Acts*

**Semester 3 - Core Course 13:
[EN010303] -Body, Text and Performance**

Total Credits: 4
Total Hours: 25
Weightage:

Objectives:

The objectives of the course include facilitating an understanding of the basic structural, thematic and theoretical patterns which govern the poetic process, especially in its relation to the performative or the theatrical.

Course Description:

The interface between the verbal and the visual is the area under discussion here. Drama, Theatre, Body, Performance and performativity need to undergo close scrutiny here. The way the aspects of power and powerlessness are constructed and performed have to be analyzed. One cannot disregard the cinematic medium in a study of performance. Theatres, dealing with issues like gender, ethnicity, caste etc. need to be introduced. Anti-Aristotelian notions like Alienation Effect, modern dramatic modes like Comedy of Menace, the techniques of cinematic adaptations, etc. are also to be discussed in connection with the texts. Though seemingly different, Expressionism and similar modes of theatrical performance should be made part of classroom discussion. Other performance patterns like dance, performance in the form of gender/transgender/autobiography have also to be seriously considered within the gamut of this paper.

Module 1 [Theoretical]:

Discusses the theories of body, performance, gender, power needed for critical deliberations in the ensuing modules.

1.1 Richard Schechner: “What is Performance Studies?” & “What is Performance?”

(Performance Studies: An Introduction (Third Edition), Chapter 1, PP. 1-5 & Chapter 2, PP 28-31)

1.2 Judith Butler: Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory (Theatre Journal, Vol.40 PP. 519-531)

1.3 Jen Pylypa: Power and Bodily Practice: Applying the Work of Foucault to an Anthropology of the Body (Arizona Anthropologist, Vol. 13, PP. 21-36, 1998.)

Module 2 [Desire]:

Here is desire dramatized in terms of expressive, subtle and didactic modes. The first play presents elements of Expressionism, the second gives an idea of Comedy of Menace, and the third introduces Epic Theatre, Alienation Effect and the musical Opera. They all speak about violence on the body and mind of desire in myriad forms.

2.1 Tennessee Williams: *A Street Car Named Desire*

2.2 Harold Pinter: *The Birthday Party*

Seminar:

2.3 Bertolt Brecht: *The Three-penny Opera*

Module 3 [Gender/Transgender]:

This module is about gender/transgender and its theatrical dimensions. “Lysistrata” provides a slice of the classical Greek comedy playing again in an arguably subversive mode the male gaze through feminine eyes. “Ruined” is set in Congo, a reworking on the lines of Brecht’s *Mother Courage*, yet surely a deviation, speaking about the horrors of rape at the time of an African civil war. “A Friend’s Story” mediates a love triangle involving a lesbian relation, set in Mumbai, at a time when homosexuality in India was a crime. “A Mouthful of Birds” is an ensemble of unnatural plots and theatrical performances, staged in an avant-garde fashion, discussing female violence and transgressions of gender norms through madness correlated with one another using themes from *The Bacchae* of Euripides.

3.1 Aristophanes: *Lysistrata*

3.2 Lynn Notage: *Ruined*

3.3 Vijay Tendulkar: *A Friend’s Story* (Mitrachi Goshta)

Seminar:

3.4 Caryl Churchill and David Lan: *A Mouthful of Birds*

Module 4 [Autobiography/Performance]:

Other performances in the sense of gender as performance: Isadora Duncan’s dance, seen through her autobiography- even autobiography as performance; a Bollywood sports biopic on Mary Kom; American Queer Theatre struggling to carve a niche in the popular Broadway as narrated through the personal experiences of playwright, performance artiste and gender theorist Kate Bornstein, an avowed gender non-conformist, along with her play that appears as a chapter of the autobiography.

4.1 Isadora Duncan: *My Life* (Autobiography)

4.2 Omung Kumar: *Mary Kom* (Biopic)

Seminar:

4.3 Kate Bornstein: *Queer Life/Queer Theatre & Hidden: A Gender, a play in two acts* (“Gender Outlaw: On Men, Women and the Rest of us”, Chapters 14 & 15, PP. 187-275) – (Autobiography)

Module 5 [Cinematic Dimensions; Race/Caste]:

Cinematic tellings/adaptations dealing with the issues of race, slavery and caste feature in this module. The problematizing of the binaries of villain and superhero, the black and the white etc., and the play and the critique of stereotypes are all ingredients which spice up the module. The debates are set to tone in the deftly crafted “Unbreakable” by the Indian-American Director Manoj Nellyyattu Shyamalan. William Shakespeare’s play *Othello* adapted into the Indian

context in Vishal Bhardwaj's "Omkaara" throw light on the dark recesses of racism and caste politics. Set against the brutal and vulgar feudal system in Kerala, scripted by P. Balachandran and directed by Rajeev Ravi, "Kammattipaadam", the third film, marks the ways in which the human bodies here have been socially and culturally constructed, cutting through time and space.

5.1 Andrew Dix: "Films and Ideology" (Ch. 8 of *Beginning Film Studies* PP.229-268)

5.2 M. Night Syamalan: *Unbreakable*

5.3 Vishal Bhardwaj: *Omkaara*

Seminar:

5.4 Rajeev Ravi: *Kammattipaadam*

Specific Additional Readings:

1. Descartes: Mind-body dualism (The Principles of Philosophy, PP.60-65)
2. Richard Schechner: *Performance Studies: An Introduction* (Third Edition)
3. Philip C. Kolin: Roland Barthes, Tennessee Williams, and "A Streetcar Named Pleasure/Desire": JSTOR.
4. Aloysia Rousseau: Harold Pinter's *The Birthday Party* (1958) and *The Dumb Waiter* (1960) or the Intermingling of Farce and Menace.
5. Alice Rayner: Harold Pinter: Narrative and Presence. JSTOR.
6. Bertolt Brecht: The Street Scene: The Basic Model of an Epic Theatre
7. Kim H. Kowalke: Singing Brecht vs. Brecht Singing: Performance in Theory and Practice. **8.** Alexander G. Harrington: Directing "The Three-penny Opera"
9. Emily B. Klein. *Sex and War on the American Stage: Lysistrata in Performance, 1930-2012.*
10. Carmen Mendez Garcia: "This is my Place, Mama Nadi's": Feminine Spaces and Identity in Lynn Nottage's *Ruined*.
11. Rebecca Ashworth and Nalini Mohabir: *Ruined: From Spectacle to Action*
12. Fatimah Saleh Ali Al-Humoud: Violence against Women: A Feminist Study of Women's Situation during the Civil War of the Democratic Republic of Congo in Lynn Nottage's *Ruined*.
13. Rohini Hattingady: Note on *A Friend's Story*. Collected Plays in Translation. **14.** Priyanka Chandel: Engendered Subjectivities: Construction of Queer Identity in Vijay Tendulkar's *A Friend's Story* and Mahesh Dattani's *On a Muggy Night in Mumbai* (Thesis).
15. Hidden: A Gender, a play in two acts <https://www.youtube.com/watch?v=fFD8NpA3hec>
16. Bina Toledo Freiwald: Becoming And Be/Longing: Kate Bornstein's *Gender Outlaw* and *My Gender Workbook*
17. Ann Daly: Isadora Duncan's Dance Theory (Dance Research Journal, Vol. 26, No. 2 (Autumn, 1994), pp. 24-31)
18. Sudhish Kamath: Mary Kom, about the Heroine, not the Boxer. The Hindu. Sept. 05, 2014.
19. M.C. Mary Kom: *Unbreakable: An Autobiography*
20. Valerie Bonnet: Sport in Films: Symbolism versus Verismo. Film Genre Theory, Sports Films, Towards Defining Sports Films (The French Journal of Media Studies)
21. Laura Nutten: Madness and Signification in *A Mouthful of Birds*

22. Ronald L. Jackson II: “Black Masculine Scripts” (*Scripting the Black Masculine Body: Identity, Discourse and Politics in Popular Media*, Chapter 3, PP. 73-102).
23. Dave Schilling: Unbreakable: The Film that Launched our Modern Superhero Renaissance.
24. Brinda Charry and Gitanjali Shahani: The Global as Local/Othello as “Omkara”
25. Rebecca Dmello: Constrained Women in “Omkara”: Marriage, Mythology, and Movies.
26. SakshamSharda: Black Skin, Black Castes: Overcoming a Fidelity Discourse in Bhardwaj’s “Omkara”
27. Sonali Pattnaik: Adaptation as ‘Becoming Other’: A Study of the Film “Omkara”
28. Sreedhar Pillai: How Malayalam film “Kammatipaadam” shatters stereotypes about caste and complexion
29. Siddhant Adlakha: Fantastic Fest: “Kammatipaadam” is a Crime Masterpiece.
30. Latha V.K and Remya R.: Historical Revisionism in “Kammattippadam”: A Regional Chronicle Of Dalit History
31. Interviews with Vinayakan:
<https://www.youtube.com/watch?v=e1sFQoReIec>
<https://www.youtube.com/watch?v=zK1MUQiQUAg&t=173s>

Texts for Consultation:

1. Philip B. Zarilli: Acting (Re) Considered: A Theoretical and Practical Guide
2. Philip Auslander: From Acting to Performance (“Just be your Self”: Logocentrism and Differance in Performance Theory)
3. Philip Auslander: Liveness: Performance in a Mediatized Culture
4. David Krasner and David Z. Saltz: Staging Philosophy: Intersections of Theatre, Performance, and Philosophy
5. Deidre Heddon: Autobiography and Performance (Theatre and Performance Practices).
6. Robert Scholes et. al. (Ed.): “The Elements of Film” Elements of Literature
7. Keir Elam: Semiotics of Theatre and Drama
8. Alex Siers Ed.: The Methuen Drama Book of Twenty-First Century Plays
9. Shohini Chowdhuri: Feminist Film Theorists: Laura Mulvey, Kaja Silverman, Terese de Lauretis, Barbara Creed
10. Eric Lane Ed.: Telling Tales: New One Act Plays
11. Kenneth Pickering: Studying Modern Drama
12. Christian Metz: Film Language
13. Henry Bial (Ed.): The Performance Studies Reader
14. Julie Sanders: Adaptation and Appropriation
15. Marvin Carlson: Performance: A Critical Introduction
16. Johan Huizinga: Homo Ludens
17. Women’s Theatre Group (WTG) & Elaine Feinstein: Lear’s Daughters (Adaptations of Shakespeare: A Critical Anthology of Plays from the Seventeenth Century to the Present (Eds.) Daniel Fischlin, Mark Fortier)

Semester 3 – Core Course 14:
[EN010304] -Literature and Gender

Total Credits: 3

Total Hours: 25

Weightage:

Objectives:

The course seeks to highlight the historic, thematic and cultural concerns that literature attempts against the backdrop of gender issues. A theoretical framework is provided whereby gender issues are examined, paying special attention to the fundamental political, religious and social issues that shape gender relations, thereby viewing gender as a fluid rather than a *mere* fixed hetero-normative Male-Female concept.

Course Description:

The ‘woman quotient’ in Gender Studies is mapped in the first module where the concept of Masculinity which looms large in a patriarchal social order is also examined. The learner is taken on a poetic voyage through *écriture feminine* in the second module. The third section interrogates the social stakes involved in being a woman and addresses the issue of Gender and Community Identity. The fourth section addresses the problematic issues of Lesbian and Black identity. The last module is an exclusive study of the issue of patriarchal oppression portrayed in various Indian languages over the decades.

Module 1:

- 1.1 Elaine Showalter; “The Female Tradition” from *A Literature of their Own. (Feminisms: An Anthology of Literary Theory and Criticism* Ed. Robyn R. Warhol & Diane Price Herndl. pp 269-88)
- 1.2 Patricia Hill Collins: “The Power of Self-Definition”. (*Black Feminist Thought* pp 107-32)
- 1.3 Susan Jeffords: “Masculinity as Excess in Vietnam Films: The Father/Son Dynamic of American Culture”. (*Feminisms: An Anthology of Literary Theory and Criticism* Ed. Robyn R. Warhol& Diane Price Herndl 988-1010)

Module 2:

- 2.1 Sappho: Ode to Aphrodite
- 2.2 Auvaiyar: “Real Freedom”
- 2.3 AkkaMahadevi: “It was like a Stream”
- 2.4 Phyllis Wheatley: “On being brought from Africa to America”
- 2.5 Margaret Atwood: “Helen of Troy does Countertop Dancing”
- 2.6 Kamala Das: “An Introduction
- 2.7 Imtiaz Dharker: “Purdah”

Seminar:

- 2.8 Taslima Nasrin: “Things Cheaply Had”
- 2.9 Kishwar Naheed: “The Grass Is Really Like Me”
- 2.10 Meena Kandaswamy: “Princess in Exile”
- 2.11 Meena Alexander: “Illiterate Heart”

Module 3:

- 3.1 Bapsi Sidwa: The Ice Candy Man
- 3.2 Sylvia Plath: The Bell Jar
- 3.3 Alice Walker: Color Purple

Seminar:

- 3.4 Virginia Woolf: The Hours

Module 4:

- 4.1 Revathy. A.: The Truth About Me: A Hijra Life Story
- 4.2 Maya Angelou: I know Why the Caged Bird Sings
- 4.3 Lorraine Hansberry: Raisin in the Sun

Seminar:

- 4.4 Chimamanda Adichie: “We should all be Feminists,” Ted talk,
(https://www.ted.com/talks/chimamanda_ngozi_a_dichie_we_should_all_be_feminists#t-181958)
- 4.5 Rebecca Walker: “Becoming the Third Wave” (United States 1992) { *The Essential Feminist Reader* Ed. Estelle. B. Freedman 397-401 }

Module 5:

- 5.1 Lalithambika Anantharjanam: Pratikaradevatha (Transl. Gita Krishnankutty *Women Writing in India Vol: I*) (490-501)
- 5.2 Prathibha Ray: The Blanket (Transl. Jayanta Mahapatra. *Women Writing in India Vol: II*) (512-23)
- 5.3 Ajeet Cour: Dead End (*Speaking for Myself: An Anthology of Asian Women’s Writing*) (369-85)
- 5.4 Rokeya Sakhwat Hossain: Sultana’s Dream (*Women Writing in India Vol: I*) (342-351)
- 5.5 Hamsa Wadkar: I’m Telling You Listen (*Women Writing in India Vol: I*) (190-196)
- 5.6 Sajitha Madathil: Kaalinaadakam (Translated by Anand Haridas in *Indian Literature* No 303, January/February 2018, Vol LXI No. 1)
- 5.7 Susie Tharu & J. Lalitha: The Twentieth Century: Women Writing the Nation (43-78)

Seminar:

- 5.8 Sara Joseph: Black Chinks (Translated by J. Devika in *The Oxford Anthology of Modern Malayalam Literature* Ed. P. P. Raveendran & G. S. Jayasree) (280-88)
- 5.9 S. Sithara: Fire (Translated by Jayasree Ramakrishnan in *The Oxford Anthology of Modern Malayalam Literature* Ed. P. P. Raveendran & G. S. Jayasree) 393-98

Texts for Consultation:

1. Robyn R. Warhol & Diane Price Herndl (eds): *Feminisms: An Anthology of Literary Theory and Criticism*
 2. Estelle B. Freedman (ed): *The Essential Feminist Reader*
 3. Susie Tharu & J. Lalitha (ed): *Women Writing in India*, vols I & 2
 4. Patricia Hill Collins: *Black Feminist Thought*
 5. Sukrita Paul Kumar and Malashri Lal (eds): *Speaking for Myself: An Anthology of Asian Women's Writing*
 6. Shosanna Feldman; "Women and Madness: the Critical Fallacy" in *The Feminist Reader: Essays in Gender and the Politics of Literary Criticism*. Ed, Catherine Belsey & Jane Moo
 7. P. P. Raveendran & G. S. Jayasree Ed. *The Oxford Anthology of Modern Malayalam Literature (Vol I&II)*
 8. J. Devika: *En-gendering Individuals: The Language of Re-forming in Early Twentieth Century Keralam* (Orient Black Swan)
 9. Claire Colebrook: *Gender* (transitions - Gen Editor Julian Wolfreys)
 10. Toril Moi: *Sexual/Textual Politics*
 11. Simone de Beauvoir: *The Second Sex*
 12. Kate Millet: *Sexual Politics*
 13. Elaine Showalter: *A Literature of Their Own*
 14. Isobel Armstrong: *New Feminist Discourses*
 15. Judith Butler: "Imitation and Gender Insubordination" in Diana Fuss(ed) *Inside Out : Lesbian Theories*
 16. Helene Cixous: "The Laugh of the Medusa" in Elaine Marks & Isabelle de Courvitron (Ed) *New French Feminism*
 17. Monique Wittig: *The Straight Mind and Other Essays*
 18. Rebecca Walker: "How my mother's fanatical views tore us apart,"
<http://www.dailymail.co.uk/femail/article1021293/How-mothers-fanatical-feministviews-tore-apart-daughter-The-Color-Purpleauthor.html>
 19. Bell hooks: "Black Women Shaping Feminist Theory," *Feminist Theory: From Margin to Center*, 1984
 20. Virginia Woolf: "Professions for Women," in *Women and Writing & A Room of One's Own*
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Semester 3 - Core Course 15:
[EN010305]-Ethics in/as Literature

Total Credits: 3

Total Hours: 25

Weightage:

Course Objectives:

The main objective of this course is to familiarise the student with certain ‘ethics’ that narrative fiction has adopted across centuries, continents and languages. It is expected that the student will be introduced to the various ethical, formal choices that schools, influences and narrative devices have upheld so as to shape narrative fiction into its present expressive plurality.

Course Description:

Module 1 includes reading from some of the major theoretical interpretations of the narrative and narrative mores: Roland Barthes’ ‘Authors and Writers’, Milan Kundera’s ‘The Depreciated Legacy of Cervantes’, Orhan Pamuk’s Preface to *Tristram Shandy* and Franco Moretti’s “History of the Novel, Theory of the Novel”.

Module 2 takes a walk down the fabulist lane that stretches beyond what we usually understand as fictional/narrative realism: Miguel de Cervantes’s *Don Quixote (Part 2)*, Lawrence Sterne’s *Tristram Shandy*, Donald Barthelme’s post-modern reworking of the *Snow White* – fairy tale, Jorge Luis Borges’ ‘The Garden of Forking Paths’ and Gabriel Garcia Marquez’ ‘The Handsomest Drowned Man in the World’

Module 3 is an attempt to sample how fiction has dealt with the issue of disabilities at different levels. Starting with the perennial classic, Victor Hugo’s *The Hunchback of Notre-Dame*, the module also includes Nikos Kazantzakis’ *God’s Pauper: St Francis of Assisi*, José Saramago’s *Blindness*, W. Somerset Maugham’s ‘The Man with the Scar’ and Raymond Carver’s ‘Cathedral’

Module 4 is all about the environment – the natural and the human and the intersectionality between them. The module starts off with the phenomenal Malayalam work by Subhash Chandran, *A Preface to Man*, followed by Orhan Pamuk’s *Snow*, Margaret Atwood’s *Oryx and Crake*, J. M. Coetzee’s ‘The Lives of Animals’ and Mahasweta Devi’s ‘Dopti/Draupadi’

Module 5 looks into issues of Otherness, as it has been tackled by narrative fiction. The selection includes Fyodor Dostoyevsky’s *The Possessed*, Ama Ata Aidoo’s parody of Joseph Conrad’s *Heart of Darkness - Our Sister Killjoy*, Arundhati Roy’s *The Ministry of Utmost Happiness*, John Henrik Clarke’s ‘The Boy Who Painted Christ Black’ and the Malayalam Dalit masterpiece, Paul Chirakkarode’s ‘Eli Eli Lama Sabachthani?’ [My God, My God, Why Hast Thou Forsaken Me?]

Note: As is evident from a perusal of the syllabus, all the seminar fields have been assigned ‘short stories’; this is a tacit nod to acknowledging the trajectories which this ‘other’ prose fictional genre has traversed in the last two hundred odd years.

Module 1 [On Narrative Ethics]:

- 1.1 Roland Barthes: 'Authors and Writers' (*Critical Essays*)
- 1.2 Milan Kundera: 'The Depreciated Legacy of Cervantes' (Part 1 of: *The Art of the Novel*)
- 1.3 Orhan Pamuk: 'Everyone Should Have an Uncle Like This' (*Other Colours*)
- 1.4 Franco Moretti: "History of the Novel, Theory of the Novel" *New Left Review* 52, July-August 2008

Module 2 [Beyond Realism]:

- 2.1 Miguel de Cervantes: *Don Quixote (Part 2)* [Edith Grossman Translation]
- 2.2 Lawrence Sterne: *Tristram Shandy*
- 2.3 Donald Barthelme: *Snow White*

Seminar:

- 2.4 Jorge Luis Borges: 'The Garden of Forking Paths'
- 2.5 Gabriel Garcia Marquez: 'The Handsomest Drowned Man in the World'

Module 3 [Disabilities]:

- 3.1 Victor Hugo: *The Hunchback of Notre-Dame*
- 3.2 Nikos Kazantzakis: *God's Pauper: St Francis of Assisi*
- 3.3 José Saramago: *Blindness*

Seminar:

- 3.4 W. Somerset Maugham: 'The Man with the Scar'
- 3.5 Raymond Carver: 'Cathedral'

Module 4 [The Human (and the) Environment]:

- 4.1 Subhash Chandran: *A Preface to Man*
- 4.2 Orhan Pamuk: *Snow*
- 4.3 Margaret Atwood: *Oryx and Crake*

Seminar:

- 4.4 J. M. Coetzee: 'The Lives of Animals'
- 4.5 Mahasweta Devi: 'Dopti/Draupadi'

Module 5 [Otherness]:

- 5.1 Fyodor Dostoyevsky: *The Possessed (The Devils/ Demons)*
- 5.2 Ama Ata Aidoo: *Our Sister Killjoy*
- 5.3 Arundhati Roy: *The Ministry of Utmost Happiness*

Seminar:

- 5.4 John Henrik Clarke: 'The Boy Who Painted Christ Black'
- 5.5 Paul Chirakkarode: 'Eli Eli Lama Sabachthani?'

Specific Additional Readings:

- 1. Mark DeStephano on *Don Quixote*

2. Ignacio Arellano on *Don Quixote*
3. Oana-Roxana Ivan on *Tristram Shandy*
4. Daniel Thomières on *Tristram Shandy*
5. Shaghayegh Mohammadi on *Snow White*
6. Alina Leonte on *Snow White*
7. Gemma Curto on ‘Garden of Forking Paths’
8. Ethan Weed on ‘Garden of Forking Paths’
9. David Holland on *Marquez*
10. Anupa Lewis on *Marquez*
11. Fiona Whittington-Walsh on *Hunchback of Notre Dame*
12. Alex J Novikoff on *Hunchback of Notre Dame*
13. Frederick Sontag on Kazantzakis and St Francis
14. Paulo C Chagas on Saramago
15. Hayfa Chenini on Saramago
16. On –‘The Man with the Scar’
17. Ala Eddin Sadeq on Raymond Carver
18. Libe García Zarranz on Raymond Carver
19. Sandhya Suresh V on *A Preface to Man*
20. Jyothi lekshmi G on *A Preface to Man*
21. Alver Ahmet on Orhan Pamuk’s *Snow*
22. Pritha Mukherjee on Orhan Pamuk’s *Snow*
23. Beth Irwin on *Oryx and Crake*
24. Valeria Mosca on *Oryx and Crake*
25. Alan Northover on Coetzee
26. Wolfe on ‘Lives of Animals’
27. Huma Yaqub on Mahasweta Devi
28. Ranita Chakraborty on Mahasweta Devi
29. Eva M Meyersson on Dostoevsky
30. Christine Smoley on Dostoevsky
31. Lhoussain Simour on *Our Sister Killjoy*
32. Aisha Al Matari on *Our Sister Killjoy*
33. Alex Tickell on Arundhati Roy
34. Angelo Monaco on Arundhati Roy

Texts for Consultation:

1. Georg Lukacs: *The Theory of the Novel*
2. Lucien Goldmann: *Towards a Sociology of the Novel*
3. David Lodge: *The Art of Fiction*
4. Wayne C. Booth: *The Rhetoric of Fiction*
5. Patricia Waugh: *Metafiction*
6. Jeremy Hawthorn: *Studying the Novel*
7. Shlomith Rimmon-Kenan: *Narrative Fiction: Contemporary Poetics*

8. Joyce Carol Oates: *Telling Stories – An Anthology for Writers*
 9. Linda Hutcheon: *A Poetics of Postmodernism: History, Theory, Fiction*
 10. Mikhail Bakhtin: *The Dialogic Imagination*
 11. Susan Lohafer & Jo Ellyn Clarey (eds): *Short Story Theory at a Crossroads*
 12. Edgar V. Roberts and Henry E. Jacobs: *Literature: An Introduction to Reading and Writing*
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Semester 4 - Core Course 16:
[EN010401]-Cultural Studies

Total Credits: 3

Total Hours: 25

Weightage:

Objectives: To introduce students to certain interpretive strategies commonly employed in Cultural Studies. Emphasis is on overt interdisciplinary approaches to exploring how cultural processes and artifacts are produced, shaped, distributed, consumed, and responded to in diverse ways.

Course Description:

“It is —a tendency across disciplines rather than a discipline itself.” By transgressing disciplinary boundaries, Cultural Studies suggests a “remapping of the humanities.”

Module 1 is axiomatic in the sense that the 3 readings taken from Raymond Williams, Stuart Hall, and John Storey set the stage for the subsequent engagements.

Module 2 draws attention to the pervading cultural semiosis that one can discern in societies the world over. The readings from Guy Debord, R. Nandakumar, and David Forgacs offer ways by which one can understand the methodologies of representation and the decoding of such social signs as such.

Module 3 is all about the different modes that Lifestyles assume. The readings from Michel de Certeau, Pierre Bourdieu, and George Simmel offer means by which we can and ‘read’ the various negotiations of socio-cultural identities.

Module 4 is the terrain of ‘Homo Ludens’ – the playing human. The writings of Roland Barthes, Abilash Nalapat/Andrew Parker, and Amanda Roth/Susan A. Basow draw attention to the poetics and politics of sports-as-myth.

Module 5 is an assemblage that can be termed ‘Manifestoes.’ The readings from Arjun Appadurai, Achille Mbembe, and *Jacques Rancière* form an inter-textual deep-play network that constellates to draw attention to the horizon of cultural certitudes, expectations and anxieties that deserve thorough academic scrutiny.

Module 1 [Axioms]:

1.1 Raymond Williams: “The Analysis of Culture”

1.2 Stuart Hall: “The Emergence of Cultural Studies and the Crisis of the Humanities.’

1.3 John Storey: “What is Popular Culture?” (pp 1-16 in *Cultural Theory and Popular Culture*)

Module 2 [Representations]:

2.1 Guy Debord: “The Commodity as Spectacle.”

2.2 R Nandakumar: “The Missing Male: The Female Figures of Ravi Varma and the Concepts of Family, Marriage and Fatherhood in Nineteenth century Kerala” (*South Indian Studies*, No.1, Jan-June, 1996)

Seminar:

2.3 David Forgacs: “National-popular: Genealogy of a concept” in Simon During (ed) *The Cultural Studies Reader*.

Module 3 [Lifestyles]:

3.1 Michel de Certeau: “Walking in the City” in Simon During (ed) *The Cultural Studies Reader*.

3.2 Pierre Bourdieu: “Distinction: A Social Critique of the Judgement of Taste” in Carole Counihan and Penny van Esterik (eds), *Food and Culture: A Reader*, Routledge, 2013, pp 31-40

Seminar:

3.3 George Simmel: “Fashion”

Module 4 [Homo Ludens]:

4.1 Roland Barthes: ‘The World of Wrestling’ (From *Mythologies*, selected and translated by Annette Kavers, London, Jonathan Cape, 1972)

4.2 Abilash Nalapat and Andrew Parker: ‘Sport, Celebrity and Popular Culture: Sachin Tendulkar, Cricket and Indian Nationalisms.’

Seminar:

4.3 Amanda Roth & Susan A. Basow: ‘Femininity, Sports, and Feminism.’

Module 5 [Manifestoes]:

5.1 Arjun Appadurai: ‘The Thing Itself’

5.2 Achille Mbembe: ‘Necropolitics’

Seminar:

5.3 Jacques Rancière: ‘Preface to *Proletarian Nights*’

Specific Additional Readings:

1. Raymond Williams: “Culture is Ordinary” (*Resources of Hope: Culture, Democracy, Socialism*)

2. Stuart Hall: “Cultural Studies: Two Paradigms” (*Media, Culture and Society* vol.2)

3. Simon During: “Postmodernism or Post-colonialism Today” (in Bill Ashcroft et al: *The Post-colonial Studies Reader*)

4. Chandra Mukerji & Michael Schudson: “Introduction: Rethinking Popular Culture.” in *Rethinking Popular Culture: Contemporary Perspectives in Cultural Studies*. Berkeley: University of California Press, 1991.

5. Simon During: ‘Value’ in Simon During: *Cultural Studies: A Critical Introduction*. London; New York: Routledge (2005)

6. Susan Sontag: *On Photography*

7. Janet Murray: *Hamlet On the Holodeck*. New York: Free Press, 1997. Pp. 273-283.

8. Bhaskar Mukhopadhyay: “Cultural Studies and Politics in India Today,” *Theory Culture Society*, 2006 (SAGE, London, Thousand Oaks and New Delhi), Vol. 23(7–8): 279–292

9. Ashis Nandy: "Introduction: Indian Popular Cinema as a Slum's Eye View of Politics" in *The Secret Politics of Our Desires: Innocence Culpability and Indian Popular Cinema*, Ashis Nandy (ed) Delhi: OUP, 1998)
10. John Fiske: "The Signs of Television."
11. Pierre Bourdieu: 'How can one be a sports fan?'
12. Udayakumar: "Autobiography as a Way of Writing History: Personal Narratives from Kerala and the Inhabitation of Modernity" (in *History in the Vernacular*, eds. Partha Chatterjee and Raziuddin Aquil, Delhi: Permanent Black, 2008.)
13. Raadhika Gupta: 'Bowled Out of the Game: Nationalism and Gender Equality in Indian Cricket.'
14. Lorenzo Magnani: 'Ritual Artifacts as Symbolic Habits.'
15. Arjun Appadurai: 'Playing with Modernity: The Decolonization of Indian Cricket.'
16. Arjun Appadurai: 'Architecture and Amnesia in Indian Modernity.'
17. Roland Barthes: "Rhetoric of the image." *Image, Music. Text.*
18. Jacques Lacan: "Sign, Symbol, Imagery." *On Sign*. Ed. Marshall Blonsky.
19. John Fiske: "Television Culture" *Literary Theory: An Anthology*. (Rivkin and Ryan).
20. Raymond Williams. *Television; Technology and Cultural Form*.
21. Ann Keplan: "Feminist Criticism and Television" from *Channels of Discourse Reassembled* (Robert Allen)
22. Aravind Rajagopal: "Hindu Nationalism and the Cultural Forms of Indian Politics."
23. Carole M. Cusack: "The Gods on Television: Ramanand Sagar's Ramayan", in *Politics and Popular Piety in Late Twentieth-Century India* by Alex Norman and Cusack, 2012.
24. Aarttee Kaul Dhar: "The Ramayana and Sita in Films and Popular Media: The Repositioning of a Globalised Version" in *The Return of the Epic Film*,
25. Prabha Krishnan: "In the Idiom of Loss: Ideology of Motherhood in Television Serials." *Economic and Political Weekly* 25, no. 42/43 (1990): WS103–16.
26. ShantiKumar: *Gandhi Meets Primetime: Globalization and Nationalism in Indian Television* Chicago: University of Illinois Press, 2006.
27. Purnima Mankekar: *Screening Culture, Viewing Politics: An Ethnography of Television, Womanhood, and Nation in Postcolonial India*. Durham: Duke University Press, 1999.
28. Clifford Geertz: 'The Balinese Cockfight.'
29. Helena Tolvhed : 'Sex Dilemmas, Amazons and Cyborgs: Feminist Cultural Studies and Sport.'

Texts for Consultation:

1. Theodor Adorno: *The Culture Industry: Selected Essays on Mass Culture* (ed., with intro.), J.M. Bernstein. London: Routledge (1991)
2. Elaine Baldwin: *Introducing Cultural Studies*. New York: Pearson/Prentice Hall (2004)
3. Roland Barthes: *Mythologies*. London: Paladin (1973)
4. Catherine Belsey: *Culture and the Real: Theorizing Cultural Criticism* London; New York: Routledge (2005)

5. Walter Benjamin, W.: *Illuminations*. New York: Schocken Books (1968)
 6. Tony Bennett, L. Grossberg: *New Keywords: A Revised Vocabulary of Culture and Society*. Blackwell (2005)
 7. Tony Bennett: *Outside Literature*. London: Routledge (1990)
 8. Pierre Bourdieu: *The Field of Cultural Production*. Cambridge: Polity Press (1993)
 9. Simon During (ed.): *The Cultural Studies Reader*. London: Routledge (1993)
 10. Simon During: *Cultural Studies: A Critical Introduction*. London; New York: Routledge (2005)
 11. Antony Easthope: *Literary into Cultural Studies*. London: Routledge (1991)
 12. Antony Easthope: *A Critical and Cultural Theory Reader*. Open University Press (1992)
 13. John Fiske: *Understanding Popular Culture*. Boston, MA: Unwin Hyman (1989)
 14. Toby Miller (ed): *A Companion to Cultural Studies*. Blackwell (2001)
 15. Nelson, Cary and Dilip Parameshwar Gaonkar (eds.): *Disciplinary and Dissent in Cultural Studies*. New York: Routledge, 1996.
 16. Johan Huizinga: *Homo Ludens*
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**Semester 4 - Core Course 17:
[EN010402]-Postcolonial Poetry**

Total Credits: 3

Total Hours: 25

Weightage:

Objectives:

To introduce the students to the diversity of poetry coming from the erstwhile colonies of the European Colonial Empires. To clear the ground from where the student can see how, beyond the general discursive constellations, there are regional specifics that ‘in a hybrid mode’ negotiate issues of sovereignty, language, race, gender, identity and place.

Course Description:

“Here we stand at the messiest point of our time // someone should write us, if we don’t / who will.” - Gülten Akin (2007).

The course attempts to cover, through representative texts, the entire gamut of poetry that has emerged from and still addresses the (post)colonial experience, the world over.

Module 1 is a conceptual orientation; it tries to situate, in a somewhat general way, certain contours that ‘Poetic Postcolonialisms’ assume.

Module 2 is a collection of poems that are South Asia & Australasia-specific.

Module 3 is a choice take on West & East Asia.

Module 4 is solely representative of poems from Africa.

Module 5 brings together myriad yet ‘intertwined’ verses from South America & Caribbean.

Special Note: A detailed delving into the poems is not expected vis-à-vis the Seminar Fields. Questions pertaining to these sections will be Generic: issues like Identity, Gender, Cultural Poetics and Language Politics.

Module 1 [Poetic Postcolonialisms]:

1.1 Jahan Ramazani: “Contemporary Postcolonial Poetry” in Neil Roberts (ed): *A Companion to Twentieth-Century Poetry*, Blackwell Publishing, 2007

1.2 Sudipta Kaviraj: “A Strange Love of the Land: Identity, Poetry and Politics in the (Un)Making of South Asia.”

Module 2 [South Asia & Australasia]:

2.1 **India:** Kamala Das: “Someone Else’s Song” & Agha Shahid Ali: “I See Kashmir From New Delhi at Midnight”

2.2 **Pakistan:** Faiz Ahmad Faiz: “Black Out” & Kishwar Naheed: “We Sinful Women”

2.3 **Sri Lanka:** Yasmine Gooneratne: “There was a Country” & R. Cheran: “Yaman”

2.4 **Bangladesh:** Taslima Nasrin: “Can’t I have a homeland to call my own?” & Kaiser Haq: “Ode on the Lungi”

Seminar:

- 2.5 Australia:** A D Hope: “Australia” & Judith Wright: “Eve to her Daughters”
2.6 New Zealand: Selina Tusitala Marsh: “naming myself” & “The Young and the Restless”
2.7 Fiji: Konai Helu Thaman: “Living Amongst the Trees” & “Kakala Folau (a gift of love)”

Module 3[West & East Asia]:

- 3.1 Israel:** Yehuda Amichai: “National Thoughts” & Dahlia Ravikovitch: “Hovering at a Low Altitude”
3.2 Palestine: Mahmoud Darwish: “The Earth is Closing on Us,” & Hanan Mikha’il ’Ashrawi : “From The Diary of an Almost-Four-Year-Old”
3.3 Iran: Forugh Farrokhzad: “I Will Greet the Sun Again” & Simin Behbahani: “And Behold”
3.4 Turkey: Orhan Veli: “For Free” & Gülten Akın: “Woman’s Song”

Seminar:

- 3.5 Philippines:** Cirilo F. Bautista: “Written in Stratford-Upon-Avon” & Marjorie Evasco: “Caravan of the Waterbearers”
3.6 Singapore: Arthur Yap: “The Correctness of Flavour” & Lee Tzu Pheng: “Singapore River”
3.7 Hong Kong: Nicholas YB Yong: “Toys ‘R’ Us” & Tammy Ho Lai-ming: “Leftovers”

Module 4[Africa]:

- 4.1 Nigeria:** Chinua Achebe: “Vultures” & Mabel Segun: “The Pigeon-Hole”
4.2 Egypt: Iman Mersal: “Sometimes Wisdom Possesses Me” & Fatima Naoot: “Blind”
4.3 Mozambique: Noémia de Sousa: “Black Blood” & Ana Mafalda Leite: “Liquid Frontier”
4.4 Algeria: Muhammad Dib: “Guardian Show” & Djamel Amrani: “Beneath a Pile of Rubble”

Seminar:

- 4.5 South Africa:** Dennis Brutus: “A poem about Sharpeville” & Antjie Krog: “Country of Grief and Grace”
4.6 Kenya: Shailja Patel: “Shilling Love” & Micere Githae Mugo: “I Want You To Know”
4.7 Ghana: Kofi Awoonor: “The Weaver Bird” & Ama Ata Aidoo: “For My Mother in Her Mid-90s”

Module 5[South America & Caribbean]:

- 5.1 Argentina:** Jorge Luis Borges: “Borges and I” & Alfonsina Storni: “They’ve Come”
5.2 Brazil: Olavo Bilac: “Milky Way: Sonnet 13” & Hilda Hilst: “Poems for the Men of Our Time,”
5.3 Uruguay: Mario Benedetti: “Little Stones at My Window” & Selva Casal: “the last angels of the evening.”
5.4 Chile: Pablo Neruda: “The Poet” & Gabriela Mistral: “To See Him Again”

Seminar:

- 5.5 Columbia:** José Asunción Silva: “Sonnet”

- 5.6 Saint Lucia:** Derek Walcott: “The Lost Empire”
5.7 Guyana: John Agard: “Prospero Caliban Cricket”
5.8 Barbados: Edward Kamau Brathwaite: “Bread”
5.9 Trinidad and Tobago: Surya Vahni Priya Capildeo: “I Love You”
5.10 Jamaica: Louise Bennett: “Colonisation in Reverse”

Specific Additional Readings:

1. Anna Bernard: “Poetry, Translation, and Postcolonial Criticism...”
2. Muneeza Shamsie: South Asian Muslims: Fiction and Poetry in English, *Religion & Literature* Vol. 43, No. 1 (spring 2011), pp. 149-157
3. Priya Satia: Poets of Partition, *Tanqeed: A magazine of politics and culture*, Jan 2016
4. Omer Tarin, Ilyas Khan, and K. Majied: Pakistani English Literature – A Brief Introduction, 1947 to the Present, *Prachya Review*, Dec 30, 2015
5. Kaiser Haq: An Apology for Bangladeshi poetry in English
6. Mohammad Ali Ghazalsofli: A Political Review of Iranian Contemporary Poetry
7. Bulend Ecevit: Poetry in Turkey - A Nation’s Most Popular Art
8. Müesser Yeniay: Turkish Women's Poetry: Ottoman to Contemporary
9. J. Neil C. Garcia: Postcolonialism and Filipino Poetics
10. Barbara Jane Reyes: Filipina Lives and Voices in Literature
11. Cyril Wong: An interview
12. Irving Goh: Promising ‘Post-Colonialism’: Deleuze-Guattari’s ‘Minor Literature’ and the Poetry of Arthur Yap
13. Thow Xin Wei: Arthur Yap: Uniquely Singaporean
14. Odimegwu Onwumere: The Evolution of Nigerian Poetry
15. Mick Delap: Nigerian Poetry – Black Star or Black Hole?
16. Gemma Robinson: “Postcolonial Poetry of Great Britain: a poetics of contradictory affinity.”
17. Ngugi Wa Thiongo: ‘The Quest for Relevance’ in *Decolonising the Mind*

Texts for Consultation:

1. Neil Roberts (ed): *A Companion to Twentieth-Century Poetry*, Blackwell Publishing, 2007
2. Rajeev S. Patke: *Postcolonial Poetry in English*, Oxford University Press, 2006
3. Ashok Bery: *Cultural Translation and Postcolonial Poetry*, Palgrave Macmillan, 2007.
4. Jahan Ramazani (ed): *The Cambridge Companion to Postcolonial Poetry*, Cambridge University Press, 2017
5. Jahan Ramazani: *The Hybrid Muse: Postcolonial Poetry in English*, University of Chicago Press, 2001
6. Robert Stilling: *Beginning at the End: Decadence, Modernism, and Postcolonial Poetry*, Harvard University Press, 2018
7. Ato Quayson (ed): *The Cambridge History of Postcolonial Literature: Volume 1*, Cambridge University Press, 2012

Semester 4 – Elective Course:
[EN820401] -Modern European Fiction

Total Credits: 3

Total Hours: 25

Weightage:

Course Objectives:

To familiarize the students with the evolution of European fiction over the latter half of the Nineteenth and early twentieth century

Course Description:

To acquaint the students with some of the major movements that shaped the growth of the European novel and the makers of European Fiction and to familiarize them with the writings of major novelists belonging to France, Germany, Russia, Greece, Italy and Austria spanning movements as varied as Realism, Existentialism, Naturalism and Postmodernism.

Module One:

1.1 Walter Cohen: "Modernism". *A History of European Literature*. Pp.413-420. Oxford: Oxford University Press, 2017

1.2 Jerome de Groot: "Postmodernism and the Historical Novel" in *The Historical Novel* Pp. 109-133. London: Routledge, 2010.

1.3 Joseph Frank: "The Background of Crime and Punishment" in *Through the Russian Prism*. PP 122-136. Princeton: Princeton University Press, 1990

Module Two:

2.1 Gustave Flaubert: *Madame Bovary*

2.2 Fyodor Dostoevsky: *Crime and Punishment*

2.3 Emile Zola: *Nana*

Seminar:

2.4 Tolstoy: *Anna Karenina*

Module Three:

3.1 Nikos Kazantzakis: *Zorba the Greek*

3.2 Patrick Modiano: *The Missing Person*

3.3 Thomas Mann: *Death in Venice*

Seminar:

3.4 Boris Pasternak: *Doctor Zhivago*

Module Four:

4.1 Franz Kafka: *The Trial*

4.2 Albert Camus: *The Outsider*

4.3 J.M.G. Le Clezio: *Desert*

Seminar:

4.4 Herman Hesse: *The Glass Bead Game*

Module Five:

5.1 Italo Calvino: *The Invisible Cities*

5.2 Gunter Grass: *Cat and Mouse*

5.3 Primo Levi: *If Not Now, When?*

Seminar:

5.4 Elfriede Jelenik: *Lust*

Specific Additional Readings:

1. James McFarlane : “The Mind of Modernism” in *Modernism: A Guide to European Literature* (Eds) Malcolm Bradbury and James McFarlane, Penguin,1976,(71-94)

2. Umberto Eco: “On Some Functions of Literature” in *Our Literature*.2002.(1-15)

3. Italo Calvino: “Literature as a Projection of Desire” in *The Uses of Literature*, Harcourt Brace, 1986(50-61)

Texts for Consultation:

1. Franco Moretti (Ed): *The Novel: Forms and Themes Vol. 2*

2. Mario Vargas Llosa: *The Perpetual Orgy: Flaubert and Madame Bovary*

3. Georg Lukacs: *The Theory of the Novel*

4. Joseph Frank: *Dostoevsky: A Writer in His Time* (third and fourth volumes)

5. Mikhail Bakhtin: *The Dialogic Imagination*

6. Julian Preece: *The Life and Work of Gunter Grass*

7. Umberto Eco: *Six Walks in the Fictional Woods*

8. Sigmund Freud: *Mourning and Melancholia*

9. Primo Levi: *The Survival in Auschwitz*

10. Beren Lang. (ed): *Writing and the Holocaust*

11. Dominick La Capra: *Writing History, Writing Trauma*

12. Jacques Derrida: *The Other Heading*

13. Georg Lukacs: *Studies in European Realism*

14. Bill Overton: *The Novel of Female Adultery; Love and Gender in Continental European Fiction, 1830-1900*

15. George Steiner: *Tolstoy or Dostoevsky*

16. Ulrich Beck: *The Metamorphosis of the World*

17. Ronald Heyman: *Dostoevsky*

18. Gilles Deleuze: *Kafka: Toward a Minor Literature*

19. Giorgio Agamben: *Remnants of Auschwitz : The Witness and Archive*

Semester 4 – Elective Course:
[EN820402] -Modern European Drama

Total Credits: 3

Total Hours: 25

Weightage:

Objectives:

To familiarize the student with modern European Drama in terms of topics, perspectives, and dramatic literature

Course Description:

This paper contains representative works to acquaint the student with the social and cultural contexts that inform modern European Drama. The conventions of play beginning from the turn of the century realistic plays to the postmodern experiments are chosen. The paper contains representative plays of the Realistic, Naturalistic, Modernist, epic theatre, Theatre of the Absurd and postmodernist theatre. The paper has five modules. The first module consists of introductory essays on both modernist and postmodernist theatre along with some key terms associated with it. The teacher and the learner are expected to address these terms while studying the representative plays. The second, third and fourth modules consist of representative plays of the various modernist dramatic modes. The fifth Module entirely consists of postmodern plays. While dealing with them the teacher and the learner are expected to keep in mind the characteristics of postmodern plays in general. The student is also encouraged to revisit the ideological foundations of modernism. The student is to be acquainted with how the diversified movements in post-modernist theatre are informed by the theatre's increasing propensity to self-consciousness besides discussing poststructuralist theories and feminist theatre, environmental theatre, multicultural theatre, performance theories, threat from the cinema and the future of theatre.

Module 1:

1.1 John Fletcher and James McFarlane: "Modernist Drama: Origins and Patterns" in *Modernism: A Guide to European Literature*. Eds. Malcolm Bradbury and James McFarlane. Penguin, 1991.

1.2 Philip Auslander: "Postmodernism and Performance". (Pages 97- 115) Published in *Cambridge Guide to Postmodernism*. Edited by Steven Connor. Cambridge: Cambridge University Press, 2004

1.3 Key Terms: Realist Theatre, Naturalist Theatre, Meta theatre, Epic Theatre, Poor Theatre, Theatre of the Absurd, Theatre of Cruelty and Feminist Theatre

Module 2:

2.1 Henrik Ibsen: *A Doll's House*

2.2 August Strindberg: *Miss Julie*

Seminar:

2.3 Anton Chekhov: *The Cherry Orchard*

Module 3:

3.1 Luigi Pirandello: *Six Characters in Search of an Author*

3.2 Bertolt Brecht: The Life of Galileo

Seminar:

3.3 Federico Garcia Lorca: Blood Wedding

Module 4:

4.1 Sartre: The Flies

4.2 Jean Genet: The Maids

Seminar:

4.3 Eugene Ionesco: Rhinoceros

Module 5:

5.1 Heiner Muller: Hamletmachine

5.2 Georg Büchner: *Woyzeck*

Seminar:

5.3 Samuel Beckett: Catastrophe

Specific Additional Readings:

1. *Catastrophe*, in *Collected Shorter plays of Samuel Beckett* (London: Faber, 1984) 295-301)
2. Beryl S. and John Fletcher, *Student's Guide to the Plays of Samuel Beckett* 2d ed.(London: Faber, 1985)
3. Jonathan Kalb, *The Theater of Heiner Müller* (Cambridge: Cambridge University Press, 1998)
4. David Barnett, *Literature versus Theatre. Textual Problems and Theatrical Realization in the Later Plays of Heiner Müller* (Berne: Lang, 1998)
5. *A Glossary of Literary Terms 10th (tenth) Edition* by Abrams, M.H., Harpham, Geoffrey published by Cengage Learning (2011)
6. *Cambridge Guide to Postmodernism* Edited by Steven Connor. Cambridge: Cambridge University Press, 2004
7. *Modernism: A Guide to European Literature*. Eds. Malcolm Bradbury and James McFarlane. Penguin, 1991.
8. *No Exit and Three Other Plays*. By Jean Paul Sartre. NO EXIT (Huis Clos). THE *FLIES* (Les Mouches) translated from the French by Stuart Gilbert.

Texts for Consultation:

1. Patrick Campbell (ed): *Analysing Performance: Issues and Interpretations*. Manchester Univ. Press, 1996
2. Stephen Watt. *Postmodern/Drama: Reading the Contemporary Stage*. Ann Arbor: University of Michigan Press, 1998
3. Martin Esslin :*The Theatre of the Absurd*
4. Luigi Pirandello: “Preface to Six Characters in Search of an Author”
5. Bertolt Brecht: A Short Organum for the Theatre
6. Keir Elam: Semiotics of Theatre and Drama
7. Dario Fo: Accidental Death of an Anarchist

8. Max Frisch: The Fire Raisers
 9. John Willet: Brecht on Theatre: The Development of an Aesthetic
 10. Eric Bentley: The Playwright as Thinker: A Study of Modern Drama in Modern Times
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Semester 4 – Elective Course:
[EN820403] – Indian Poetics: Theories and Texts

Total Credits: 3

Total Hours: 25

Weightage:

Objectives:

The aim of the course is to familiarise the students with the major texts of the Indian tradition in the light of Indian poetic principles.

Course Description:

The eight major schools of Indian Aesthetics are to be introduced. The two cardinal schools viz. Rasa and dhvani are to be discussed in detail. The students must be familiar with the strong geopolitics behind Tamil poetics. Texts have to be discussed in the light of the theories. Questions pertaining to the dominant aesthetic sentiment, the suggestive potential of the language of the text, and so on need to be raised. Alternative readings have to be encouraged. Issues like the ideological ramifications of the erotic sentiment as a tool for the containment of women, the heroic sentiment as a mechanism for authenticating kingship and social stratification, the distinction of language into Sanskrit for noble men and Prakrit for menial characters and women, the division of space into domestic and exterior and its significance in the domestication of women, the significant absence of women (with the possible exception of Avvayyar) etc. are to be highlighted. Students may be encouraged to read Romila Thapar's analysis of Shakuntalam to see the drastic difference in the portrayal of women in the epic and the play. How Sanskrit became an Orientalist imperial weapon also may be analysed.

MODULE 1:

1.1 S.S. Barlingay: "Various Senses of the Word Rasa" (A Modern Interpretation to Indian Aesthetic Theory. Ch.4 PP.84-102)

1.2 K.K. Kunjunni Raja: The Theory of Dhvani (Indian Aesthetics. Ed. V.S. Sethuraman)

1.3 A K Ramanujan: "The Five Landscapes" (Ed. Poems of Love and War 236-43)

MODULE 2:

2.1 "Drona Parva" from the Mahabharata

2.2 Bhana Bhatta: Kadambari

Seminar:

2.3 "Sundara Kanda" from the Ramayana

MODULE 3:

3.1 Kalidasa: Abhijnana Shakuntala (Ed. Romila Thapar)

3.2 Sudraka: Mrichakatika (The Little Clay Cart)

Seminar:

3.3 Vishakhadatta: Mudrarakshasa

MODULE 4:

4.1 Bhasa: Urubhanga

4.2 Jayadeva: "Song to the Melody Gurjari" in Gitagovinda

Seminar:

4.3 Bhavabhuti: Uttararamacharita

MODULE 5:

5.1 Ilango Adikal: Chilappatikaram

Seminar:

5.2 "Palai" from A. K. Ramanujan (Poems of Love and War)

Texts for Consultation:

1. S K Nandi. Studies in Modern Indian Aesthetics Simla: Indian Institute of Advanced Study, 1975

2. Sudhakar Pandey and V N Jha eds.: Glimpses of Ancient Indian Poetics: From Bharata to Jagannatha. Delhi: Indian Book Centre, 1993

3. A V Subrahmanian: The Aesthetics of Wonder: New Findings in Sanskrit Alankarasastra Delhi: Motilal Banarsidas, 1988

4. Kapil Kapoor: Literary Theory: Indian Conceptual Framework. New Delhi: Affiliate East-West Press, 1998.

5. Sushil Kumar De.: History of Sanskrit Poetics Calcutta: Firma, 1988.

HUMAN VALUES

SEMESTER IV

Paper- 4- नाटक और लंबी कविता (Drama & Long Poem)

Course Code-HN4CCT04

नाटक/ Drama

1. कोणार्क – जगदीश चन्द्र माथुर

लंबी कविता (Long Poem) (Text Book-पांच लंबी कविताएँ)

1. नगई महुरा- त्रिलोचन
2. शहंशाह की नींद – उमाशंकर चौधरी
3. ढावा – नीलेश रघुवंशी
4. इतनी दूर मत ब्याहना बाबा – निर्मला पुत्तुल
5. जवाहर टनल –अग्निशेखर

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
कोणार्क	कोणार्क	कोणार्क	कोणार्क
नगई महुरा	शहंशाह की नींद	ढावा	जवाहर टनल
		इतनी दूर मत ब्याहना बाबा	

HUMAN VALUES

SEMESTER III

Paper- 3- कविता, व्याकरण और अनुवाद (Poetry, Grammar & Translation)

कविता/ Poetry (Text Book-काव्य कुसुम)

Course Code-HN3CCT03

1. कबीरदास – दोहा (4)
2. तुलसीदास – पद (2)
3. मीराबाई – पद (2)
4. बिहारी – दोहा (3)
5. जागो फिर एक बार - सूर्यकांत त्रिपाठी निराला
6. वे मुस्काते फूल नहीं – महादेवी वर्मा
7. खेवली – धूमिल
8. छीनने आये हैं वे – सर्वेश्वर दयाल सक्सेना
9. आज़ादी उर्फ गुलामी- ज्ञानेन्द्रपति
10. तुम्हें कुछ करना चाहिए – चंद्रकांत देवताले
11. सबूत – अरुण कमल
12. दिल्ली दरवाज़ा – कुमार विकल
13. जंगल के उजाड़ में – विनोद कुमार शुक्ल
14. बाज़ार – मंगलेश डबराल
15. बीसवीं शती के अंतिम दिनों का एक आश्चर्य – राजेश जोशी
16. दो हाथियों की लड़ाई – उदयप्रकाश
17. ठंडे पानी की मशीन - एकांत श्रीवास्तव
18. अच्छे आदमी – कुमार अम्बुज

व्याकरण और अनुवाद (Grammar & Translation)

1. सामान्य हिंदी व्याकरण तथा रचना –श्रीकृष्ण पाण्डेय (Page -19-58 & 111-117)

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
कबीरदास तुलसीदास बिहारी मीराबाई	जागो फिर एक बार वे मुस्काते फूल नहीं खेवली छीनने आये हैं वे आज़ादी उर्फ गुलामी	तुम्हें कुछ करना चाहिए सबूत दिल्ली दरवाज़ा जंगल के उजाड़ में बाज़ार	बीसवीं शती के अंतिम दिनों का एक आश्चर्य दो हाथियों की लड़ाई ठंडे पानी की मशीन अच्छे आदमी
व्याकरण			व्याकरण
अनुवाद			अनुवाद

HUMAN VALUES

SEMESTER II

Paper- 2- कहानी और उपन्यास (Short stories & Novel)

Course Code-HN2CCT02

उपन्यास/ Novel

1. अंतिम साक्षय - चंद्रकांता

कहानी/ Short stories (Text Book-कथा संसार)

1. ईदगाह- प्रेमचंद
2. हीलिबोन की बतखें- अज्ञेय
3. अमरूद का पेड़ -ज्ञानरंजन
4. जंगल का दाह- स्वयंप्रकाश
5. छुट्टी का दिन- उषा प्रियंवदा
6. बाज़ार में रामधन- कैलाश बनवासी
7. माँ रसोई में रहती है - कुमार अम्बुज

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
अंतिम साक्षय	अंतिम साक्षय	अंतिम साक्षय	अंतिम साक्षय
ईदगाह	अमरूद का पेड़	छुट्टी का दिन	माँ रसोई में रहती है
हीलिबोन की बतखें	जंगल का दाह	बाज़ार में रामधन	

HUMAN VALUES

B.A/ B.Sc Model I (Hindi)

SEMESTER I

Paper- 1- गद्य और एकाँकी (Prose & One Act Plays) (Text Book-साहित्य दर्पण)

Course Code-HN1CCT01

गद्य/ Prose

1. आईये हम वृक्ष देवता की आराधना करें - डॉ. किशोरी लाल व्यास
2. भय - रामचंद्र शुक्ल
3. हिमाच्छादित उत्तुंग शिखर और धुली हरियाली - विजय कुमार सन्देश
4. कफ़न चोर का बेटा - उषा बाला
5. जब मैं फेल हुआ- ए पी जे अब्दुल कलाम
6. जब इंतज़ार हुसैन अपनी जन्मभूमि आये - अजहर वजाहत

एकाँकी /One Act Plays

1. दीपदान - रामकुमार वर्मा
2. जान से प्यारे - ममता कालिया
3. बहु की विदा - विनोद रस्तोगी
4. सती - जी. के. हरिजीत
5. हरी घास पर घंटे भर - सुरेन्द्र वर्मा

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
आईये हम वृक्ष देवता की आराधना करें	हिमाच्छादित उत्तुंग शिखर और धुली हरियाली	जब मैं फेल हुआ	जब इंतज़ार हुसैन अपनी जन्मभूमि आये
भय	कफ़न चोर का बेटा	बहु की विदा	हरी घास पर घंटे भर
दीपदान	जान से प्यारे	सती	

SEMESTER 2
BA/BSC MODEL 2

HUMAN VALUES

1. प्रणाम रवीन्द्रनाथ ठाकुर - महादेवी वर्मा
2. फिल्म अभ भी संभावना है - उदय प्रकाश
3. मधुर भाषी - नरेन्द्र कोहली
4. मोअनजोदडो- आम थानवी

कहानी /Short stories (Text Book- गद्य सौरभ)

1. बड़े भाई साहब- प्रेमचंद
2. बिसाती - जयशंकर प्रसाद
3. भूख- चित्रा मुद्गल
4. पाल गोमरे का स्कूटर - उदयप्रकाश
5. पावरोटी और कटलेट्स - मंजुल भगत

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
प्रणाम रवीन्द्रनाथ ठाकुर	फिल्म अभ भी संभावना है	मधुर भाषी	मोअनजोदडो
बड़े भाई साहब	भूख	पाल गोमरे का स्कूटर	मृत्यु की ओर
बिसाती			

HUMAN VALUES

BA/ B.Sc Model II

SEMESTER I

Paper- 1- कविता और एकांकी (Poetry & One act Play)

Course Code-HN1CCT01

कविता/ Poetry (Text Book- इन्द्रधनुष)

1. कबीरदास - दोहा (4)
2. रहीम - दोहा (4)
3. हिन्दी के सुमनों के प्रति पत्र - निराला
4. प्रतिबिम्ब - सुमित्रानंदन पन्त
5. तुम ने कहा था - नागार्जुन
6. जो कुरुक्षेत्र पार करता है - एकांत श्रीवास्तव
7. वे हाथ - सर्वेश्वर दयाल सक्सेना
8. बच्चों के लिए एक कथा - भगवत रावत
9. नमन करू छोटी बेटियों को - सविता सिंह
10. खौफनाक समय में बच्चे - कुमार विकल
11. घर की चौखट से बाहर - सुशीला टाकभौरे

एकांकी (One act Play) (Text Book- इन्द्रधनुष)

1. शाहजहाँ के आंसू - देवेन्द्रनाथ शर्मा
2. मकड़ी का जाला - जगदीश चन्द्र माथुर
3. लक्ष्मी का स्वागत - उपेन्द्रनाथ अशक
4. शादी की बात - स्वदेश दीपक

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
कबीरदास	प्रतिबिम्ब	वे हाथ	नमन करू छोटी बेटियों को
रहीम	तुम ने कहा था	बच्चों के लिए एक कथा	खौफनाक समय में बच्चे
हिन्दी के सुमनों के प्रति पत्र	जो कुरुक्षेत्र पार करता है		घर की चौखट से बाहर
शाहजहाँ के आंसू	मकड़ी का जाला	लक्ष्मी का स्वागत	शादी की बात

SEMESTER II

Paper- 2- गद्य और कहानी (Prose & Short stories)

Course Code-HN2CCT02

गद्य/ Prose (Text Book- गद्य सौरभ)

HUMAN VALUES

SEMESTER II

Paper- 2- कविता, व्यावसायिक पत्र लेखन और अनुवाद (Poetry, Commercial Correspondence & Translation)

Course Code-HN2CCT02

कविता/ Poetry (Text Book-साहित्य सागर)

1. कबीरदास - दोहा (4)
2. तुलसीदास - पद (2)
3. बादल राग -सूर्यकांत त्रिपाठी निराला
4. कुमुद दल से वेदना के दाग को - महादेवी वर्मा
5. आत्म परिचय - हरिवंश राय बच्चन
6. हत्या और अपराध- भगवत रावत
7. अकेला आदमी- कुमार अम्बुज
8. पोलिथीन-ज्ञानेन्द्रपति
9. मूल्य- एकांत श्रीवास्तव
10. बेजगह- अनामिका
11. घृणा और प्रेम कहां से शुरू होता है- ओमप्रकाश वात्मीकी
12. डेली पैसेंजर- अरुण कमल

व्यावसायिक पत्र लेखन और अनुवाद (Commercial Correspondence & Translation) (Text Book-संचार मीडिया एवं व्यावसायिक पत्र लेखन)

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
कबीरदास	कुमुद दल से वेदना के दाग को	अकेला आदमी	बेजगह
तुलसीदास	आत्म परिचय	पोलिथीन	घृणा और प्रेम कहां से शुरू होता है
बादल राग	हत्या और अपराध	मूल्य	डेली पैसेंजर
व्यावसायिक पत्र लेखन	अनुवाद	व्यावसायिक पत्र लेखन	अनुवाद

HUMAN VALUES

B.Com Model I

SEMESTER I

Paper- 1- गद्य और संचार मीडिया (Prose & Mass Media)

Course Code-HN1CCT01

गद्य/ Prose (Text Book-साहित्य सागर)

1. नेहरु का रास्ता - माधव हाड़ा
2. जूठन- ओमप्रकाश वात्मीकी
3. चूहा और मैं- हरिशंकर परसाई
4. अग्नि की उड़ान- ए पी जे अब्दुल कलाम
5. आस्था और रोमांच की यात्रा- पवन चौहान
6. गौरी का गुस्सा-स्वयं प्रकाश

संचार मीडिया (Mass Media) (Text Book-संचार मीडिया एवं व्यावसायिक पत्र लेखन)

1. दर्शकों को अब भी अच्छे सिनेमा की तलाश - ओमपुरी
2. विज्ञापन और स्त्री - कुमुद शर्मा
3. माध्यम की तलाश - राही मासूम रज़ा
4. चक दे इण्डिया - रामशरण जोशी

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
नेहरु का रास्ता	चूहा और मैं	आस्था और रोमांच की यात्रा	गौरी का गुस्सा
जूठन	अग्नि की उड़ान		
दर्शकों को अब भी अच्छे सिनेमा की तलाश	विज्ञापन और स्त्री	माध्यम की तलाश	चक दे इण्डिया

HUMAN VALUES

ബി. എ. / ബി. എസ്സി.
സെമസ്റ്റർ 1 കോമൺ കോഴ്സ്
കോഴ്സ് കോഡ് : ML1CCT01

കഥാസാഹിത്യം

പഠനലക്ഷ്യങ്ങൾ

1. സാമാന്യമായ സാഹിത്യപരിചയവും വായനാഭിരുചിയും ആസ്വാദനശേഷിയും വളർത്തിയെടുക്കുക
2. മലയാളകഥാസാഹിത്യത്തിൽ സംഭവിക്കുന്ന ഭാവുകത്വപരിണാമങ്ങൾ തിരിച്ചറിയുക
3. കാലഘട്ടത്തിന്റെ പൊതുപ്രവണതകളും ഉദാത്തമായ ജീവിതവീക്ഷണവും എഴുത്തിൽ പ്രകടമാവുന്നത് അനുഭവിച്ചറിയുക

പാഠപുസ്തകം - യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം.

ഖണ്ഡം ഒന്ന് - ചെറുകഥ

1. പൂവമ്പഴം - കാരൂർ
2. ഭൂമിയുടെ അവകാശികൾ - വൈക്കം മുഹമ്മദ് ബഷീർ
3. കടൽ - ടി. പത്മനാഭൻ
4. പെരുമഴയുടെ പിറ്റേന്ന് - എം.ടി വാസുദേവൻ നായർ
5. മാനാഞ്ചിറ ടെസ്റ്റ് - വി.കെ. എൻ
6. തരിശുനിലം - മാധവിക്കുട്ടി
7. ആർക്കറിയാം - സക്കറിയ
8. ഓരോ എഴുത്തുകാരിയുടെ ഉള്ളിലും - സാനാജോസഫ്
9. തിരുത്ത് - എൻ.എസ് മാധവൻ
10. മോഹമഞ്ഞ - കെ. ആർ മീര
11. അഗ്നി - സിതാര എസ്.
12. ബിരിയാണി - സന്തോഷ് ഏച്ചിക്കാനം
13. മോദസ്വമിരനായ് അങ്ങ് വസിപ്പൂ മലപോലെ - എസ്. ഹരീഷ്
14. പ്രാണിലോകം - ഉണ്ണി ആർ.
15. ചില സ്വപ്നങ്ങളിൽ..... സീതാലക്ഷ്മിയുടെ കറുത്ത മുടിയിഴ - ഇന്ദുമേനോൻ

ഖണ്ഡം രണ്ട് - നോവൽ

ആടുജീവിതം - ബന്യാമിൻ

സഹായകഗ്രന്ഥങ്ങൾ

1. ചെറുകഥ ഇന്നലെ ഇന്ന് - എം. അച്യുതൻ
2. ചെറുകഥാപ്രസ്ഥാനം - എം. പി. പോൾ
3. ചെറുകഥ വാക്കും വഴിയും - ഡോ. കെ.എസ് രവീകുമാർ
4. നോവൽ സാഹിത്യ ചരിത്രം - പ്രൊഫ. കെ.എം തരകൻ

HUMAN VALUES

ബി.എ./ബി.എസ്സി.
സെമസ്റ്റർ 2 കോമൺ കോഴ്സ്
കോഴ്സ് കോഡ് : ML2CCT02

കവിത

പഠന ലക്ഷ്യങ്ങൾ

1. സാമാന്യമായ കവിതാസാഹിത്യപരിചയവും വായനാഭിരുചിയും കാവ്യാസാദനശേഷിയും വളർത്തിയെടുക്കുക
2. മലയാള കവിതാസാഹിത്യത്തിൽ സംഭവിക്കുന്ന ഭാവുകത്വപരിണാമങ്ങൾ തിരിച്ചറിയുക
3. കാലഘട്ടത്തിന്റെ പൊതുപ്രവണതകളും ഉദാത്തമായ ജീവിതവീക്ഷണവും എഴുത്തിൽ പ്രകടമാവുന്നത് അനുഭവിച്ചറിയുക

കവിതകൾ

1. മാംസനിബദ്ധമല്ലരാഗം - കുമാരനാശാൻ
(ലീലയിലെ 47 മുതൽ 74 വരെയുള്ള 28 ശ്ലോകങ്ങൾ)
2. സ്നേഹസുന്ദരപാതയിലൂടെ - വൈലോപ്പിള്ളി ശ്രീധരമേനോൻ
'കുടിയൊഴിക്കലി' ലെ അവസാന ഖണ്ഡം
3. ഒറ്റയ്ക്കിരിക്കാൻ പഠിച്ചു കഴിഞ്ഞു ഞാൻ - സുഗതകുമാരി
4. കോഴി -കടമ്മനിട്ട രാമകൃഷ്ണൻ
5. പഴഞ്ചൊല്ലുകൾ - സച്ചിദാനന്ദൻ
6. മുളളൻ പന്നി - കെ.ജി. ശങ്കരപ്പിള്ള
7. തിരുത്ത് - പി.പി. രാമചന്ദ്രൻ
8. പിറക്കാത്ത മകൻ - ബാലചന്ദ്രൻ ചുള്ളിക്കാട്
9. മൃഗശിക്ഷകൻ - വിജയലക്ഷ്മി
10. ആടിയാടി അലഞ്ഞ മരങ്ങളേ.... - അൻവർ അലി
11. കർവീട് - വി.എം. ഗിരിജ
12. ആഴങ്ങൾ അടച്ചിട്ട പുഴ- എസ്. ജോസഫ്
13. സ്മാരകം - വീരാൻകുട്ടി
14. കൂട്ടമ്മാൻ - എം. ആർ. രേണുകുമാർ
15. നാഷണൽ ജ്യോഗ്രഫി - എസ്. കണ്ണൻ
16. വെറ്റിലച്ചെല്ലം - ടി.പി. രാജീവൻ
17. പഴയ ചിലത് - പി. രാമൻ
18. ഗോതമ്പു ശില്പം - കവിത ബാലകൃഷ്ണൻ
19. കുന്നിമണികൾ - കുഞ്ഞുണ്ണിക്കവിതകൾ
(കറന്റ് ബുക്സിന്റെ 2004 ജൂലൈ എഡിഷൻ 'കുഞ്ഞുണ്ണിക്കവിത'കളിൽ നിന്ന് 460, 463, 464, 465, 466, 469, 490, 491 ക്രമനമ്പറുള്ള കവിതകൾ)

പാഠപുസ്തകം - യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം

HUMAN VALUES

ബി.എ. മോഡൽ 2
സെമസ്റ്റർ 1 കോമൺ കോഴ്സ്
കോഴ്സ് കോഡ് : ML1CCT07

കഥ, നോവൽ

കഥകൾ

1. കെ. സരസ്വതിയമ്മ - ചോലമരങ്ങൾ
2. യു.എ. ഖാദർ - ചാത്തുക്കുട്ടിയുടെ അമ്മ
3. കാക്കനാടൻ - മസ്ക്രീനാസിന്റെ മരണം
4. പി. പത്മരാജൻ - കൈവരിയുടെ തെക്കേയറ്റം
5. സേതു - ദൂരക്കാഴ്ചകൾ
6. വൈശാഖൻ - നിഴൽ യുദ്ധം
7. കെ.പി രാമനൂണി - എം.ടി.പി
8. സി.വി ബാലകൃഷ്ണൻ - മക്കൾ
9. അഷിത - ഒത്തുതീർപ്പുകൾ
10. വി.ജെ ജെയിംസ് - പ്രണയോപനിഷത്ത്
11. പ്രിയ എ.എസ് - ജാഗരൂക
12. അശോകൻ ചെരുവിൽ - യുദ്ധാനന്തര വംശങ്ങൾ

നോവൽ

പ്രേമലേഖനം - വൈക്കം മുഹമ്മദ് ബഷീർ

പാപുസ്തകം - കഥകൾ, തുണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം.

HUMAN VALUES

ബി.എ. മോഡൽ 2

സെമസ്റ്റർ 2 കോമൺ കോഴ്സ്

കോഴ്സ് കോഡ് : ML2CCT08

കവിതയും നാടകവും

കവിതകൾ

1. ഇനി യാത്ര പറഞ്ഞിട്ടെ - കുമാരനാശാൻ
(ചിന്താവിഷ്ടയായ സിത -168 മുതൽ 186 വരെ 18 ശ്ലോകങ്ങൾ)
2. ആശുപത്രിയിൽ - വൈലോപ്പിള്ളി
3. മരിച്ച കുഞ്ഞുങ്ങൾ വരുന്നുണ്ട്. - സുഗതകുമാരി
4. മകനോട് - കടമ്മനിട്ട
5. വിഷഗ്നനി- സച്ചിദാനന്ദൻ
6. ശ്രീഷ്മവും കണ്ണിരും - എ. അയ്യപ്പൻ
7. അത് - പി.പി രാമചന്ദ്രൻ
8. തിരസ്കാരം - മധുസൂദനൻ നായർ
9. തുടങ്ങിയവർ - രേണുകുമാർ
10. പ്ലമനമ്മായി - 'കടം' എന്ന കവിത മാത്രം - കെ.ആർ ടോണി
11. ആലപ്പുഴ വെള്ളം - അനിതാ തമ്പി
12. മരിച്ചു നോക്കുമ്പോൾ - റഫീക് അഹമ്മദ്
13. ഓട് റോസാ ഓട് - പി.എൻ ഗോപികൃഷ്ണൻ
14. കാഞ്ഞുശിക്ഷിക്കണേ - എം.എസ് ബനേഷ്
15. പ്ലാവിന്റെ കഥ - എസ്. കലേഷ്.

നാടകം

ഓരോരോ കാലത്തിലും - ശ്രീജ കെ.വി

പാഠപുസ്തകം കവിതകൾ യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം.

HUMAN VALUES

ബി.കോം

സെമസ്റ്റർ 1 കോമൺ കോഴ്സ്
കോഴ്സ് കോഡ് : ML1CCT05

കഥയും കവിതയും

പാഠപുസ്തകം - യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരിക്കുന്നത്

പഠനലക്ഷ്യങ്ങൾ

1. സാമാന്യമായ സാഹിത്യപരിചയവും വായനാഭിരുചിയും ആസ്വാദനശേഷിയും വളർത്തിയെടുക്കുക
2. മലയാളസാഹിത്യത്തിൽ സംഭവിക്കുന്ന ഭാവുകത്വപരിണാമങ്ങൾ തിരിച്ചറിയുക
3. കാലഘട്ടത്തിന്റെ പൊതുപ്രവണതകളും ഉദാത്തമായ ജീവിതവീക്ഷണവും എഴുത്തിൽ പ്രകടമാവുന്നത് അനുഭവിച്ചറിയുക

കഥകൾ

1. ഉറുബ് - ഇറ്റാൾസിയിലേക്ക് തിരികെ പോകുന്ന വണ്ടി.
2. ഒ.വി വിജയൻ - കാറ്റു പറഞ്ഞ കഥ
3. എം. മുകുന്ദൻ - ദൽഹി 1981
4. സി.വി ശ്രീരാമൻ - ചിദംബരം
5. എൻ. പ്രഭാകരൻ - മറുപിറവി
6. സുഭാഷ് ചന്ദ്രൻ - തല്പം
7. പ്രേംസി - തിച്ച്ചാമുണ്ഡി
8. സി.എസ് ചന്ദ്രിക - ക്ലിനിക്കലി എക്സ്പയേർഡ്
9. അയ്മനം ജോൺ - കടിക്കുന്ന അമ്മച്ചിയും കൊച്ചുമകൾ ആൻസിയും
10. ഇ. സന്തോഷ് കുമാർ - ചേക്ക
11. ടി.വി കൊച്ചുബാവ - അടുക്കള

10 കവിതകൾ

1. മൈനാകശ്ശംഗം - ഇടശ്ശേരി
2. കടുക - അയ്യപ്പപ്പണിക്കർ
3. പാടുന്ന പിശാചിന് - ഡി. വിനയചന്ദ്രൻ
4. വിളക്കു കൊളുത്തു വിളക്കു കൊളുത്തു - സാവിത്രി രാജീവൻ
5. ഇഷ്ടമുടിക്കായൽ - കുരീപ്പുഴ ശ്രീകുമാർ
6. വേനലിൽ ഒരുപുഴ - റോസ് മേരി.
7. കൈക്കലത്തുണികൾ - വിജില ചിറപ്പാട്
8. നായകടിക്കും സൂക്ഷിക്കുക - കൽപ്പറ്റ നാരായണൻ
9. തോരാമഴ - റഫീക്ക് അഹമ്മദ്
10. ശിലകളെ പൂവുകളാക്കുവാൻ - പി. രാമൻ

HUMAN VALUES

ബി.കോ

സെമസ്റ്റർ 2 കോമൺ കോഴ്സ്

കോഴ്സ് കോഡ് : ML2CCT06

ആത്മകഥ, ലേഖനം

ലക്ഷ്യം.

മലയാള ഗദ്യത്തിന്റെ സൗന്ദര്യവും ശക്തിയും തിരിച്ചറിയാൻ കഴിയും വിധമുള്ള ലേഖനങ്ങളാണ് ഈ സെമസ്റ്ററിലെ പഠന വിഷയം. വ്യത്യസ്ത മേഖലകൾ പഠിക്കുന്ന വിദ്യാർത്ഥികൾക്ക് പല വിഷയങ്ങളെയും മാതൃഭാഷയിൽ സമീപിക്കുവാൻ കഴിയുമെന്ന ബോധ്യം ഇതുവഴി ലഭ്യമാക്കാനാകും.

1. പാഠഭാഗങ്ങൾ

1. ഉത്തുംഗ സ്നേഹഗോപുരം-കല്പറ്റ നാരായണൻ
2. എതിർവാക്കുകൾ-ശാരദക്കുട്ടി
3. മഹാനടൻ- ചിരംബരസ്മരണ-ബാലചന്ദ്രൻപുളളിക്കാട്
4. അനുജന്റെ ഭാര്യ- ലളിതാംബിക അന്തർജനം
5. ഇന്ത്യയിലെ സ്വതന്ത്രബോധവും ഭാഷാ മനോഭാവവും-പി.എം. ശിരീഷ്
6. അരങ്ങിലുയരുന്ന സ്ത്രീശബ്ദങ്ങൾ- സജിത മഠത്തിൽ
7. മാധ്യമസംസ്കാരം-ജനകീയതയും ജനപ്രിയതയും- സി.എസ്. വെങ്കിടേശ്വരൻ.
8. സാധുജനപരിപാലനസംഘവും പുലയമഹാസഭയും- പി.ഗോവിന്ദപിള്ള

പാഠപുസ്തകം- തുണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം

2. ആത്മകഥ

കണ്ടൽക്കാടുകൾക്കിടയിൽ എന്റെ ജീവിതം-പൊക്കുടൻ

HUMAN VALUES

ബി. എ. / ബി. എസ്സി.

സെമസ്റ്റർ 3 കോമൺ കോഴ്സ്

കോഴ്സ് കോഡ് : ML3CCT03

ദൃശ്യകലാസാഹിത്യം

പഠനലക്ഷ്യങ്ങൾ

1. കേരളത്തിന്റെ സമ്പന്നമായ ദൃശ്യകലാപാരമ്പര്യത്തെക്കുറിച്ച് കുട്ടികൾക്ക് അറിവ് നൽകുക.
2. സിനിമ പോലെയുള്ള ദൃശ്യകലകളെ പരിചയപ്പെടുത്തുക.

ഖണ്ഡം ഒന്ന് - സാംസ്കൃത നാടകം.

മലയാളശാകുന്തളം നാലാമങ്കം-ഏ.ആർ രാജരാജവർമ്മ

ഊരുഭംഗം - ഭാസൻ -കാവലം നാരായണപ്പണിക്കരുടെ തർജമ

(വിഷ്കംഭം കഴിഞ്ഞ് ബലദേവന്റെ സംഭാഷണം മുതൽ അവസാനം വരെ)

ഖണ്ഡം രണ്ട്- ആട്ടക്കഥ

നളചരിതം (ഒന്നാം ദിവസം)- ഉണ്ണായിവാര്യർ (തുടക്കം മുതൽ “എന്നുംചൊല്ലിക്ഖഗ

പതി പറന്നംബരേ പോയ്മരഞ്ഞാൻ”(നാലാം രംഗത്തിന്റെ അവസാനം) വരെ)

ഖണ്ഡം മൂന്ന് - തുള്ളൽ

കല്യാണസൗഗന്ധികം (ശീതങ്കൻ തുള്ളൽ) - കുഞ്ചൻ നമ്പ്യാർ

(തുടക്കം മുതൽ 'ശ്രീരാമദാസന്റെ വംശേ ജനിക്കയാൽ പാരം നിനക്കുമഹംഭാവ-
മിങ്ങനെ' വരെയുള്ള ഭാഗങ്ങൾ)

ഖണ്ഡം നാല്- മലയാളനാടകം

'1128 ൽ ക്രൈം 27' - സി.ജെ. തോമസ്.

ഖണ്ഡം അഞ്ച് - സിനിമ

സിനിമയുടെ സാംസ്കാരിക പ്രതിനിധാനങ്ങളെ സൂക്ഷ്മതലത്തിൽ വിശകലനം ചെയ്യുന്ന ഡോ. പി.എസ് രാധാകൃഷ്ണന്റെ സിനിമാപഠനങ്ങൾ - 5 ലേഖനങ്ങൾ.

പാഠപുസ്തകം

1. ഖണ്ഡം 1,2, 3 ചേർത്തുകൊണ്ട് യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരിക്കുന്ന പുസ്തകം.
2. 1128 -ൽ ക്രൈം 27 - സി.ജെ തോമസ്
3. ...

HUMAN VALUES

ബി.എ./ബി.എസ്സി.

സെമസ്റ്റർ 4 കോമൺ കോഴ്സ്

കോഴ്സ് കോഡ് : ML4CCT04

മലയാളഗദ്യരചനകൾ

മലയാള ഗദ്യത്തിന്റെ ശക്തിയും സാധ്യതയും മനസ്സിലാക്കാൻ പര്യാപ്തമായ ലേഖനങ്ങളാണ് ഇവിടെ പഠനവിഷയം. ഒപ്പം ഓർമ്മക്കുറിപ്പുകളിലൂടെ എഴുത്തുകാരെയും എഴുത്തുകാരെ രൂപപ്പെടുത്തിയ സമൂഹത്തെയും തിരിച്ചറിയുന്നത് എങ്ങനെയെന്ന് മനസ്സിലാക്കാൻ സാധിക്കുന്നു.

1. ലേഖനങ്ങൾ

പുസ്തകം - യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം

1. കാളിദാസനും കാലത്തിന്റെ ദാസൻ- ജോസഫ് മുണ്ടശ്ശേരി
2. മാതൃഭാഷയിലേക്കുവീണ്ടും- എൻ.വി.കൃഷ്ണവാരീയർ
3. ഭൂമിയിൽ ഏകാന്തതയ്ക്കുമാത്രമായി ഒരിടമില്ല- സിയാറ്റിൽ മുപ്പൻ
4. വാക്കുകളുടെ വിസ്തൃതി - എം.ടി.വാസുദേവൻ നായർ
5. മാറുന്ന മലയാള സംസാരഭാഷ-ടി.ബി. വേണുഗോപാലപ്പണിക്കർ
6. നമ്മുടെ അടുക്കള തിരിച്ചുപിടിക്കുക- സാരാജോസഫ്
7. മലയാളിയുടെ രാത്രികൾ- കെ.സി. നാരായണൻ
8. ചെമ്പൈ വൈദ്യനാഥഭാഗവതർ സംഗീതത്തിലെ സിംഹനാദം -ഇന്ദിരാമേനോൻ
9. ഈശ്വരപിള്ളയെ ആരോർക്കുന്നു- പി.കെ. രാജശേഖരൻ
10. പ്രകാശത്തിന്റെ ആയിരം തടവറകൾ - ജീവൻ ജോബ് തോമസ്
11. പുരികം-ഡെസ് മണ്ട് മോറിസ്
12. രവിവർമ്മ- വിജയകുമാർ മേനോൻ

2. അനുഭവം, ആത്മകഥ

പച്ചവിരൽ -ദയാബായി (ഡി.സി.ബുക്സ്, കോട്ടയം, 2015)

B. Sc DEGREE PROGRAMME MATHEMATICS (UGCBCS 2017)

FIFTH SEMESTER

MM5CRT---- : ENVIORNMENTAL MATHEMATICS & HUMAN RIGHTS

Vision

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janerio in 1992 and world Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues..

India is rich in biodiversity which provides various resources for people. Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution have been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment have so far not received adequate attention in our academic programme. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in college education. Accordingly, the matter was considered by UGC and it was decided that a six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

The syllabus of environmental studies includes five modules including human rights. The first two modules are purely environmental studies according to the UGC directions. The second two modules are strictly related with the core subject and fifth module is for human rights.

Objectives

- Environmental Education encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues. By developing and enhancing critical and creative thinking skills. It helps to foster a new generation of informed consumers, workers, as well as policy or decision makers.
- Environmental Education helps students to understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, as well as ways we can take action to keep our environment healthy and sustainable for the future, encourage character building, and develop positive attitudes and values.
- To develop the sense of awareness among the students about the environment and its various problems and to help the students in realizing the inter-relationship between man and environment for protecting the nature and natural resources.

- To help the students in acquiring the basic knowledge about environment and to inform the students about the social norms that provide unity with environmental characteristics and create positive attitude about the environment.

4 hours/week (Total Hrs: 72)

4 credits

SYLLABUS

Text Books :

1. Bharucha Erach – Text book of Environmental studies for UG Courses, University Press, II Edition
2. Thomas Koshy : Fibonacci and Lucas numbers with applications, John Wiley & Sons, Inc (2001).

Module I: Environment and its resources

(10 hours)

Multidisciplinary nature of environmental studies:

Definition, scope and importance
Need for public awareness.

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 individual in conservation of natural resources.

Equitable use of resources for sustainable lifestyles.

(Text 1- unit 1- sections 1.1,1.2,unit 2-sections 2.1,2.2,2.3,2.4)

ModuleII: Environmental Pollution and Social Issues

(14 hours)

Pollution- Definition, Causes, 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

Disaster management: floods, earthquake, cyclone and landslides.

(Text 1. -unit 5-sections 5.1, 5.2, 5.3, 5.4, 5.6)

Social Issues and the Environment:

Urban problems related to energy

Water conservation, rain water harvesting, watershed management

Resettlement and rehabilitation of people: its problems and concerns, Case studies

Environmental ethics: Issues and possible solutions

Climate change, global warming, acid rain, ozone layer depletion , nuclear accidents and

Holocaust, Case studies

Consumerism and waste products

Public awareness

(Text1. unit6--sections 6.1, 6.2, 6 .4, 6.5,6.6,6.15)

Module III : Fibonacci Numbers in nature

(15 hours)

The rabbit problem:

The rabbit problem, Fibonacci numbers, recursive definition, Lucas numbers, Different types of Fibonacci and Lucas numbers.

Fibonacci numbers in nature :

Fibonacci and the earth, Fibonacci and flowers, Fibonacci and sunflower, Fibonacci, pinecones, artichokes and pineapples, Fibonacci and bees, Fibonacci and subsets, Fibonacci and sewage treatment, Fibonacci and atoms, Fibonacci and reflections, Fibonacci, paraffins and cycloparaffins, Fibonacci and music, Fibonacci and compositions with 1's and 2's

The Euclidean Algorithm:

The Euclidean Algorithm and Lucas Formula

Solving Recurring relations:

Linear homogeneous recurrence relations with constant coefficients

Text 2 : Chapters 2 & 3 (excluding Fibonacci and poetry, Fibonacci and electrical networks), Chapters 9 & 10.

Module IV : Golden Ratio

(15 hours)

The golden ratio:

The golden ratio, mean proportional, a geometric interpretation, ruler and compass construction, Euler construction, generation by Newton's method.

The golden ratio revisited:

The golden ratio revisited, the golden ratio and human body, golden ratio by origami, Differential equations, Gattei's discovery of goldenratio, centroids of circles,

Text 2 : Chapters 20, 21

Module V : Human rights

(18 hours)

Unit 1 - Human Rights

An Introduction to Human Rights, Meaning, concept and development –History of Human Rights-Different Generations of Human Rights- Universality of Human Rights- Basic International Human Rights Documents - UDHR ,ICCPR,ICESCR.-Value dimensions of Human Rights

Unit 2 - Human Rights and United Nations

Human Rights co-ordination within UN system- Role of UN secretariat- The Economic and Social Council- The Commission Human Rights-The Security Council and Human rights- The Committee on the Elimination of Racial Discrimination- The Committee on the Elimination of Discrimination Against Women- the Committee on Economic, Social and Cultural Rights- The Human Rights Committee- Critical Appraisal of UN Human Rights Regime.

Unit 3- Human Rights National Perspective

Human Rights in Indian Constitution – Fundamental Rights- The Constitutional Context of Human Rights-directive Principles of State Policy and Human Rights- Human Rights of Women-children –minorities- Prisoners- Science Technology and Human Rights- National Human Rights Commission- State Human Rights Commission- Human Rights Awareness in Education.

References

1. Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
2. Clark.R.S., Marine Pollution, Clanderson Press Oxford (Ref)
3. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p .(Ref)
4. Dc A.K.Environmental Chemistry, Wiley Eastern Ltd.(Ref)
5. Down to Earth, Centre for Science and Environment (Ref)
6. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140pb (Ref)
7. Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p (Ref)
8. Mekinney, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p (Ref)
9. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
10. Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p (Ref)
11. Rao.M.N & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p (Ref)

12. Rajagopalan. R, Environmental Studies from crisis and cure, Oxford University Press, Published: 2016 (TB)
13. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut (Ref)
14. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (Ref)
15. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (Ref)
16. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (Ref)
17. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (Ref)

(M) Magazine (R) Reference (TB) Textbook

Human Rights

1. Amartya Sen, The Idea Justice, New Delhi: Penguin Books, 2009.
2. Chatrath, K. J.S., (ed.), Education for Human Rights and Democracy (Shimla: Indian Institute of Advanced Studies, 1998)
3. Law Relating to Human Rights, Asia Law House, 2001.
4. Shireesh Pal Singh, Human Rights Education in 21 st Century, Discovery Publishing House Pvt.Ltd, New Delhi,
5. S.K.Khanna, Children and the Human Rights, Common Wealth Publishers, 1998.2011.
6. Sudhir Kapoor, Human Rights in 21 st Century, Mangal Deep Publications, Jaipur,2001.
7. United Nations Development Programme, Human Development Report 2004: Cultural Liberty in Today's Diverse World, New Delhi: Oxford University Press, 2004.

QUESTON PAPER PATTERN

Module	Part A 2marks	Part B 5 marks	Part C 15 marks	Total
I	3	2		5
II	3	2	1	6
III	2	2	1	5
IV	2	2	1	5
V	2	1	1	4
Total No. of questions	12	9	4	25
No.of questions to be answered	10	6	2	18
Total marks	20	30	30	80

MAHATMA GANDHI UNIVERSITY, KOTTAYAM



CURRICULUM FOR UNDER GRADUATE PROGRAMMES IN

PHYSICS

UNDER CHOICE BASED CREDIT SYSTEM (UG CBCS) 2017

2017 ADMISSIONS ONWARDS

Module IV**Solar energy****(10 hours)**

Sun as a source of energy- Solar radiation, Solar Constant, Spectral distribution; Solar pond - Convective and salt gradient types; Flat plate collector; Solar water heater - Direct and indirect systems- Passive and active systems; Optical concentrator - Parabolic trough reflector - Mirror strip reflector - Fresnel lens collector; Solar desalination; Solar dryer - Direct and indirect type; Solar cooker; Solar heating of buildings; Solar green houses; Need and characteristics of photovoltaic (PV) systems; Solar cells - Principle, Equivalent circuits, V-I characteristics, fill factor, conversion efficiency; PV Sun tracking systems; Merits and demerits of solar energy.

Module – V**(8 hours)**

Unit 1- Human Rights– An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

Unit-2 Human Rights and United Nations – contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

Unit-3 Environment and Human Rights - Right to Clean Environment and Public Safety; Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of western ghats- mention Gadgil committee report, Kasthuriengan report. Over exploitation of ground water resources, marine fisheries, sand mining etc.

Internal: Field study

- Visit to a local area to document environmental grassland/ hill /mountain

**RESTRUCTURED CURRICULUM AND SYLLABI FOR THE
B.COM DEGREE PROGRAMME (MODEL I) UNDER THE
CHOICE BASED CREDIT AND SEMESTER SYSTEM**



**MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS P O
KOTTAYAM, KERALA**

2017

(Effective from 2017-18 admissions)

Core Course 15: ENVIRONMENT MANAGEMENT AND HUMAN RIGHTS

(CO5CRT15)

Applicable for B Com Model I, II and III

Instructional Hours: 90

Credit: 4

Objectives- To create an awareness regarding natural resources, environmental aspects and management, legislations involved and also provide an awareness on Human Rights

Module I - 20 Hours

Unit 1: Environmental Studies- Environmental Studies-Introduction-Definition-scope and Importance.

Unit 2: Natural Resources: Renewable and non-renewable resources: Natural resources and associated problems.

Forest resources: Use and over-exploitation, deforestation-General Conservation strategies

Water resources: Use and over-utilization of surface and ground water, water conservation, watershed management, rainwater harvesting, dams-benefits and problems.

Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources,

Food resources : World food problems, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.

Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources,

Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification

Unit 3: Ecosystems- Concept -Structure and function - Energy -Food chains, food webs Ecological pyramids-Introduction, types, features, structure and function

Module II - 25 hours

Unit 1: Biodiversity - Introduction –types and importance- India as a mega-diversity nation- Bio diversity Hot-spots -Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts- concept of threatened fauna, IUCN categorisation and red list - Endangered and endemic species of India,

Conservation - *In situ* and *ex situ* conservation, protected area concept-National Park, wildlife sanctuary, biosphere reserves and community reserves, botanical gardens and zoos

Global environmental issues- ozone depletion, global warming, greenhouse effect, climate change, acid rain, nuclear accidents

Local environmental issues- landscape alteration, quarrying, sand mining, coastal erosion, degrading of mangroves and wetlands, Ramsar sites

Disaster and Disaster management- floods, earth quakes, cyclone and landslides- Need for disaster management – Disaster Management in India

Unit 2: Pollution- air, water, soil, noise, thermal and nuclear- control measures, role of individuals in prevention of pollution -Issues relating to solid and electronic waste disposal.

Unit 3: Environmental laws in India (*brief overview only- the objectives and key provisions only*) Environment Protection Act, Air (Prevention and control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act, issues involved in enforcement of environmental legislation. –

Sustainable development- Concept, UN and sustainable development goals

Module – III (15 Hours)

Recent developments in the filed of Commerce and Management relating to environment

-**Green Accounting**- Meaning- History- Scope and Importance- Importance- Advantages and limitations-

Green Banking- Meaning- benefits- coverage- steps in green banking- environmental risks for banks- Green banking initiatives- International initiatives- Initiatives in India-

Green Marketing- Meaning- Need and benefits- Challenges- Green marketing in India- Green washing and consequences-

Eco tourism- significance- eco tourism activities in India- Opportunities and challenges –

Environmental audit- concept- need and scope

Carbon credit and carbon exchanges (over view only) -

Module – IV (12 Hours)

Right to Information Act 2005- Basic terms- Public authority- Competent authority- Appropriate Government- Third Part- Information – record- Right to information- Objectives of the Act-Features of the Act- Obligation of Public authority- Procedure for request of information- time limit- fee- ground of rejection- appeal- exemption from disclosure- Right to access information on specific issues- Banking transactions, insurance transactions, government dealing and related services

Module - V (18 Hours)

Unit 1 - Human Rights

An Introduction to Human Rights, Meaning, concept and development –History of Human Rights-Different Generations of Human Rights- Universality of Human Rights- Basic International Human Rights Documents - UDHR ,ICCPR,ICESCR.-Value dimensions of Human Rights

Unit 2 - Human Rights and United Nations

Human Rights co-ordination within UN system- Role of UN secretariat- The Economic and Social Council- The Commission Human Rights-The Security Council and Human rights-The Committee on the Elimination of Racial Discrimination- The Committee on the Elimination of Discrimination Against Women- the Committee on Economic, Social and Cultural Rights- The Human Rights Committee- Critical Appraisal of UN Human Rights Regime.

Unit 3- Human Rights National Perspective

Human Rights in Indian Constitution – Fundamental Rights- The Constitutional Context of Human Rights-directive Principles of State Policy and Human Rights- Human Rights of Womenchildren–minorities- Prisoners- Science Technology and Human Rights- National Human Rights Commission- State Human Rights Commission- Human Rights Awareness in Education.

Assignment may include Field study involving

- Visit to a local area to document environmental grassland/ hill /mountain
- Visit a local polluted site – Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds etc
- Study of simple ecosystem-pond, river, hill slopes, etc

Suggested Readings and references

1. Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
2. Clark.R.S., Marine Pollution, Clarendon Press Oxford (Ref)
3. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001 Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p .(Ref)
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6. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140pb (Ref)
7. Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p (Ref)
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9. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
10. Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p (Ref)
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16. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (Ref)
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22. Shireesh Pal Singh, Human Rights Education in 21st Century, Discovery Publishing House Pvt.Ltd, New Delhi,
23. S.K.Khanna, Children And The Human Rights, Common Wealth Publishers,1998. 2011.
24. Sudhir Kapoor, Human Rights in 21st Century,Mangal Deep Publications, Jaipur,2001.
25. United Nations Development Programme, Human Development Report 2004: Cultural Liberty in Today's Diverse World, New Delhi: Oxford University Press, 2004.
26. Monica Loss,,Green Marketing Strategies and Consumer Behaviour, Global Vision Publishing House
27. Robert Dahlstrom- Green Marketing:Theory, Practice and Strategies, Cengage Learning India Private Limited
28. A N Sarkar , Green Banking , Atlantic Publishers
29. Thomas Aronsson and Karl Gustaf Lofgren, Edgar Handbook of Environmental Accounting, Elgar Publishing.
30. M. Sarngadharan and G. Raju , Tourism and Sustainable Economic Developments: Indian and Global Perspectives – New Century Publishers
31. ICAI Study Material of Auditing
32. Right to Information Act, 2005
33. Basic Documents in Human Rights –Ian Brownlie
34. Universal Human Rights in Theory & Practice –Jack Donnelly
35. Future of Human Rights –Upendra Baxi
36. Understanding Human Rights –An overview –O.P.Dhiman
37. Referring Human Rights –D.P.Khanna.
38. Human Rights in India Historical and Political Perspectives-Chiranjivi .J.Nirmal.
39. Human Rights in post colonial India –Edited by Om Prakash Dwivedi and V.G.Julie Rajan

Fifth Semester

Sl. No	Course code	Title of course	General/Skill	Credit per course	Class hours per week
1	BAT5S01	Landscape designing and indoor gardening	SC	5	5
2	BAT5S02	Commercial enterprises	SC	5	5
3	BAT5S03	Tissue Culture and crop improvement	SC	4	5
4	BOCG501	Environmental studies	GC	4	4
5	BAT5G02	Principles of Agribusiness Management	GC	4	3
6	BAT5G03	Fundamentals of organic farming	GC	4	3
7	BAT5S04	Work Experience - Organic farming (AOC)	SC	4	
TOTAL				30	25

GENERAL EDUCATION COURSES

BOCG501-ENVIRONMENTAL STUDIES

Credit: 4

72 hrs

AIM

1. To bring in proper awareness among the students on **Environmental Issues**

OBJECTIVES

1. To build a pro-environmental attitude and a behavioral pattern in society based on sustainable lifestyles
2. To impart basic knowledge on pollution and **environmental degradation**.

MODULE 1

(15 hrs)

Introduction to **Environment Science** : Development and **Environment**

Human Population and the **Environment** : Population growth, variation among nations- Population explosion –Case Studies.

Sustainable Development – Concept, Policies, Initiatives and Sustainability strategies, Human Development Index, Gandhian Principles on sustainability.

Natural systems

Earth –structure, soil formation- factors affecting, soil types

Atmosphere – structure and composition

Hydrosphere – Oceans, rivers, estuaries, Lakes etc.

Physical **environment** of aquatic systems

Resource utilization and its impacts on **environment**

Renewable and non-renewable resources

Forest resources : Use and over-exploitation, Timber extraction, mining, dams and their effects on forest and associated biota.

Water resources : Use and over-utilization of surface and ground water, conflicts over water, River valley projects and their environmental significance- Case studies – Sardar Sarovar

Mineral resources : Use and exploitation, environmental impacts of extraction and use of mineral resources,

case studies – sand mining, metal mining, coal mining etc.

Food resources : World food issues, changes caused by - overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, and salinity. Case studies

Energy resources : Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies.

Land resources : Land as a resource, land degradation, soil erosion and desertification.

MODULE 2

(15 hrs)

Ecosystems

Concept of an ecosystem-Structure and function of an ecosystem-Producers, consumers and decomposers-Energy flow in the ecosystem-Ecological succession-Food chains, food webs and ecological pyramids.

Ecological interactions Types, characteristic features, structure and function of the following ecosystem : Forest, Grassland, Desert, Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries). Significance of wetland ecosystem – Classification, Ecology and Biogeochemistry. Threats and Management

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, India as a mega-diversity nation Hot-spots of biodiversity, Threats to biodiversity : habitat loss, poaching of wildlife, man-wildlife conflicts., Endangered and endemic species of India, Conservation of biodiversity : In-situ and Ex-situ conservation of biodiversity. People's participation in biodiversity conservation- Biodiversity Register; Global Climate change and Biodiversity.

MODULE 3

(15 hrs)

Environmental Pollution

Air pollution: sources- mobile, stationary, fugitive; type of pollutants- primary and secondary air pollutants, Smog- classical smog and photochemical smog, Acid rain; Ozone depletion; impacts of air pollutants on environment; control measures.

Water pollution: Sources- Point and non-point sources; Types – chemical, biological and physical; impacts on the **environment**; water quality – water quality standards ; control measures.

Soil pollution: sources and impacts

Noise pollution: sources, impacts on health, management strategies

Thermal pollution and Nuclear pollution - sources and impacts

Solid wastes – types, sources, impacts on **Environment**.

Municipal Solid waste Management: Essential steps- source segregation , collection , Processing and Disposal of residues.

Environmental Pollution - case studies

Natural and anthropogenic Disasters and their management : floods, earthquake, cyclone and landslides.

MODULE 4

(15 hrs)

History of **environment protection**

Silent spring, Ramsar Convention, Stockholm conference, Montreal protocol, Kyoto protocol, earth summit, Rio+10, Rio+20

Brundtland commission Report, Sustainable development

Environmental movements in India

Global initiatives for **Environmental** protection

Environmental education –basics

Tblisi conference,

Environment Management Systems

Environment Information Systems

Environmental Impact assessment (EIA) – definition and significance, EIA notification; National and state level Authorities; role of public in EIA of a development project

MODULE 5

(12hrs)

Social Issues and the **Environment**

Environmental movements

From Unsustainable to **Sustainable development**-Urban problems related to energy-

Water conservation- Rain water harvesting; Watershed management

Environmental ethics : Issues and possible solutions.

Environmental Economics

Green house effect and Climate change

Natural and Anthropogenic disasters

Disaster Management

Wasteland reclamation-Consumerism and waste products-

Environmental Laws – General introduction; Major laws in India. **Environment** Protection Act-Air (Prevention and Control of Pollution) Act-Water (Prevention and control of Pollution) Act-Wildlife Protection Act-Forest Conservation Act-Issues involved in enforcement of **environmental** legislation-Public awareness

TEXT BOOK

*Textbook for **Environmental** Studies For Undergraduate Courses of all Branches of Higher Education – Erach Bharucha for University Grants Commission*

Further activities

1. Field work
2. Visit to a local area to document **environmental** assets river/forest/grassland/hill/mountain
3. Visit to a local polluted site-Urban/Rural/Industrial/Agricultural/ Solid waste dump yards
4. Study of common plants, insects, birds.
5. Study of simple ecosystems-pond, river, hill slopes, etc. (Field work Equal to 5 lecture hours)

Environmental Science and Human Rights- EN5CREN01

Module I

Unit 1: Multidisciplinary nature of environmental studies - Definition, scope and importance

Need for public awareness.

Unit 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 individual in conservation of natural resources - Equitable use of resources for sustainable life styles.

Unit 3: Ecosystems

Concept of an ecosystem - 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 given ecosystem - Forest ecosystem

Module II

Unit 1: Biodiversity and its conservation

Introduction - Bio-geographical classification of India

Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option

values.

India as a mega-diversity nation.

Hot-spots of biodiversity

Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts -

Endangered and endemic species of India

Unit 2: Environmental Pollution

Definition - Causes, effects and control measures of: Air pollution - Water pollution - Soil pollution - Marine pollution - Noise pollution - Thermal pollution - Nuclear hazards

Solid Waste Management: Causes, effects and control measures of urban and industrial wastes

Role of an individual in prevention of pollution - Pollution case studies

Disaster management: floods, earthquake, cyclone and landslides

Unit 3: Social Issues and the Environment

Urban problems related to energy - Water conservation, rain water harvesting, watershed management

Resettlement and rehabilitation of people: its problems and concerns: case studies

Environmental ethics: Issues and possible solutions

Climate change, global warming, acid rain, ozone layer depletion , nuclear accidents and holocaust: case studies - Consumerism and waste products

Environment Protection Act - Air (Prevention and Control of Pollution) Act – Water

(Prevention and control of Pollution) Act - Wildlife Protection Act - Forest Conservation Act

Issues involved in enforcement of environmental legislation - Public awareness

Module III

Jean Giono: The Man Who Planted Trees

K. Satchidanandan: Hiroshima Remembered

Module IV

Bessie Head: Heaven is not Closed

Safdar Hashmi: Machine

Module V (26 hours)

Unit 1: Human Rights

An Introduction to Human Rights: Meaning, concept and development - Three Generations

of Human Rights (Civil and Political Rights, Economic, Social and Cultural Rights).

Unit 2: Human Rights and United Nations

Contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO,

Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

Unit 3: Environment and Human Rights

Right to Clean Environment and Public Safety

Issues of Industrial Pollution - Prevention, Rehabilitation and Safety Aspect of New

Technologies such as Chemical and Nuclear Technologies - Issues of Waste Disposal -

Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies and policy formulation.

Conservation issues of Western Ghats: Mention Gadgil committee report, Kasthuri Rangan report.

Over-exploitation of ground water resources, marine fisheries, sand mining, etc.

of an individual in prevention of pollution - Pollution case studies Disaster management: floods, earthquake, cyclone and landslides Unit 3: Social Issues and the Environment Urban problems related to energy - Water conservation, rain water harvesting, watershed management Resettlement and rehabilitation of people: its problems and concerns: case studies Environmental ethics: Issues and possible solutions Climate change, global warming, acid rain, ozone layer depletion , nuclear accidents and holocaust: case studies - Consumerism and waste products Environment Protection Act - Air (Prevention and Control of Pollution) Act – Water (Prevention and control of Pollution) Act - Wildlife Protection Act - Forest Conservation Act Issues involved in enforcement of environmental legislation - Public awareness Module III (10 hours) Jean Giono: The Man Who Planted Trees 37 K. Satchitanandan: Hiroshima Remembered Module IV (10 hours) Bessie Head: Heaven is not Closed Safdar Hashmi: Machine Module V (26 hours) Unit 1: Human Rights An Introduction to Human Rights: Meaning, concept and development - Three Generations of Human Rights (Civil and Political Rights, Economic, Social and Cultural Rights). Unit 2: Human Rights and United Nations Contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights. Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities Unit 3: Environment and Human Rights Right to Clean Environment and Public Safety Issues of Industrial Pollution - Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies - Issues of Waste Disposal - Protection of Environment Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of Western Ghats: Mention Gadgil committee report, Kasthuri Rangan report. Over-exploitation of ground water resources, marine fisheries, sand mining, etc.

COURSE 3 - Issues that Matter- EN2CC03

COURSE OUTLINE

Module 1

Luigi Pirandello: War

Judith Wright: The Old Prison

Arundhati Roy: Public Power in the Age of Empire

Module 2

Bertolt Brecht: The Burning of the Books

W. H. Auden: Refugee Blues

Romila Thapar: What Secularism is and Where it Needs to be Headed

Module 3

Zitkala- Sa: A Westward Trip

Bandhumadhav: The Poisoned Bread

Temsula Ao: The Pot Maker

Module 4

Khushwant Singh: A Hosanna to the Monsoons

Ayyappa Paniker: Where are the woods, children?

Sarah Joseph: Gift in Green [chapter 2] - Hagar: A Story of a Woman and Water

Module 5

Ghassan Kanafani: Six Eagles and a Child

Sanchari Pal: The Inspiring Story of How Sikkim Became India's Cleanest State

Indrajit Singh Rathore: Hermaphrodite

**CURRICULUM AND SYLLABI FOR
BACHELOR OF FINANCIAL MARKETS (BFM)**

MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS P O
KOTTAYAM, KERALA
2020

Course code	FM5CRT18
Title of the course	PORTFOLIO MANAGEMENT
Semester	Five
Type	Core
Credits	4
Hours	5 Hours per week and total 90

Objective of the course

The objective of this course is to introduce the intuition and concepts of Investment analysis and portfolio management.

Expected Course Outcome

- 1 . To understand the meaning and concept of portfolio management.
2. To understand different asset classes to formulate a portfolio
3. To evaluate risk and return while formulating portfolio
- 4 . To understand the theories of portfolio management
5. To develop an integrated portfolio management plan with fixed income assets and stocks.

Module 1- Environmental Studies - 20 hours

1.1 Multidisciplinary nature of **Environmental Studies**- Environmental Studies-Introduction
Definition-scope and Importance

1.2 **Natural Resources**: Renewable and non-renewable resources - Natural resources and associated problems- Forest resources: Use and over-exploitation, deforestation-General Conservation strategies – Water resources: Use and over-utilization of surface and ground water - water conservation: watershed management, rainwater harvesting , dams-benefits and problems

1.3 Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources – Food resources : World food problems, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity - Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification

1.4 Energy resources: Growing energy needs, renewable and non-renewable energy sources - use of alternate energy sources

1.5 **Ecosystems**- Concept -Structure and function - Energy - Food chains, food webs Ecological pyramids- Introduction, types, features, structure and function

Module 2- Biodiversity 25 hours

2.1 **Biodiversity** - Introduction –types and importance- India as a mega-diversity nation - Bio diversity Hot-spots - Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts- concept of threatened fauna , IUCN categorization and red list – Endangered and endemic species of India - Conservation - Insitu and exsitu conservation, protected area concept: National Park, wildlife sanctuary, biosphere reserves and community reserves, botanical gardens and zoos

2.2 Global environmental issues- ozone depletion, global warming, greenhouse effect, climate change, acid rain, nuclear accidents - Local environmental issues: landscape alteration, quarrying, sand mining, coastal erosion, degrading of mangroves and wetlands – Ramsar sites

2.3 Disaster and Disaster management: floods, earth quakes, cyclone and landslides- Need for disaster management – Disaster Management in India

2.4 **Pollution**- air, water, soil, noise, thermal and nuclear- control measures, role of individuals in prevention of pollution -Issues relating to solid and electronic waste disposal.

2.5 **Environmental laws** in India (brief overview only- the objectives and key provisions only) Environment Protection Act, Air (Prevention and control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act, issues involved in enforcement of environmental legislation. – Sustainable development- Concept, UN and sustainable development goals

Module 3- Recent Developments in the field of Business & Financial Market - 15 hours

3.1 Green Accounting- Meaning- History- Scope and Importance- Importance- Advantages and limitations - Green Banking- Meaning- benefits- coverage- steps in green banking- environmental risks for banks- Green banking initiatives- International initiatives- Initiatives in India - Green Marketing- Meaning- Need and benefits- Challenges - Green washing and consequences

3.2 **Environmental audit**: concept, need and scope – Carbon credit and carbon exchanges (over view only)- Green Commercial Real Estate: concept - —Green Branding: concept -Cat Bond Funds: concept.

Module 4- Right to Information Act – 12 hours

4.1 Basic terms- Public authority- Competent authority Appropriate Government- Third Party- Information – record- Right to information- Objectives of the Act- Features of the Act- Obligation of Public authority

4.2 Procedure for request of information- time limit- fee- ground of rejection- appeal- exemption from disclosure- Right to access information on specific issues- Banking transactions, insurance transactions, government dealing and related services

Module 5- Human Rights – 18 hours

5.1 An Introduction to Human Rights, Meaning, concept and development –History of Human Rights

5.2 Different Generations of Human Rights- Universality of Human Rights- Basic International Human Rights Documents - UDHR, ICCPR, ICESCR – Value dimensions of Human Rights

5.3 Human Rights and United Nations - Human Rights co- ordination within UN system- Role of UN secretariat- The Economic and Social Council

5.4 The Commission Human Rights-The Security Council and Human rights - The Committee on the Elimination of Racial Discrimination- The Committee on the Elimination of Discrimination Against Women- the Committee on Economic, Social and Cultural Rights- The Human Rights Committee- Critical Appraisal of UN Human Rights Regime

5.5 Human Rights National Perspective Human Rights in Indian Constitution – Fundamental Rights- The Constitutional Context of Human Rights

5.6 Directive Principles of State Policy and Human Rights-Human Rights of Women children– minorities- Prisoners- Science Technology and Human Rights

5.7 National Human Rights Commission- State Human Rights Commission- Human Rights Awareness in Education

Suggested assignments:-

Visit and analyze a nearby natural environment and prepare a report on issues / problems in environment with reasons.

Suggested readings:-

Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)

Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140pb (Ref)

Rajagopalan. R, Environmental Studies from crisis and cure, Oxford University Press, Published: 2016 (TB)

M. Sarngadharan and G. Raju , Tourism and Sustainable Economic Developments: Indian and Global Perspectives – New Century Publishers

Right to Information Act, 2005

Understanding Human Rights –An overview –O.P.Dhiman

MAHATMA GANDHI UNIVERSITY
PRIYADARSINI HILLS
KOTTAYAM
KERALA

MICHAEL THOMAS
Assistant Professor & Head
Department of Botany
St. Dominic's College
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SYLLABUS FOR UNDER GRADUATE PROGRAMME IN
BOTANY
UNDER THE RESTRUCTURED CURRICULUM
IN
CHOICE BASED CREDIT SYSTEM (UGCBCS)
(EFFECTIVE FROM 2017 ADMISSIONS)

PREPARED BY:
BOARD OF STUDIES IN BOTANY (UG) AND FACULTY OF SCIENCE,
MAHATMA GANDHI UNIVERSITY, KOTTAYAM

SEMESTER I

Core course 1 Code: BOICRT01
METHODOLOGY OF SCIENCE AND AN INTRODUCTION TO BOTANY
(Theory 36 hrs; Practical 36 hrs; Credits 2 + 1)

Objectives:

- Understand the universal nature of science
- Demonstrate the use of scientific method
- To lay a strong foundation to the study in Botany
- Impart an insight into the different types of classifications in the living kingdom.
- Appreciate the world of organisms and its course of evolution and diversity.
- Develop basic skills to study Botany in detail.

Module 1: Introduction to science and the methodology of science (4 hrs)

Scientific method: steps involved - observation and thoughts, formulation of hypothesis; inductive reasoning - testing of hypothesis; deductive reasoning - experimentation - formulation of theories and laws.

Module 2: Experimentation in science (4 hrs)

Selection of a problem - searching the literature – designing of experiments - selection of variables, study area, and a suitable design. Need of control, treatments and replication. Mendel's experiments as an example of moving from observations to questions, then to hypothesis and finally to experimentation. Ethics in science.

Module 3: Origin and evolution of life (10 hrs)

Origin of life on earth from molecules to life - Oparin's hypothesis, Haldane's hypothesis, Miller-Urey experiment, Panspermia, origin of cells and the first organisms. Evolutionary history of Biological diversity – fossil record; geological time scale – major events in each era. Evidences of evolution; theories of evolution - Lamarck, Wallace, Charles Darwin, Hugo De Vries. Neo-Darwinism – major postulates - isolation, mutation, genetic drift, speciation.

Module 4: Diversity of life and its classification (12 hrs)

Diversity of life: two kingdom classification (Carolus Linnaeus, 1735); phylogenetic classification (August W Eichler, 1878); five kingdom classification (R H Whittaker, 1969). Three domains, six kingdom classification, (Carl Woese, 1990) – criteria for classification, general characters of each kingdom. The three domains of life: Archaea, Bacteria, Eucarya – general characters of each.

Diversity of plants: study the salient features of algae, fungi, bryophytes, pteridophytes, gymnosperms and angiosperms.

Module 5: Basic Botanical skills (6 hrs)

Light microscope: dissection and compound microscope – parts and uses. Preparation of specimens for light microscopy - collection and preservation of plant specimens; killing and fixing; killing agents - formalin, ethyl alcohol; fixing agents - Carnoy's fluid, Farmer's fluid, FAA; herbarium (brief study only). Whole mounts and sections – hand sectioning – TS, TLS, RLS. Staining plant tissues: purpose; stains - safranin, acetocarmine, crystal violet. Temporary and permanent mounting, mountants.

PRACTICAL (36 hrs)

1. Design an experiment to verify a given hypothesis.
2. Conduct a survey-based inquiry on a given topic (To test the validity of a given hypothesis. E.g., all angiosperm parasites are Dicot plants).
3. Select an important classical experiment and find out the different elements of the methodology of science (e.g., Robert Koch experiment).
4. Conduct field surveys to identify and collect plant specimens to appreciate the diversity of plant kingdom. Submit five preserved specimens (in bottles and/or herbarium) belonging to diverse groups.
5. Identification of plants with vascular elements, plants which produce flowers, fruits, seeds, cone, sporophyll, embryos and study their salient features.
6. Prepare temporary, stained hand sections (TS, TLS, RLS) of plant specimens appropriate for light microscopic studies.

REFERENCES

1. Carl R Woese, O Kandler, M L Wheelis, 1990. "Towards a natural system of organisms: proposal for the domains Archaea, Bacteria, and Eucarya". Proceedings of the National Academy of Sciences of the United States of America, 87 (12): 4576-4579.
2. Kenneth A Mason, Jonathan B Losos, Susan R Siger, 2013. Biology (IX Edn). McGraw Hill.
3. James B Reece, Lisa A Urry, Michael L Cain, Steven A Wasserman, Peter V Minorsky, Robert B Jackson, 2011. Biology (IX Edn). Pearson.
4. Peter H Raven, George B Johnson, Jonathan B Losos, Susan R Siger, 2005. Biology (VII Edn). McGraw Hill.
5. Scott Freeman, 2005. Biological Science. Pearson education international.
6. Teresa Audesirk, Gerald Audesirk, Bruce E Byer, 2005. Biology: Life on earth. Pearson.
7. Sylvia S Mader, 1990. Biology (III Edn). Wm Crown publishers.
8. Paul B Weisz. The Science of Biology. McGraw Hill.
9. James H Otto, Albert Towle. Modern Biology. Holt, Reinhart and Winston Publishers.
10. D J Taylor, N P O Green, G W Stout, 1997. Biological Science (III Edn). Cambridge.
11. William S Beck, Karel F Liem, George Gaylord Simpson, 1991. LIFE: An Introduction to Biology (III Edn). Harper Collins Publishers.
12. Michael G Simpson, Plant Systematics (II Edn). Academic press.
13. Eldon D Enger, Frederick C Ross, David B Bailey, 2005. Concepts in Biology. Tata McGraw Hill.
14. Monroe W Strickberger, 1989. Evolution. Jones and Bartlett Publishers.
15. Prasad M K, Krishna Prasad M, 1986. Outlines of microtechnique. Emkay Publishers, New Delhi.
16. Varantha Pallabhi, Gautham N, 2005. *Biophysics*. Narosa Publishing House, New Delhi.

SEMESTER II

Core course 2

Code: BO2CRT02

MICROBIOLOGY, MYCOLOGY AND PLANT PATHOLOGY

(Theory 36 hrs; Practical 36 hrs; Credits 2 + 1)

Objectives:

- Understand the world of microbes, fungi and lichens
- Appreciate the adaptive strategies of the microbes, fungi and lichens
- To study the economic and pathological importance of microorganisms

MICROBIOLOGY (Theory 9 hrs; Practical 9 hrs)**Module 1: Introduction (1 hr)**

Introduction to microbiology, scope of microbiology.

Module 2: Bacteria (4 hrs)

Bacteria: general characters and classification based on staining, morphology and flagellation. Ultra structure of bacteria. Reproduction - binary fission. Genetic recombination in bacteria - conjugation, transformation and transduction. Economic importance of bacteria.

Module 3: Viruses (2 hrs)

General characters of viruses, virioids and prions. Structure of TMV and Bacteriophage (λ). Multiplication of λ phage - lytic and lysogenic cycle.

Module 4: Applied microbiology (2 hrs)

Isolation and culture of bacteria; media used - general purpose and selective media, applications of bacterial culture (brief study only). Role of microbes: in producing antibiotics, wine, vinegar, curd - role in N_2 fixation, as biofertilizers - role in food spoilage (Brief study only).

PRACTICAL (9 hrs)

1. Gram staining - curd, root nodules.
2. Isolation of microbes from soil through serial dilution and streak plate method.
3. Demonstrate the culture of bacteria.
4. Microbes and type of fermentation - wine, vinegar, curd.

MYCOLOGY (Theory 18 hrs; Practical 18 hrs)**Module 5: Introduction, classification and types of fungi (13 hrs)**

General characters of fungi. Classification of fungi - Ainsworth (1973). Distinguishing characters of the different classes of fungi with special reference to reproductive structures and life history of the genera mentioned in each group:

Myxomycotina - *Physarum*; Mastigomycotina - *Albugo*; Zygomycotina - *Rhizopus*; Ascomycotina - Hemiascomycetes - *Saccharomyces*; Plectomycetes - *Penicillium*; Pyrenomycetes - *Xylaria*; Discomycetes - *Peziza*; Basidiomycotina - Teliomycetes - *Puccinia*; Hymenomycetes - *Agaricus*; Deuteromycotina - *Fusarium*.

Module 6: Economic importance of fungi (3 hrs)

Useful and harmful effects of fungi - medicinal, industrial, agricultural, food, genetic studies, spoilage, fungal toxins and diseases. Mycorrhiza: ecto- and endomycorrhiza, significance.

Module 7: Lichens (2 hrs)

General characters, types, general internal structure. Economic and ecological significance of lichens. Structure, reproduction and life cycle of *Parmelia*.

PRACTICAL (18 hrs)

1. Micropreparation and detailed microscopic study of *Rhizopus*, *Albugo*, *Saccharomyces*, *Penicillium*, *Xylaria*, *Peziza*, *Puccinia*, *Fusarium* and *Parmelia*.
2. Staining and microscopic observation of endomycorrhizal fungus.
3. Investigation of fungal succession on cow dung.

PLANT PATHOLOGY (Theory 9 hrs; Practical 9 hrs)

Module 8: Plant disease development (3 hrs)

History of plant pathology. Classification of plant diseases on the basis of causative organism and symptoms. Host parasite interaction - defence mechanisms in host, mechanism of infection, transmission and dissemination of diseases.

Module 9: Common plant diseases (4 hrs)

Study of following diseases with emphasis on symptoms, cause, disease cycle and control: Bunchy top of Banana, Bacterial blight of Paddy, Root wilt of Coconut, Abnormal leaf fall of Rubber, Root knot disease of Pepper, Leaf mosaic disease of Tapioca, Citrus canker.

Module 10: Control of diseases (2 hrs)

Prophylaxis - quarantine measures, seed certification; Therapeutic - physical therapy, chemotherapy; Biological control and its significance. Fungicides - Bordeaux mixture. Tobacco and Neem decoction (Brief study only).

PRACTICAL (9 hrs)

1. Identify the diseases mentioned in the syllabus with respect to causative organisms and symptoms
2. Submit herbarium preparations of any three of the diseases mentioned.
3. Learn the technique of preparing Bordeaux mixture, Tobacco and Neem decoction.

REFERENCES

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2. Ainsworth G C, Sparrow K F, Sussman A S (eds), 1973. *The Fungi: an advanced Treatise*, Vol. 4a & 4b, a Taxonomic review with keys. Academic press, New York.
3. Alexopoulos C J, Mims C W C, Blackwell M, 1996. *Introductory Mycology*. John Willy and sons, Inc. New York.
4. Campbell R, 1987. *Plant Microbiology*. ELBS Edward Arnold, London.
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6. Hale M E, 1983. *The Biology of Lichen* (III Edn). Edward Arnold, London.
7. Jim Deacon, 2007. *Fungal Biology* (IV Edn). Blackwell Publishing, Ane Books Pvt. Ltd.
8. Krishnamurthy K V, 2004. *An Advanced Text Book on Biodiversity Principles and practice*. Oxford and IBH Publishing Co. Pvt. Ltd.
9. Kirk P M, Cannon P F, Minter D W, Stalpers J A, 2008. *Dictionary of the Fungi* (X Edn). Wallingford, UK: CAB International.
10. Mamatha Rao, 2009. *Microbes and Non flowering plants - impact and application*. Ane Books Pvt. Ltd.
11. Misra A, Agrawal P R, 1978. *Lichens*. Oxford and IBH, NewDelhi.
12. Nair M C (eds), 1990. *Mushroom Technical Bulletin* 17. Kerala Agricultural University, Mannuthy.
13. Nita Bahl, 2002. *Hand book on Mushrooms*. Oxford & IBH Publishing C. Pvt.

Module 5: Type study (12 hrs)

Distribution, morphology, anatomy, reproduction and life cycle of the following types (developmental details are not required): Hepaticopsida - *Riccia*, *Marchantia*; Anthocerotopsida - *Anthoceros*; Bryopsida - *Funaria*. Evolution of gametophyte and sporophyte among Bryophytes.

Module 6: Economic importance (2 hrs)

Economic importance of Bryophytes – biological, ecological, medicinal and as potting material.

PRACTICAL (9 hrs)

1. Study the habit, anatomy of thallus and reproductive structures of *Riccia*, *Marchantia*, *Anthoceros*, and *Funaria*.

REFERENCES

1. Anand N, 1989. Culturing and cultivation of BGA. Handbook of Blue Green Algae.
2. Fritsch F E, 1935. The structure and reproduction of the algae, Vol. 1 and II. Uni. Press. Cambridge.
3. Morris I, 1967. An Introduction to the Algae. Hutchinson and Co. London.
4. Robert Edward Lee, 2008. Phycology. Cambridge University Press,
5. Singh V, Pandey P C, Jain D K. A text book of botany.
6. Vashishta B R. Text Book of Algae. New Delhi.
7. Gangulee Das and Dutta. College Botany Vol. I. Central Book Depot. Calcutta.
8. Ganguly, Kar A K. College Botany Vol. II. New Central Book Agency, Calcutta.
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10. Campbell H D, 1940. The Evolution of land plants (Embryophyta). Univ. Press, Stanford.
11. Chopra R N, P K Kumar, 1988. Biology of Bryophytes. Wiley Eastern Ltd. New Delhi.
12. Parihar N S, 1965. An Introduction to Bryophyta. Central Book Depot, Allhabad.
13. Shaw J A, Goffinet B, 2000. Bryophyte Biology. Cambridge University Press.
14. Smith G M, 1938. Cryptogamic Botany Vol. II. Bryophytes and pteridophytes. McGraw Hill Book Company, London.
15. Sporne K R, 1967. The Morphology of Bryophytes. Hutchinson University Library, London.
16. Vasishta B R. Bryophyta. S Chand and Co. New Delhi.
17. Watson E V, 1971. The structure and life of Bryophytes. Hutchinson University Library, London.
18. Bower F O, 1935. Primitive Land Plants. Cambridge, London.

SEMESTER IV

Core course 4 Code: BO4CRT04
PTERIDOLOGY, GYMNOSPERMS AND PALEOBOTANY
(Theory 54 hrs; Practical 36 hrs; Credits 3 + 1)

Objectives:

- Understand the diversity in habits, habitats and organization of various groups of plants.
- To impart an insight into the modern classifications in lower forms of plants.
- Understand the evolutionary trends in Pteridophytes and Gymnosperms.
- Study the anatomical variations in vascular plants.
- Understand the significance of Paleobotany and its applications.

PTERIDOLOGY (Theory 27 hrs; Practical 27 hrs)

Module 1: General introduction and classification of Pteridophytes (5 hrs)

Introduction, general characters and classification of Pteridophytes up to classes by Smith (1955) and a very brief account of the classification by Christenhusz *et al.*, 2011.

Module 2: Type study (18 hrs)

Study the distribution, morphology, anatomy, reproduction, life cycle and affinities of the following types (Developmental details are not required): Psilophyta - *Psilotum*; Lycophyta - *Lycopodium*, *Selaginella*; Sphenophyta - *Equisetum*; Pterophyta - *Pteris*, *Marsilea*. Stellar evolution in Pteridophytes; Heterospory and seed habit.

Module 3: Economic importance (4 hrs)

Importance of Pteridophytes: medicinal, ornamental, as biofertilizer.

PRACTICAL (27 hrs)

1. Habit, TS of stem, LS of strobilus and sections of special structures of the following types: *Psilotum*, *Lycopodium*, *Selaginella*, *Equisetum*, *Pteris*, *Marsilea*.

GYMNOSPERMS (Theory 18 hrs; Practical 9 hrs)

Module 4: General introduction and classification of Gymnosperms (5 hrs)

Introduction, General characters, classification of Gymnosperms by Sporne (1965) and a very brief account of the classification by Christenhusz *et al* (2011).

Module 5: Type study (11 hrs)

Distribution, morphology, anatomy, reproduction, life cycle and affinities of the following types (Developmental details are not required): Cycadopsida – *Cycas*; Coniferopsida – *Pinus*; Gnetopsidae – *Gnetum*. Affinities of Gymnosperms with Pteridophytes and Angiosperms.

Module 6: Economic importance of Gymnosperms (2 hrs)

Uses of Gymnosperms: as food, medicine, in industry and as ornamental plants.

PRACTICAL (9 hrs)

1. Study of the habit, TS of leaf and stem, morphology of reproductive structures of *Cycas*, *Pinus* and *Gnetum*.

PALEOBOTANY (Theory 9 hrs)**Module 6: Fossils (6 hrs)**

Introduction to paleobotany and its significance. Fossil formation, types of fossils. Study of fossil Bryophyte - *Naiadita lanceolata*; fossil Pteridophytes - *Rhynia*, *Calamites*; fossil Gymnosperm - *Williamsonia*. Applied aspects of Paleobotany - exploration of fossil fuels.

Module 7: Paleobotany in India (3 hrs)

Brief study of the fossil deposits in India. Important Indian Paleobotanical Institutes, contributions of Indian Paleobotanists - Birbal Sahni.

REFERENCES

1. Chamberlain C J, 1935. Gymnosperms: Structure and Evolution. Chicago University Press.
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23. Maarten J M, Christenhusz, Xian-Chun Zhang, Harald Schneider. A linear sequence of extant families and genera of lycophytes and ferns. *Phytotaxa* 19: 7– 54 (2011) 15
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29. Taylor T N. Paleobotany: An Introduction to Fossil Plant Biology. Mc Graw Hill, New York.
30. Watson J. An introduction to study of fossil plants. Adams and Charles Black Ltd. London.

4. Action of various enzymes in plant tissues: peroxidase, dehydrogenase.
5. Quantitative estimation of protein using colorimeter.

REFERENCES

1. Dayananda B, 1999. Experiments in Plant Physiology. Narosa Publishing House, New Delhi.
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Core course 8

Code: BO5CRT08

ENVIRONMENTAL SCIENCE AND HUMAN RIGHTS

(Theory 54 hrs; Practical 36 hrs; Credits 3 + 1)

Objectives:

- Acquaint the student with the significance of Environmental Science.
- Make the students aware about the extent of the total biodiversity and the importance of their conservation.
- Help the student to design novel mechanisms for the sustainable utilization of natural resources.
- Enable the students to understand the structure and function of the ecosystems.
- Enable the students to understand various kinds of pollution in the environment, their impacts on the ecosystem and their control measures
- Make the students aware about various environmental laws in India and the role of various movements in the protection of nature and natural resources.

ENVIRONMENTAL SCIENCE (48 hrs)

Module 1: Introduction to ecology (8 hrs)

Ecology: introduction, definition, scope and relevance; sub-divisions of ecology - autecology, synecology and ecosystem ecology.

Population: population size, density, natality, mortality, age, rate of natural increase, growth form and carrying capacity, population interactions between species - competition, parasitism, predation, commensalism, protocooperation, mutualism, neutralism.

Community: community concept, biotic community, species diversity, species richness, dominance; growth forms and structure, trophic structure, ecotone, edge effect, habitat, ecological niche, micro-climate, ecological indicators, keystone species.

Module 2: Ecosystems (10 hrs)

Structure and function of ecosystems, ecosystem components: abiotic - atmosphere, climate, soil, water; biotic - producers, consumers, decomposers. Productivity - primary and secondary - gross and net productivity - homeostasis in the ecosystem. Concept of energy in ecosystems - energy flow, food chain, food web, trophic levels, trophic structure and ecological pyramids - pyramid of numbers, biomass, energy. Nutrient cycles - biogeochemical cycles of C and N₂.

Ecosystem development: ecological succession, process, climax community, hydrosere, xerosere. Adaptations of plants to environment - xerophytes, hydrophytes, epiphytes, halophytes, mangroves.

Module 3: Biodiversity and its conservation (10 hrs)

Biodiversity: definition, types, examples – endemism - hot spots; hot spots in India - Western Ghats as hot spot. Wetlands and their importance. Biodiversity loss - IUCN threat categories, Red data book; causes and rate of biodiversity loss - extinction, causes of extinction. Conservation: methods - *in-situ*, *ex-situ*. Joint Forest management - people's participation in biodiversity conservation: community reserve, eg. Kadalundi-vallikkunnu. Remote sensing and GIS: introduction, principle, application of remote sensing and GIS in environmental studies and biodiversity conservation (brief account). Ecotourism: ecotourism centers in Kerala - Thenmala and Thattekkad WLS.

Module 4: Environmental pollution (10 hrs)

Environmental studies - definition, relation to other sciences, relevance. Environmental pollution - introduction, definition; Air pollution - air pollutants, types, sources, effect of air pollution on plants and humans, control measures; Water pollution – common pollutants, sources, impact, control measures; water quality standards - DO and BOD; eutrophication. Soil Pollution - causes, sources, solid waste, biodegradable, non-biodegradable, management of solid waste, composting, e – waste. Environmental issues - global warming, greenhouse effect, climate change - causes and impact, ozone layer depletion. Carbon sequestration.

Module 5: Conservation of nature (10 hrs)

Global conservation efforts - Rio Earth summit - Agenda 21, Kyoto protocol, COP15 (15th Conference of the parties under the UN framework convention on climate change) and Paris protocol - major contributions. Conservation strategies and efforts in India and Kerala.

Organizations, movements and contributors of environmental studies and conservation: organizations - WWF, Chipko, NEERI; contributors - Salim Ali, Sunder Lal Bahuguna, Madhav Gadgil, Anil Agarwal, Medha Patkar, Vandana Siva (brief account only).

Environmental Legislation and Laws: Environment (protection) Act 1986, Air (protection and control of pollution) act, 1981 Water (protection and control of pollution) Act, 1974, Wildlife (protection) Act, 1972, Forest (conservation) Act, 1980, Biological Diversity Act (2002) [brief account only].

Module 6: Human rights (6 hrs)

Introduction, meaning, concept and development. Three generations of human rights - civil and political rights, economic, social and cultural rights. Human Rights and United Nations: contributions; main human rights related organizations - UNESCO, UNICEF, WHO, ILO; Declarations for women and children, Universal declaration of human rights. Human rights in India: fundamental rights and Indian constitution, rights for children and women, scheduled castes, scheduled tribes, other backward castes and minorities.

Environment and human rights: right to clean environment and public safety; issues of industrial pollution; prevention, rehabilitation and safety aspect of new technologies such as chemical and nuclear technologies, issues of waste disposal, protection of environment. Conservation of natural resources and human rights: reports, case studies and policy formulation. Conservation issues of Western Ghats – Madhav Gadgil committee report, Kasturi Rangan report. Over-exploitation of ground water resources, marine fisheries, sand mining etc.

PRACTICAL (36 hrs)

1. Estimation of CO₂, Cl, and alkalinity of water samples (Titrimetry)
2. Determination of pH of soil and water.
3. Assessment of diversity, abundance, and frequency of plant species by quadrat method (Grasslands, forests).
4. Study of the most probable number (MPN) of Coliform bacteria in water samples.
5. EIA studies in degraded areas (Sampling, Line transect, Quadrat).
6. Ecological adaptations in xerophytes, hydrophytes, epiphytes, halophytes and mangroves.

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OPEN COURSES

Open course 1 Code: BO5OPT01
AGRI-BASED MICROENTERPRISES
(Theory 72 hrs; Credits 3)

Objectives:

- Provide basic information about the business opportunities in plant sciences.
- Inform the student about sustainable agriculture and organic farming.
- Inculcate an enthusiasm and awareness about ornamental gardening, nursery management and mushroom cultivation.

Module 1: Organic farming and composting techniques (9 hrs)

Advantages of organic manures and fertilizers. Composition of fertilizers – NPK content of various fertilizers. Common organic manures – bone meal, cow dung, poultry waste, oil cakes, organic mixtures and compost. Preparation of compost - aerobic and anaerobic - advantages of both; vermicompost - preparation, vermiwash. Biofertilizers: definition, types – *Trichoderma*, *Rhizobium*, PGPR. Biopesticides – Tobacco and Neem decoction. Biological control.

Module 2: Horticulture and Nursery management (18 hrs)

Soil components. Preparation of potting mixture. Common Garden tools and implements. Methods of plant propagation - by seeds - advantages and disadvantages. Vegetative propagation - advantages and disadvantages. Natural methods of vegetative propagation. Artificial methods - cutting, grafting.

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Core course 11 Code: BO6CRT11
ANGIOSPERM MORPHOLOGY, TAXONOMY AND ECONOMIC BOTANY
(Theory 72 hrs; Practical 45 hrs; Credits 3 + 1)

Objectives:

- Acquaint with the aims, objectives and significance of taxonomy.
- Identify the common species of plants growing in Kerala and their systematic position.
- Develop inductive and deductive reasoning ability.
- Acquaint with the basic technique in the preparation of herbarium.
- Familiarizing with the plants having immense economic importance.

ANGIOSPERM MORPHOLOGY

Module 1: Leaf, Inflorescence and Fruit morphology (13 hrs)

Leaf Morphology: types, venation, phyllotaxy. Morphology of flower: flower as modified shoot; detailed structure of flowers - floral parts - their arrangement, relative position - symmetry, aestivation and placentation types - cohesion and adhesion. Floral diagram and floral formula. Inflorescence: racemose types - simple raceme, corymb, umbel, spike, spadix, head and catkin; cymose types - simple cyme; monochasial - scorpioid and helicoid, dichasial and polychasial; special type - cyathium, hypanthodium, verticillaster, thyrus and panicle. Fruits: simple - fleshy, dry - dehiscent, schizocarpic, indehiscent, aggregate, multiple (sorsosis and syconus).

TAXONOMY

Module 2: Principles of Plant systematics (12 hrs)

Aim, scope, significance and components of taxonomy. Types of classification - artificial (brief account), natural - Bentham and Hooker (Detailed account) and Phylogenetic (Brief account). Angiosperm phylogeny group system (introduction only). Plant nomenclature - binomial, ICBN/ICN principles - rule of priority and author citation. Interdisciplinary approach in taxonomy -

Cytotaxonomy and Chemotaxonomy. Herbarium technique – importance of herbarium; preparation of herbarium and their preservation. Important herbaria in India, BSI.

Module 3: Detailed study of families (30 hrs)

Study the following families of Bentham and Hooker's System with special reference to their vegetative and floral characters; special attention should be given to common and economically important plants within the families: Annonaceae, Nymphaeaceae, Malvaceae, Rutaceae, Anacardiaceae, Leguminosae (Mimosaceae, Caesalpiniaceae and Fabaceae), Combretaceae, Myrtaceae, Cucurbitaceae, Umbelliferae (Apiaceae), Rubiaceae, Compositae (Asteraceae), Sapotaceae, Apocynaceae, Asclepiadaceae, Solanaceae, Convolvulaceae, Scrophulariaceae, Acanthaceae, Verbenaceae, Labiatae (Lamiaceae), Amaranthaceae, Euphorbiaceae, Orchidaceae, Palmae (Arecaceae), Graminae (Poaceae).

ECONOMIC BOTANY AND ETHNOBOTANY (Theory 9 hrs; Practical 9 hrs)

Module 4: Economic botany (12 hrs)

Study the following groups of plants with special reference to the botanical name, family and morphology of the useful part and uses: Cereals - Rice, Wheat; Millets Ragi; Pulses - Green gram, Bengal gram, Black gram; Sugar yielding plants – Sugarcane; Fruits - Apple, Pineapple, Orange, Mango and Banana; Vegetables - Bittergourd, Ladies finger, Carrot and Cabbage; Tuber crops - Tapioca; Beverages - Tea, Coffee; Oil yielding plants - Ground nut, Coconut, Gingelly; Spices – Cardamom, Pepper, Cloves, Ginger; Timber yielding plants - Teak wood and Rose wood; Fibre yielding plants - Coir, Jute, Cotton; Rubber yielding plants - Para rubber; Gums and Resins - White damer, Gum Arabic, Asafoetida; Insecticide yielding Plants - Tobacco and Neem.

Module 5: Ethnobotany (5 hrs)

Introduction, scope and significance of ethnobotany. Study of the following plants used in daily life by tribals and village folks for food, shelter and medicine: Food - *Artocarpus heterophylla*, *Corypha*; Shelter - *Bambusa*, *Ochlandra* and *Calamus*; Medicine – *Curcuma longa*, *Trichopus zeylanicus* and *Alpinia galanga*.

PRACTICAL (45 hrs)

1. Identify the following inflorescence and fruits with reference to their morphological specialities: (a) Inflorescence - simple raceme, spike, corymb, head, simple cyme, cyathium and hypanthodium. (b) Fruits - simple - (fleshy) - berry drupe, pepo, hesperidium. Dry indehiscent - nut. Dry dehiscent - legume, capsule (loculicidal). Aggregate.
2. Preparation of floral formula and floral diagram from floral description (of families studied).
3. Identify the families mentioned in the syllabus by noting their vegetative and floral characters.
4. Students must describe the floral parts, draw the L.S., floral diagram and write the floral formula of at least one flower from each family.
5. Prepare herbarium of 25 plants with field notes.
6. Conduct field work for a period of not less than 5 days under the guidance of a teacher and submit field report.
7. Study the finished products of plants mentioned in the syllabus of economic botany with special reference to the morphology of the useful part, botanical name and family.
8. Identify and describe the ethnobotanical uses of the items mentioned in the syllabus.

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Core course 12 Code: BO6CRT12
BIOTECHNOLOGY AND BIOINFORMATICS
(Theory 54 hrs; Practical 36 hrs; Credits 3 + 1)

Objectives:

- Understand the current developments in the field of Biotechnology and Bioinformatics.
- Equip the students to carry out plant tissue culture.
- Introduce the vast repositories of biological data knowledge.
- Equip to access and analyze the data available in the databases.

BIOTECHNOLOGY (36 hrs)

Module 1: Plant tissue culture (6 hrs)

Biotechnology - an overview; plant tissue culture - basic concepts, totipotency, differentiation, de-differentiation and re-differentiation. Tissue culture media: components, role of plant growth regulators in tissue culture. Preparation of MS medium; sterilization of equipments, glassware and culture medium, surface sterilization of explants.

Master of Science in Botany

PROGRAMME STRUCTURE AND SYLLABUS
2019-20 ADMISSIONS ONWARDS

(UNDER MAHATMA GANDHI UNIVERSITY PGCSS REGULATIONS 2019)



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**BOARD OF STUDIES IN BOTANY (PG)
MAHATMA GANDHI UNIVERSITY**

2019

(Theory 54 Hrs; Practical 27 Hrs; Credits 3)

Module 1: Introduction to Ecological Science (2 hrs)

Definition, history and scope of ecology, Interdisciplinary nature of environmental sciences.

Module 2: Autecological concepts - Population Ecology (5 hrs)

- (a) Characteristics of populations - size and density, dispersion, age structure, natality and mortality.
- (b) Population growth - factors affecting population growth, environmental resistance, biotic potential, carrying capacity, positive and negative interaction, migration, subsistence density. Ecological consequence of overpopulations.
- (c) Genecology - ecological amplitude, ecads, ecotypes, ecospecies, coenospecies,

Module 3: Synecological concepts - Community ecology (5 hrs)

- (a) Ecological processes of community formation, ecotone, edge effect. Classification of communities - criteria of classification, dynamic system of classification by Clement.
- (b) Special plant communities - quantitative, qualitative and synthetic characteristics of plant communities, coefficient of communities; Sorenson's Index of similarity.
- (c) Dynamic community characteristics - cyclic replacement changes and non-cyclic replacement changes.

Module 4: Dynamic Ecology - Ecological succession (3 hrs)

- (a) The concept, definition and reasons of succession. Classification of succession: Changes - autogenic and allogenic, primary and secondary, autotrophic and heterotrophic.
- (b) Retrogressive changes or the concept of degradation, concept of climax or stable communities, resilience of communities.

Module 5: Biosphere and Ecosystem (7 hrs)

- (a) Significance of habitat, biodiversity, ecological niche, trophic level, primary and secondary productivity, food chains, food webs, ecological pyramids, energy flow and nutrient cycles.
- (b) Comparative study of the major tropical ecosystems: Tropical rain forests, Wetlands and tropical coastal ecosystems. Special emphasis to tropical coastal ecosystems: Conservation and management of tropical coastal ecosystems: The values of coastal ecosystems, issues of coastal ecosystems in the tropics, goals for conservation and management of tropical ecosystems: Providing for resilience, maintain/restore connectivity, protect water quality, conservation and recovery of Species-at-Risk, understanding the socio-economic context.

Module 6: Phytogeography (5 hrs)

- (a) Definition, principles governing plant distribution, factors affecting plant distribution, theories of distribution, different types of distribution of vegetations on the earth, continuous and discontinuous distribution.
- (b) Climate, vegetation and botanical zones of India.
- (c) Remote sensing: Definition and data acquisition techniques. Application of remote sensing, geospatial variability and geotagging.

Module 7: Environmental pollution (10 hrs)

- (a) Definition and classification.
- (b) Water pollution: Water quality parameters and standards, different types of pollutants and their consequences. Types of water pollution, prevention and control - water shed management, waste water treatment. Waste water treatment with aquatic macrophytes.
- (c) Air pollution: Air quality standards and index, ambient air monitoring using high volume air sampler, types and sources of air pollutants, air pollution and human health hazards, control of air pollution.
- (d) Noise pollution.
- (e) Radioactive and thermal pollution: Causes and hazardous effects, effective management.

Module 8: Environmental biotechnology and solid waste management (4 hrs)

Concept of waste, types and sources of solid wastes including e-waste. Bioremediation, Phytoremediation, bioaugmentation, biofilms, biofilters, bioscrubbers and trickling filters. Use of bioreactors in waste management.

Module 9: Global environmental problems and climate change (4 hrs)

- (a) Global warming, green house gases, acid rain, ozone depletion. Holistic relationship between air water and land pollution.
- (b) Factors responsible for climate change, *El-Nino* and *La Nina* phenomenon and its consequences.
- (c) Effect of climate change on biogeography.
- (d) Environmental laws, environmental monitoring and bio indicators, environmental safety provisions in Indian constitution, major environmental laws in India, ISO-14000.
- (e) Disaster management; preparedness and planning

Module 10: Biodiversity and its conservation (9 hours)

- (a) Biodiversity- definition, the number of known plants in the world (upto groups), current biodiversity loss - concept of endemism, rare, endangered and threatened species (RET), key stone species, IUCN account of biodiversity, red data book and hot spots, reasons to stop extinction, methods to save species.

- (b) Principles of conservation - *ex-situ* and *in-situ* conservation techniques. Biodiversity conservation: Species diversity, community diversity, ecosystem diversity. Role of biotechnology in conservation of species.
- (c) The natural longevity of species, rain forests as centres of diversity, ecological restoration
- (d) Ecotourism - positive and negative impacts.

Practical (27 hrs)

1. Analysis of water quality for; (a) Dissolved CO₂ (b) Dissolved oxygen (c) COD (d) Total dissolved minerals (e) Quantitative estimation of dissolved chloride ions and dissolved sulphate (f) Total alkalinity.
2. Quantitative estimation of dissolved silicate, dissolved sulphate, nitrite and total alkalinity.
2. Physico-chemical analysis of soil: (a) Total water soluble mineral ions (b) estimation of soil organic carbon (Walkey and Black method).
3. Quantitative and qualitative community analysis. Carry out a project on species structure and the frequency, abundance, density of different species and similarity index of different communities in a natural system. Students must be able to explain the structure of vegetation from the given data on the above mentioned characteristics.
4. Phytoplankton counting using Sedgwick Rafter counter.
5. Field visit to natural ecosystem and identification of trophic levels, food webs and food chains, plant diversity (species and community) and submit a report.
6. Students should be aware of the common environmental problems, their consequences and possible solutions.

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SEMESTER I

Core course 1 Code: BOICRT01
METHODOLOGY OF SCIENCE AND AN INTRODUCTION TO BOTANY
(Theory 36 hrs; Practical 36 hrs; Credits 2 + 1)

Objectives:

- Understand the universal nature of science
- Demonstrate the use of scientific method
- To lay a strong foundation to the study in Botany
- Impart an insight into the different types of classifications in the living kingdom.
- Appreciate the world of organisms and its course of evolution and diversity.
- Develop basic skills to study Botany in detail.

Module 1: Introduction to science and the methodology of science (4 hrs)

Scientific method: steps involved - observation and thoughts, formulation of hypothesis; inductive reasoning - testing of hypothesis; deductive reasoning - experimentation - formulation of theories and laws.

Module 2: Experimentation in science (4 hrs)

Selection of a problem - searching the literature – designing of experiments - selection of variables, study area, and a suitable design. Need of control, treatments and replication. Mendel's experiments as an example of moving from observations to questions, then to hypothesis and finally to experimentation. Ethics in science.

Module 3: Origin and evolution of life (10 hrs)

Origin of life on earth from molecules to life - Oparin's hypothesis, Haldane's hypothesis, Miller-Urey experiment, Panspermia, origin of cells and the first organisms. Evolutionary history of Biological diversity – fossil record; geological time scale – major events in each era. Evidences of evolution; theories of evolution - Lamarck, Wallace, Charles Darwin, Hugo De Vries. Neo-Darwinism – major postulates - isolation, mutation, genetic drift, speciation.

Module 4: Diversity of life and its classification (12 hrs)

Diversity of life: two kingdom classification (Carolus Linnaeus, 1735); phylogenetic classification (August W Eichler, 1878); five kingdom classification (R H Whittaker, 1969). Three domains, six kingdom classification, (Carl Woese, 1990) – criteria for classification, general characters of each kingdom. The three domains of life: Archaea, Bacteria, Eucarya – general characters of each.

Diversity of plants: study the salient features of algae, fungi, bryophytes, pteridophytes, gymnosperms and angiosperms.

Module 5: Basic Botanical skills (6 hrs)

Light microscope: dissection and compound microscope – parts and uses. Preparation of specimens for light microscopy - collection and preservation of plant specimens; killing and fixing; killing agents - formalin, ethyl alcohol; fixing agents - Carnoy's fluid, Farmer's fluid, FAA; herbarium (brief study only). Whole mounts and sections – hand sectioning – TS, TLS, RLS. Staining plant tissues: purpose; stains - safranin, acetocarmine, crystal violet. Temporary and permanent mounting, mountants.



Mahatma Gandhi University, Kottayam

PRIYADARSHINI HILLS, KOTTAYAM-686560

B.Sc Chemistry (CBCSS) Syllabus

Prepared by

Board of Studies (UG) in Chemistry

&

Faculty of Science

May 2017

SEMESTER V

CH5CRT05 - **Environment, Ecology** and Human Rights

Credits – 4 (72 Hrs)

Environmental Chemistry (54 h)

Objectives: Environmental awareness is to understand the fragility and sensitivity of our environment, in particular the biosphere and the importance of its protection. Promoting environmental awareness is an easy way to become an environmental steward and participate in creating a brighter future for our next generations. The most important goal of this paper is to impart awareness on various environmental aspects, with some glimpses of contemporary issues. This will help them foster a *sense* of responsibility and "*proactive citizenship*".

Module I: **Introduction to environmental studies: Natural resources**

10 h

Definition, scope and importance of environmental studies for sustainable development, need for public awareness.

Natural Resources: Classification of natural resources; renewable and non-renewable resources: Natural resources and associated problems;

- 1.1 Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification. Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources.
- 1.2 **Water resources:** Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- 1.3 **Forest resources:** Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.
- 1.4 Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, industrial farming of livestock and effects on global warming, fertilizer-pesticide problems, water logging, salinity. Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, mass production of biodiesel for energy needs and *food security*. Role of an individual in conservation of natural resources. Equitable use of resources for sustainable lifestyles.

Module II: **Environment: Pollution** and Social Issues

18 h

Fundamental ideas of pollution and pollutant. Cause, effects and preventive measures of various types of pollutions including; air, water, soil, marine, noise and thermal pollutions. Nuclear energy as a source of energy and its hazards. Solid waste management; causes, effects and control mechanisms of urban and industrial wastes. Prevention of pollution: role of individual. Disaster management mechanisms; disaster management of; floods, earthquake, cyclone and landslides.

Movement from unsustainable to sustainable development. Urban crisis related to energy. Water conservation, rain water harvesting, watershed management, Environmental ethics: Issues and possible solutions. Introduction to important green house gases (GHGs), sources of the primary greenhouse gases in Earth's atmosphere including water vapor, carbon dioxide, methane. The lesser GHGs- nitrous oxide, ozone and fluorinated gases. Carbon cycle, CO₂ sources, Keeling curve and Natural 'sinks' for CO₂. Green house effect, climate change, global warming, acid rain, ozone layer depletion, role of CFCs in ozone depletion, and

its mechanism, nuclear accidents and holocaust. Wasteland reclamation. Consumerism and waste products. Environment Protection Act (EPA). Air (prevention and control of pollution) Act. Water (prevention and control of pollution) Act, Wildlife Protection Act, Forest Conservation Act. Issues involved in the enforcement of environmental legislation. Introduction to the concept of green chemistry, atom economy (with suitable examples) and the twelve principles of green chemistry.

Module III: Population and Environmental issues

8 h

Human population growth, *Malthusian theory (basic idea)* and theory of evolution by natural selection, *Malthusian catastrophe*. Global challenges, *environmental* problems of population growth, impacts on human health and welfare, variation among nations, population explosion and Family Welfare Programme. Socio- economic, and geo-political dimensions of poverty, absolute and relative poverty, poverty scale, variation among nations, international food crisis. Resettlement and rehabilitation of project affected population. Environmental movements in India: Chipko, Silent valley, Bishnois of Rajasthan etc.

Module IV: Ecological Chemistry

18 h

Definition and scope of ecological chemistry, ecological stress posed upon ecosystems by the presence of chemicals. Origin of chemical toxicants; natural sources, and man-made. Organization of chemicals as xenobiotic, essential or nonessential substances. Release of chemicals in the environment, Transport Processes, Classification of transformation processes, biotic and abiotic. Structure- activity relationships in degradation and biodegradation of organic chemicals. Transformation processes including general, hydrolysis, oxidation, reduction, photochemical degradation, microbial degradation, and phytodegradation, environmental fate determining processes, bioavailability, exposure of species to (bio)available fractions, uptake (accumulation), metabolism, biomagnifications, distribution in organisms, and subsequent toxic effects. Risk assessment of chemicals-assessment of contaminated soils.

Persistent organic pollutants (POPs), natural and anthropogenic origin of POCs and characteristic properties; half-lives, K_{ow} , K_{av} and K_{oa} . Adverse effects of persistent chemicals. Legislation on the use of POPs and twelve persistent organic pollutants. The sources, the uses, some of the physico-chemical properties, the half-lives in the environmental compartments of air, water and soil. Behaviour of the priority persistent organic pollutants identified by the United Nations Economic Commission for Europe (UNECE) including; polychlorinated biphenyls, dieldrin, aldrin, dichlorodiphenyltrichloroethane (DDT), Mirex, Heptachlor and Polychlorinated furans. Agency for Toxic Substances and Disease Registry (ATSDR) list, **the ATSDR 2017 Substance Priority List**, Restriction of Hazardous Substances (RoHS) directive, Material Safety Data Sheet (MSDN), Toxic Substances Control Act (TSCA) and banned/severely restricted chemicals list.

Suggested reference books

1. S. Manahan, *Fundamentals of environmental chemistry*, CRC-Press, 1993.
2. S. Manahan, *Fundamentals of Environmental and Toxicological Chemistry: Sustainable Science*, CRC Press, 2013
3. R.C. Brunner, *Hazardous Waste Incineration*, McGraw Hill Inc., 1989
4. W.P. Cunningham, T.H. Cooper, E Gorhani, and M.T. Hepworth, *Environmental Encyclopedia*, Jaico Publishing House, Mumbai, 2001.
5. A.K. De, *Environmental Chemistry*, Wiley Eastern Ltd.
6. V. Subramanian, *A Textbook of Environmental Chemistry*, I.K. International Publishing House Pvt. Ltd. 2011.
7. S.K. Tiwari, *Environmental Science: Volume I and II*, Atlantic Publishers and Distributors Pvt. Ltd., 2011.

8. R. M. Harrison (ed.), *Understanding Our Environment An Introduction to Environmental Chemistry and Pollution*, Royal Society of Chemistry, 1999
9. D. E. Newton, *Chemistry of the Environment*, Facts On File Inc., 2007
10. V. Udai, *Modern Teaching of Population Education*, Anmol Publications Pvt. Ltd., 2005.
11. B. McGuire, *Global Catastrophes: A Very Short Introduction*, Oxford University Press, 2002.
12. A. E. Dessler, E. A. Parson, *The Science and Politics of Global Climate Change*, Cambridge University Press, 2006.
13. J. Firor, J. Jacobsen, *The Crowded and Greenhouse- Population, Climate Change, and Creating a Sustainable World*, Yale University Press, 2002.
14. B. Lomborg, *Cool It: The Skeptical Environmentalist's Guide to Global Warming*, Alfred A. Knopf Publisher- New York, 2007.

Further readings

1. S. V. S. Rana, *Essentials of Ecology and Environmental Science*, 5th Edition, Rupa publications, 2013.
2. V.H. Heywood, and R.T. Weston, *Global Biodiversity Assessment*. Cambridge Univ. Press, 1995.
3. H. Jadhav, V.M. Bhosale, *Environmental Protection and Laws*. Himalaya Pub. House, Delhi, 1995.
4. M.L. McKinney, and R.M. School, *Environmental Science Systems and Solutions*, Web enhanced edition. 1996.
5. P. H., H. Raven, D.M. Hassenzahl, and L. R. Berg, *Environment*, 8th Edn. John Wiley & Sons, 2012.
6. A. Wreford, D. Moran, N. Adger, *Climate Change and Agriculture: impacts, adaptation and mitigation*, OECD publications, 2010.
7. R.S. Boethling D. Mackay, *Handbook of Property Estimation Methods for Chemicals*. Boca Raton, FL, USA: Lewis Publishers, 2000.
8. J.L.M. Hermens C. J. Van Leeuwen *Risk Assessment of Chemicals: An Introduction*, Dordrecht, The Netherlands, Kluwer Academic Press, 1995.
9. D. Mackay, W.Y., Shiu, K.C. Ma *Physical-Chemical Properties and Environmental Fate, Degradation Handbook*. (CD-ROM), Boca Raton, FL, USA, Chapman & Hall CRC netBASE, CRC, 1999.
10. W. J. G. M. Peijnenburg, *Ecological Chemistry, Environmental and Ecological Chemistry- Vol. III, Encyclopedia of Life Support Systems (EOLSS)*.
11. M. Ali, *Climate Change Impacts on Plant Biomass Growth*, Springer Dordrecht Heidelberg, 2013

Special Notes and Suggestions:

The purpose of the paper is to create general awareness on various dimensions of environmental sciences with a special focus on contemporary issues. The BoS in Chemistry recommend case studies or sample surveys (maybe in groups) rather than seminars. Students can undertake an assignment based on any of the following highly relevant and current topic;

- Edutainment film “*Samaksham*”, produced by Mahatma Gandhi University, Kottayam.
- Case Studies on the *important natural resources* of Kerala.
- Case Studies on the *Indian mining scams and consequent environmental damages* of; illegal mining in the *Aravali Ranges, Goa, Ganges river bed, Bellary* etc.
- Case Studies on the *disaster management mechanisms* of floods, landslides, earthquake, cyclone etc.
- Case Studies on the *water conservation, rain water harvesting, watershed management* in a local contest.
- Case studies on *environmental movements* like Narmada Bachao Andolan, Appiko Movement, Save Ganga Movement etc.

Module - V (18 h)

V.I Human Rights

An Introduction to Human Rights, meaning, concept and development –History of Human Rights- Different Generations of Human Rights- Universality of Human Rights- Basic International Human Rights Documents

- UDHR, ICCPR, ICESCR.-Value dimensions of Human Rights

V-II Human Rights and United Nations

Human Rights co-ordination within UN system- Role of UN secretariat- The Economic and Social Council- The Commission (of) Human Rights?-The Security Council and Human rights- The Committee on the Elimination of Racial Discrimination- The Committee on the Elimination of Discrimination Against Women- the Committee on Economic, Social and Cultural Rights- The Human Rights Committee- Critical Appraisal of UN Human Rights Regime.

V-III Human Rights National Perspective

Human Rights in Indian Constitution – Fundamental Rights- The Constitutional Context of Human Rights- directive Principles of State Policy and Human Rights- Human Rights of Women-children –minorities- Prisoners- Science Technology and Human Rights- National Human Rights Commission- State Human Rights Commission- Human Rights Awareness in Education.

References and suggested readings

1. H.O. Agarwal, *Implementation of Human Rights Covenants with Special Reference to India*,
2. P. Alston, *The United Nations and Human Rights*, Clarendon Press, London, 1995.
3. Amnesty International, *Political Kings by Governments*, Amnesty International, London, 1983.
4. Bajwa, G.S. and D.K. Bajwa, *Human Rights in India: Implementation and Violations* , D.K. Publishers, New Delhi, 1996.
5. UNESCO, Yearbook on Human Rights.
6. NHRC, Annual Reports since 1993.
7. V.K. Bansal, *Right to Life and Personal Liberty*, Deep and Deep, New Delhi, 1986.
8. M. Banton, *International Action against Racial Discrimination* Clarendon Press, Oxford, 1996.
9. D.D. Basu, *Human Rights in Constitutional Law*, Prentice Hall, New Delhi, 1994.
10. N.Bava (ed.,) *Human Rights and Criminal Justice Administration in India*, Uppal Publishing House, New Delhi, 2000.
11. UN Centre for Human Rights, *Civil and Political Rights: The Human Rights Committee*, World Campaign for Human Rights, Geneva, 1997.
12. UN Centre for Human Rights, *Discrimination against Women*, World Campaign for Human Rights, Geneva, 1994.
13. UN Centre for Human Rights, *Minority Rights*, World Campaign for Human Rights, Geneva, , 1998.

14. UN Centre for Human Rights, *Human Rights Machinery*, World Campaign for Human Rights, Geneva, 1987.
15. Ian Brownlie, *Basic Documents Human Rights*
16. Jack Donelli, *Universal Human Rights in Theory and practice*
17. Upendra Baxi, *Future of Human Rights*
18. O P Dhiman, *Understanding Human Rights-An Overview*
19. D P Khanna, *Reforming Human Rights*
20. Chiranjivi J Nirmal, *Human Rights in India-Historical, social and political perspectives*

**RESTRICTURED CURRICULUM AND SYLLABI FOR THE
B.COM DEGREE PROGRAMME (MODEL II) UNDER THE
CHOICE BASED CREDIT AND SEMESTER SYSTEM**



**MAHATMA GANDHI UNIVERSITY
PRIYADARSHINI HILLS P O
KOTTAYAM, KERALA**

2017

(Effective from 2017-18 admissions)

Core Course : ENVIRONMENT MANAGEMENT AND HUMAN RIGHTS

Instructional Hours: 90

Credit: 4

Module I (18 Hours)

Unit 1 : Multidisciplinary nature of environmental studies

(2 Hours)

Definition, scope and importance -need for public awareness.

Unit 2 : Natural Resources :

Renewable and non-renewable resources : Natural resources and associated problems.

Forest resources : Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. **-Water resources** : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. **Mineral resources** : Use and exploitation, environmental effects of extracting and using mineral resources, case studies. **Food resources** : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. **Energy resources**: Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources, Case studies. **Land resources**: Land as a resource, land degradation, man induced landslides, soil erosion and desertification - Role of

individual in conservation of natural resources- Equitable use of resources for sustainable life styles. (10 Hours)

Unit 3: Ecosystems

Concept of an ecosystem -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 given ecosystem:- Forest ecosystem (6 Hours)

Module II (26 Hours)

Unit 1: Biodiversity and its conservation

Introduction –Bio geographical classification of India -Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values-India as a mega-diversity nation-Hot-spots of biodiversity-Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts-Endangered and endemic species of India (8 Hours)

Unit 2: Environmental Pollution

Definition, Causes, effects and control measures of: - Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, Nuclear hazards, Solid waste Management: Causes, effects and control measures of urban and industrial wastes-Role of an individual in prevention of pollution, Pollution case studies, Disaster management: floods, earthquake, cyclone and landslides. (8 Hours)

Unit 3: Social Issues and the Environment

Urban problems related to energy, Water conservation, rain water harvesting, watershed management, Resettlement and rehabilitation of people: its problems and concerns, Case studies, Environmental ethics: Issues and possible solutions,-Climate change, global warming, acid rain, ozone layer depletion , nuclear accidents and holocaust, Case studies- Consumerism and waste products- Environment Protection Act - Air (Prevention and Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act, Issues involved in enforcement of environmental legislation, Public awareness (10 Hours)

Module – III (15 Hours)

Recent developments- Green Accounting- Meaning- History- Scope and Importance- Importance- Advantages and limitations- Green Banking- Meaning- benefits- coverage- steps in green banking- environmental risks for banks- Green banking initiatives- International initiatives- Initiatives in India- Green Marketing- Meaning- Need and benefits- Challenges- Green marketing in India- Green washing and consequences- Eco tourism- significance- eco tourism activities in India- Opportunities and challenges – carbon credit and carbon exchanges (over view only) - Environmental audit- concept- need and scope (15 Hours)

Module – IV (13 Hours)

Right to Information Act 2005- Basic terms- Public authority- Competent authority- Appropriate Government- Third Part- Information – record- Right to information- Objectives of the Act- Features of the Act- Obligation of Public authority- Procedure for request of information- time limit- fee- ground of rejection- appeal- exemption from disclosure- Right to access information on specific issues- Banking transactions, insurance transactions, government dealing and related services (13 Hours)

Module – V (18 Hours)

Unit 1- Human Rights– An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

Unit-2 Human Rights and United Nations – contributions, main human rights related organs UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

Unit-3 Environment and Human Rights - Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of Western Ghats- mention Gadgil committee report, Kasthurirangan report. Over exploitation of ground water resources, marine fisheries, sand mining etc. (18 Hours)

Assignment may include Field study involving

- Visit to a local area to document environmental grassland/ hill /mountain

- Visit a local polluted site – Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds etc
- Study of simple ecosystem-pond, river, hill slopes, etc

Suggested Readings

1. Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
2. Clark.R.S., Marine Pollution, Clarendon Press Oxford (Ref)
3. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001 Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p .(Ref)
4. De A.K.Environmental Chemistry, Wiley Eastern Ltd.(Ref)
5. Down to Earth, Centre for Science and Environment (Ref)
6. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140pb (Ref)
7. Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p (Ref)
8. Mekinney, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p (Ref)
9. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
10. Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p (Ref)
11. Rao.M.N & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p (Ref)
12. Rajagopalan. R, Environmental Studies from crisis and cure, Oxford University Press, Published: 2016 (TB)
13. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut (Ref)
14. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (Ref)
15. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (Ref)
16. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (Ref)
17. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (Ref)
18. (M) Magazine (R) Reference (TB) Textbook
19. Amartya Sen, The Idea Justice, New Delhi: Penguin Books, 2009.
20. Chatrath, K. J.S., (ed.), Education for Human Rights and Democracy (Shimla: Indian Institute of Advanced Studies, 1998)
21. Law Relating to Human Rights, Asia Law House,2001.
22. Shireesh Pal Singh, Human Rights Education in 21st Century, Discovery Publishing House Pvt.Ltd, New Delhi,
23. S.K.Khanna, Children And The Human Rights, Common Wealth Publishers,1998. 2011.
24. Sudhir Kapoor, Human Rights in 21st Century, Mangal Deep Publications, Jaipur,2001.

LIST OF COURSES OFFERED WITH SPECIFICATION ON GENDER, HUMAN RIGHTS & ENVIORNMENT

Economics department offers two courses on Environment , Human rights and Gender in both UG and PG programmes. The courses are :

(A) M A PROGRAMME

1st Semester : CORE COURSE: Development Economics

1st Semester: CORE COURSE: Indian Economy

3rd Semester :CORE COURSE : Environment Economics

(B) B A PROGRAMME

3rd Semester :CORE COURSE :ECONOMICS OF GROWTH & DEVELOPMENT

4th Semester : CORE COURSE: PUBLIC ECONOMICS

5th Semester : CORE COURSE :ENVIORNMENT ECONOMICS

They imparts an awareness regarding the issues like environment conservation and climate change. Papers also emphasize the need of environmental protection and its role in economic development .They stress the role of human beings in preserving nature and nurture human values. It makes the students to understand the theory and practice of sustainable development. Students become familiar with the impacts of environment on health and also aware about the human rights not only for the present generation but also for the future generation. In Development economics, students could able to analyses the current status of gender equality through various indices and impact of various govt policies to improve the status of women and also the vulnerable sections of the society.In Public Economics ,the concept like gender budgeting creates an awareness about the state of being of women population. Thus the above courses offer a platform for the students to make an empirical analysis of the issues of human rights, gender equality and environment protection.

(A) M A PROGRAMME

FIRST SEMESTER : CORE COURSE: Development Economics

Module-I: Economic Development –Overview

1.1. Human Development Index, Gender Related Development Index, Gender Empowerment Measure, Gender Inequality Index, Human Poverty Index).

1.2. Quality of life indices: Entitlements approach- Capabilities and Functioning- Development as Freedom- Human Rights-Based Approach

1.3. Inequality in income distribution

Unit- 5: Critical Issues in Development Process

5.3. Development and Human Rights

SECOND SEMESTER : CORE COURSE: INDIAN ECONOMY11

Unit-1: Labour and Employment

1.1. Demographic changes in India – Census – Population policies – Demographic Dividend

1.2. Labour Market – Demand and Supply in labour market – Problems

Labour Market Reforms

Employment Generation Programmes in India – MGNREGS

THIRD SEMESTER : CORE COURSE : Environment Economics

Unit- 1: Basic Environmental issues: Environment and Economy

Unit- 2: Welfare Economics, Social Sector and Environment

Unit- 3: Environmental Valuation

Unit- 4: Sustainable Development

B A PROGRAMME

THIRD SEMESTER : CORE COURSE

ECONOMICS OF GROWTH & DEVELOPMENT

Module I: Introduction to Economics of Growth and Development

Measurement of development - income and non income indices – GDP, PCI, PQLI, HDI, HPI, GEM – (GDI, GNH) – Development redefined – Development as a total social process – Development as freedom – Development as Liberation – Sen’s capability approach – poverty as capability and Entitlement failure – multidimensional poverty index – Quality of life – Education – Health and Nutrition – poverty – absolute and relative – inequality of income and wealth

Module IV: Human Resource and Development

Gender and development – women in the labour force – missing women

FIFTH SEMESTER : CORE COURSE

ENVIORNMENT ECONOMICS

Module I

Unit 1 : Multidisciplinary nature of environmental studies

Unit 2 : Natural Resources

Unit 3: Ecosystems

Module11

Unit 1: Biodiversity and its conservation

Unit 2: Environmental Pollution

Unit 3: Social Issues and the Environment

Module – III

Unit I: Economics and Environment

Module – V

Unit 1- Human Rights– An Introduction to Human Rights, Meaning, concept

and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

Unit-2 Human Rights and United Nations

Unit-3 Human Rights and environmental rights

Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
III	EC010304	Environmental Economics	Core	4	90
Course Objectives					
<p><i>This course examines the economics behind environmental issues and problems and policies designed to address them. Topics cover the valuation of non-market goods, cost-benefit analysis, correcting market failures especially in the provision of public goods, the tragedy of the commons, and climate change. The economic assessment of environmental impacts and the economics of policies and institutions which have a significant bearing on the environment are also dealt with in this course. This course will provide students with the tools to understand how market inefficiencies might arise in the presence of externalities like pollution and how market solutions can correct market failures. The main objective of the course is to illustrate how the study of mainstream economics needs to be reoriented in the light of the following premises: the natural environment is the core of any economy and economic sustainability cannot be attained without environmental sustainability. Thus, the course is intended to equip students with analytical skills that would enable the evaluation of environmental and economic policy issues. It is expected to enable students to understand the economics of the relationship between economic activities and environmental impacts. This course builds on the knowledge of students in microeconomics and public economics.</i></p>					

Unit- 1: Basic Environmental issues: Environment and Economy (15 Hours)

- 1.1.Environment and Economy- Environmental Economics, Ecological Economics and Resource Economics- Interlinkages between the Economy and the Environment
- 1.2.Material Balance Approach- criteria of Natural Resource Use-Principles of uncertainty and irreversibility – Inter generational equity- intra generational equity
- 1.3.Environment-Development Trade-offs: Environmental Cost of Economic Growth- The Environmental Kuznets Curve. Theory of Krutilla-Fisher Equation for Preservation or Development.
- 1.4.Different Perspectives on Development and Growth: The First and Second Laws of Thermodynamics Pessimist and Optimistic Models Limits to Growth- Beyond the Limits - Simon Julian’s thesis of “Ultimate Resource”-The Skeptical Environmentalist.
- 1.5.Global environment issues – climate change: positive and normative analysis of climate change- Economics of Global Warming and Climate Change: Nordaus’ Dice Model.

Unit- 2: Welfare Economics, Social Sector and Environment (20 Hours)

- 2.1. Individual preference regarding environmental protection-Pareto optimality
- 2.2. Market Failure and Externalities: Non-exclusion and the Commons Tragedy of Commons Nonrivalry and Public Goods -Non-convexities- Asymmetric Information

2.3. Hardin's Thesis, Olson Theory of Collective Action, Externalities and Property Rights: Coase theorem -Pigouvian Solution, Ostrom's Co-operative Solutions to Common Pool Resources (CPR) -Optimal Provision of Public Goods- Pollution Prevention, Control and Abatement – Command, Control and Market Based Instruments -Taxes Vs Tradable Permits - CPRS

2.4. Land use - Deforestation- urbanization and their impact on environment - Air and water pollution

Unit- 3: Environmental Valuation

(20 Hours)

3.1. Valuing the Environment: The Economic Concept of Value-Types of Value: Use- Value, Option Value and Non-use or Passive Use Values- The standard model-divergence in value measures-challenges to neo-classical theory of environmental valuation - Development of Nonmarket Valuation—Anthropocentric versus Biocentric Viewpoints - Valuation techniques-market and non-market- direct and indirect - Environment impact assessment-LCA

3.2. Valuation Methods: Compensating and Equivalent Welfare Compensating and Equivalent Variations and Willingness to Pay and Willingness to Accept.

3.3. Alternative Approaches and Methods of Environmental Valuation – Revealed Preference Methods—Travel Cost Method—Random Utility Site Choice Model—Problems of Travel Cost Method—Hedonic Pricing Method and the Problems—Hedonic Wage Values—Dose Response Function—Averting Expenditure and Avoided Cost Methods—Challenges—Aggregation and Partial Values

3.4. Stated Preference Methods—Contingent Valuation—Steps in Conducting a Contingent Valuation—Reliability and Validity—Attribute Based Models—Conjoint Analysis—Choice Experiments—Contingent Ranking—Production Function Methods—General Methodology and Measurement Issues

3.5. Economic Incentives: Emission taxes, tradable pollution permits, Pigouvian fee; Emission standards and Environmental Protection

Unit- 4: Sustainable Development

(15 Hours)

4.1. Sustainable Development: Sustainability Criteria: Hicksian Sustainability Possible-Sustainability Rules -The Hartwick-Solow Approach

4.2. Non-Declining Natural Capital Stock Approach -Safe Minimum Standards Approach -
Daly's Co-operational Principles - Sustainability versus Efficiency

4.3. Indicators of Sustainability ENP/AENP (Environmentally Adjusted or Approximate
Environmentally Adjusted National Product) and Green GNP Indicator on the Basis of Natural
Capital Stock and SMS Approaches

4.4. Weak, Strong and Very Strong Sustainability- Pearce-Atkinson Measure of Weak
Sustainability Daly-Cobb's Index of Sustainable Economic Welfare- Common-Perring's
Model of Sustainable Development.

4.5. Course of Inter-Generational Welfare- Environmental Sustainability- Ecological
Sustainability-Protecting Forest Products and Services

4.6. Eco Economy and its Shape—Solar Hydrogen Economy—New Materials Economy
Feeding Everyone Well—Protecting Forest Products and Services

Unit- 5: Environmental Governance and Management

(20 Hours)

4.1. Integrated environmental and economic accounting and the measurement-Environmentally
corrected GDP

4.2. Ecological Footprint Analysis-Global Environmental Governance- the Montreal and
Kyoto Protocol -International Environmental Treaties and Institutions- WTO and TRIPS as
related to environmental issues- Subsidies and taxes, Product standards and Exceptions clause;
International environmental externalities.

4.3. Environmental regulations and assessment in Indian context.

Essential Reading:

1. Kolstad, Charles D (2014): Environmental Economics, 2nd Ed, Oxford University Press, Indian Edition.
2. Nick Hanley, Jason F. Shogren and Ben White (2010): Environmental Economics in Theory and Practice, 2nd Ed, Palgrave MacMillan.
3. Ahmed M. Hussen (2014): Principles of Environmental Economics. 4th Ed, Routledge.
4. Horst Siebert (2010): Economics of the Environment: Theory and Policy, 7th Ed, Springer.

Supplementary Reading:

5. Anthony C. Fisher (1981): Resource and Environmental Economics, Cambridge University Press

6. Barry C. Field and Martha K. Field (2016): Environmental Economics: An Introduction, 7th Ed, McGraw Hill.
7. Baumol, William J and Wallace E Oates: The theory of environmental policy, Cambridge University press, 1988.
8. Charles S. P. (2000): Economics and Global Environment, Cambridge University Press
9. David A. Anderson (2010): Environmental Economics and Natural Resource Management, Routledge, London
10. Hans Wiesmeth (2012): Environmental Economics: Theory and Policy in Equilibrium, Springer.
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12. James Crustave Speth and Peter Maas (2009). Global Environmental Governance – Foundation of Contemporary Environmental Studies-Island press.
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Semester 5				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
09	EC5CRT09	Environmental Economics	4	90

Learning objectives :

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, loss of forest, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 and world Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues. Environmental management has captured the attention of health care managers. Managing environmental hazards has become very important.

Human beings have been interested in ecology since the beginning of civilization. Even our ancient scriptures have emphasized about practices and values of environmental conservation. It is now even more critical than ever before for mankind as a whole to have a clear understanding of environmental concerns and to follow sustainable development practices.

India is rich in biodiversity which provides various resources for people. It is also basis for biotechnology.

Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution have been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment have so far not received adequate attention in our academic programmes. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in

college education. Accordingly, the matter was considered by UGC and it was decided that a six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

The experts committee appointed by the UGC has looked into all the pertinent questions, issues and other relevant matters. This was followed by framing of the core module syllabus for environmental studies for undergraduate courses of all branches of Higher Education. We are deeply conscious that there are bound to be gaps between the ideal and real. Genuine endeavour is required to minimize the gaps by intellectual and material inputs. The success of this course will depend on the initiative and drive of the teachers and the receptive students.

Module I Unit 1 : Multidisciplinary nature of environmental studies

Definition, scope and importance (2 hrs)

Need for public awareness.

Unit 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 individual in conservation of natural resources.

● Equitable use of resources for sustainable lifestyles. (10 hrs)

Unit 3: Ecosystems

- Concept of an ecosystem
- 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 given ecosystem:-
 - a. Forest ecosystem

(6 hrs)

ModuleII Unit 1: Biodiversity and its conservation

- Introduction
- Biogeographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
- Endangered and endemic species of India

(8 hrs)

Unit 2: Environmental Pollution

Definition

Causes, 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
- Pollution case studies
- Disaster management: floods, earthquake, cyclone and landslides.

(8 hrs)

Unit 3: Social Issues and the Environment

- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people: its problems and concerns, Case studies
- Environmental ethics: Issues and possible solutions
- Climate change, global warming, acid rain, ozone layer depletion , nuclear accidents and holocaust, Case studies
- Consumerism and waste products
- Environment Protection Act
- Air (Prevention and Control of Pollution) Act
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation
- Public awareness (10 hrs)

Module – III Unit I: Economics and Environment

Environmental Economics – Definition – Scope – Meaning – importance – Environment-Economy interaction (linkages) – material balance model – ecosystem – structure and functions – relation between environment and development – Environment as a necessity and luxury-environmental issues and global concern-Stockholm Conference – Helsinki Convention – Montreal Protocol – Kyoto Protocol – Rio Summit – Paris Convention. Population growth and Environment – market failure – tragedy of commons-sustainable development-policy approach to sustainable development(An overview only). (16hrs)

Module IV Unit 1: Framework and Criteria for Environmental Analysis

Evaluation of environmental benefits – Contingent Valuation Method – Hedonic approach – travel cost method – preventive expenditure method - surrogate market approach – property value approach and wage differential approach - cost benefit analysis – UNIDO analysis –

Little- Mirrlees approach - Environmental Impact Analysis. Pollution control – socially optimum level of pollution – environmental policies and legislations in India. (18hrs)

Module – V Unit 1- Human Rights– An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

Unit-2 Human Rights and United Nations – contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

Unit-3 Human Rights and environmental rights - Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of western ghats- mention Gadgil committee report, Kasthuriengan report. Over exploitation of ground water resources, marine fisheries, sand mining etc. (12Hrs)

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Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
I	EC010103	Development Economics	Core	4	90
Course Objectives					
<p><i>The objective of this course is to familiarize the students with the current theoretical literature trying to understand economic growth and development across nations. The approach of this course is to provide a comprehensive introduction to the theoretical paradigms of economic development. In a fast-moving global economic order, there is a persistent demand to synchronize the approaches, theories and development issues for a better understanding of the problems of the developing economies. By its very nature, the scope is interdisciplinary in nature, incorporating non-economic dimensions like culture, norms, and values as well as political, historical and social processes. The objective of this course is to familiarize students with the conceptual routes, theoretical dynamics and practical strategies of growth and development. It is expected that this course would orient them towards major themes of development, lead them towards more methodical probes and equip them with adequate analytical knowledge. At the end of this course, students should be able (i) to understand and critically evaluate alternative theories of growth. (ii) show a clear understanding of the recent literature, both empirical and analytical, on theories of underdevelopment and growth in developing countries; (iii) be able to evaluate critically some of the results in the literature, particularly those related to development issues.</i></p>					

Module-I: Economic Development –Overview (Self-Study) (10 Hours)

- 1.1. Meaning and measurement of economic development: conventional, human development index (Human Development Index, Gender Related Development Index, Gender Empowerment Measure, Gender Inequality Index, Human Poverty Index).
- 1.2. Quality of life indices: Entitlements approach- Capabilities and Functioning- Development as Freedom- Human Rights-Based Approach- Three Core Values of Development
- 1.3. Development Gap -Inequality in income distribution- Kuznets Inverted U hypothesis- Lorenz Curve and Gini-coefficient - Concept of Sustainable Development.

Unit- 2: Theories of Underdevelopment (25 Hours)

- 2.1. Vicious Circle of Poverty—Dualistic Theories. – Social – Financial and Technical Dualism Prebisch- Singer thesis and Myrdal thesis: Backwash and spread effect- Circular and cumulative causation- Rostow's stages of growth. —Vent for Surplus theory of Hla Myint—Stable Theory –the Dutch Diseases.
- 2.2. Rural-urban migration and urban unemployment (Harris-Todaro model).
- 2.3. Political Economy of Underdevelopment (Theory of dependency): Paul Baran, Gundar Frank, Samir Amin and Emmanuel Wallerstein (World systems approach).

Unit- 3: Theories of Development and Growth

(25 Hours)

- 3.1. Classical Theory of Development–Adam Smith, David Ricardo, Karl Marx and Schumpeter.
- 3.2. Theories of Economic Growth: Harrod-Domar Model.
- 3.3. Neo-Classical Growth Models – Solow and Meade.
- 3.4. Cambridge Growth Models: Mrs. Joan Robinson's and Kaldor's Growth Models.
- 3.5. Endogenous Growth Models: (Ramsey, Romer; Uzawa-Lucas, AK, Arrow's Model, Grossman and Helpman's model, Aghion and Howitt).

Unit- 4: Approaches to Development

(20 Hours)

- 4.1. Theory of Big Push- Critical Minimum Effort Thesis- Low Income Equilibrium Trap. - Balanced and Unbalanced Growth. (Self-Study)
- 4.2. Development with Unlimited Supply of Labour, Ranis and Fei Model - Michael Kremer's O-Ring Theory of Economic Development-- The Jorgenson model and Dixit-Marglin model.

Unit- 5: Critical Issues in Development Process

(10 Hours)

- 5.1. Role of Financial Institutions in Economic Development: (Acemoglu and Zilibotti model)
- 5.2. Globalization and Development: Views of Stiglitz.
- 5.3. **Development and Human Rights**
- 5.4. Culture and Development
- 5.5. Social Capital and Development.
- 5.6. Corruption, Crime, Social Exclusion and Development.
- 5.7. **Climate Change and Development.**
- 5.8. Energy and Development.

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Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
II	EC010205	Indian Economy-II	Core	4	90
Course Objectives					
<p><i>The course aims to provide a detailed exposure to the various aspects of Indian economic development. The course starts with a discussion of the Indian labour market and then consider the issues of poverty and inequality and performance in financial sector of the economy. The purpose of this course is to enable students to have an understanding the overall features of various key sectors and their issues and developments, obstacles involved in the growth of Indian Economy with a policy perspective. The objectives of this course are: to equip the students with the basic idea for further learning, and to help them to analyze the sectoral development that has taken place in India. This course will enable you to: know the various concepts used in the measurement of employment and unemployment by NSSO; explain the various dimensions of employment and unemployment in India; examine the growth of employment in post-reform period; you will be able to state different income and non-income indicators of poverty; identify the income and non-income dimensions of poverty in India; identify the income and non-income measures of inequality; analyses the level of inequality in India; state the concept of inclusive growth; examine the status of India in terms of inclusive growth; and explain the policy implications on poverty, inequality and inclusive growth. While going through this course, you will be able to: know the principles governing fiscal federalism; state the provisions enshrined in Indian Constitution relating to division of financial powers between Union and States; appreciate the role of Finance Commission which constitutes a pillar of India's federal structure; critically examine the various recommendations of Finance Commission; and consider the dimension and nature of issues involved in contemporary situation prevailing in the country.</i></p>					

Unit-1: Labour and Employment

(20 Hours)

- 1.1. Demographic changes in India – Census – Population policies – Demographic Dividend
- 1.2. Labour Market – Demand and Supply in labour market – Problems – **Child Labour** – Labour Market Reforms – Rural Urban Migration – Global Migration and Foreign remittance- Labour Policy and **Social Security**
- 1.3. Problems of Unemployment in India – NSSO Estimates – Employment trends in organized and unorganized sector – Employment Generation Programmes in India – MGNREGS

Unit-2: Poverty and Inequality

(20 Hours)

- 2.1. **Poverty in India** – definition, head count ratio, poverty gap and squared poverty gap index; Extent and distribution of poverty in India; Estimates of Poverty: Tendulkar and Rangarajan committee.

2.2. Food Security and Nutrition – Rural development – issues and strategies and micro level planning - **SHGs and microfinance**

2.3. Inequality – Regional Imbalances in India – **Inclusive growth** – concepts and policy initiative

Unit-3: Fiscal Policies and Reforms in India (25 Hours)

3.1. Fiscal reforms in India post 1991- Tax reforms and reforms in public expenditure management- Goods and Services Tax - Public Debt and Sustainability issues- Implementation of FRBM Act - Fiscal and Monetary Policy dynamics in India- Centre State Fiscal relationship- cooperative and competitive federalism in India- Role of Finance Commission- Local Bodies in India.

3.2 . National Institution for Transforming India (NITI) Aayog, Make in India

3.3. Black money and parallel economy in India, Consequences and Remedies.

3.4. Demonetization and its macro-economic impact

3.5. Global Economic crisis and its impacts

Unit-4: Financial Sector in India (25 Hours)

4.1. Financial system – Structure – Social Banking under nationalization – Financial Repression in the Pre-1991 period

4.2. Financial Sector Reforms

4.3. Rural indebtedness – informal credit market – trends

4.4. **Financial inclusion** - Strategies and progress

4.5. Second Generation Financial Reforms.

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Uma Kapila (2019): Indian Economy Since Independence: A comprehensive and critical analysis of India's economy, 1947-2017 (Academic Foundation)

Vinod B. Annigeri • R. S. Deshpande Ravindra Dholakia (2018): Issues in Indian Public Policies, Springer

Y.V. Reddy and G.R. Reddy (2019): Indian Fiscal Federalism, OUP (India)

Y.V. Reddy, Partha Ray & Narayan Valluri (2014): Financial and Fiscal Policies Crises and New Realities.

Semester 3				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
	EC3CRT04	Economics Of Growth & Development		90

Learning Objectives

This course enables the student to acquaint with the basic concepts and issues of growth and development from Adam Smith. It makes a student more insightful about the modern approaches to development presented by D Goulet and Amartya Sen.

Module I: Introduction to Economics of Growth and Development

Growth and Development – meaning – features – distinction – determinants and indicators – features of underdevelopment – measurement of development - income and non-income indices – GDP, PCI, PQLI, HDI, HPI, GEM – (GDI, GNH) – Development redefined – Development as a total social process – Development as freedom – Development as Liberation – Sen’s capability approach – poverty as capability and Entitlement failure – multidimensional poverty index – Quality of life – Education – Health and Nutrition – poverty – absolute and relative – inequality of income and wealth – Gini coefficient – Kuznet’s inverted ‘U’- Hypothesis – Development gap (22hrs)

Module II: Approaches to Development

Approaches to Economic Development: Structuralist – dependency - market- friendly approaches (concepts only) – vicious circle of poverty – Stage theories Rostow – low level equilibrium trap – Critical minimum effort thesis – Big push – Lewis model – balanced vs unbalanced growth strategy – Dualistic theories. (23hrs)

Module III: Theories and Factors in the Development Process

Classical – Marxian – Schumpeterian. Economic Development – role of agriculture – capital – technology – choice of technique - Trade and economic development – process of cumulative causation. (20 hrs)

Module IV: Human Resource and Development

Human Resource and Development – man power planning – concept of intellectual capital and its size – role of education and health in economic development – Education and health as joint investment for development – Gender and development – women in the labour force – missing women population and economic growth – optimum theory of population – theory of demographic transition – ageing and younging of population. (25hrs)

References

1. Thirlwall, Growth and Development with Special Reference to Developing Countries. Palgrave McMillian, New Delhi.
2. Benjamin Higgins(1968), Economic Development, Universal Book Stall, New Delhi.
3. Meier G.M. (2007) Leading Issues in Economic Development, Oxford University Press, New Delhi.
4. Todaro and Smith, Economic Development, Pearson Education, New Delhi.
5. Debraj Ray, Development Economics. Oxford University Press, New Delhi.
6. Felix Raj and et. al, Contemporary Development Economics, New Central Book Agency (p) Ltd.

Semester 4				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
	EC4CRT06	Public Economics	4	72

Learning Objectives

Public finance analyzes the impact of public policy on the allocation of resources and the distribution of income in the economy. In modern times, the activities of State have considerably increased and the theoretical understanding of different State activities through the budgetary mechanism is essential. The objective of the course is for students to learn about the working of the public finance system and to gain knowledge about the working of the Indian public finance.

Module I- Introduction to Public Finance

Meaning and subject matter of Public Finance – Public and Private Finance – Fiscal Functions-Allocation, distribution and stabilization- **Principles of Maximum Social Advantage: Dalton, Musgrave** – Public Goods: Pure and **Impure Public Goods**, Free rider problem. Private Goods, Mixed Goods and **Merit Goods**, -Market failure and role of government. (14 Hrs)

Module II- Public Revenue

Sources of public revenue -Classification of Taxes - Canons of Taxation, Principles of Taxation-Ability, Benefit and cost of service- Impact, Incidence and shifting of Tax Burden – – Effects of Taxation – Measurement of Deadweight loss -Taxable Capacity- Laffer curve- Major Taxes in India and its impact- Value Added Tax in India –Goods and Service Tax (GST-brief history, legislation and impact)- Budget and its role– Classification of budget Concepts :Revenue Account, Capital Account, Fiscal Deficit, Revenue Deficit, Primary Deficit,– Zero Base Budgeting-Budgetary Procedure in India (introduce the recent Central Budget to the students)- **Gender Budgeting**-Fiscal Policy –Deficit financing (22 Hrs)

Module III- Public Expenditure

Meaning— Canon's of Public Expenditure-Plan and Non-plan Expenditure-Developmental and Non-developmental expenditure- Wagner's Hypothesis, Peacock - Wiseman Hypothesis, critical limit hypothesis– Effects of Public Expenditure- Public expenditure in India: Its pattern and growth -Public Debt- Types- debt redemption –burden of public debt – public debt in India (18 Hrs)

Module IV- Federal Finance

Meaning – Principles of Federal Finance- vertical and horizontal equity in fiscal federalism - fiscal federalism in India – Finance commission – Current Finance Commission- Theory of grants – resource transfer from union to states – criteria for transfer of resources – State Finance Commission and Panchayati Raj institutions.

(18 Hrs)

References

1. Musgrave, R.A. and P.B. Musgrave. (1989). *Public finance in theory and practice*. McGraw Hill.
2. John Cullis, Philip Jones. *Public finance and public choice*. (1st edition). New Delhi: Oxford University Press.
3. Stiglitz, Joseph E. (Third edition). *Economics of public sector*. New York: Norton.
4. Harbar, Bernard. P. (Fifth edition). *Modern public finance*. Richard Irvin Inc.
5. Bagchi, Amaresh (ed.). *Readings in public finance*. New Delhi: Oxford University Press.
6. Ulbrich, Holley H. *Public Finance in Theory and Practice*. Thomson South-Western.
7. Singh.S.K. (Ninth edition) *Public Finance in Theory and Practice*. New Delhi: S Chand Publications.
8. Dalton. H. (eleventh edition). *Principles of Public finance*. Routledge Library Editions.
9. Taylor, Philip E. *Economics of public finance*. MacMillan.
10. Bhatia. H.L. (twenty-sixth edition). *Public finance*. New Delhi: Vikas Publishing House Pvt. Ltd.
11. Gupta, Janak. (2nd Revised & Enlarged edition). *Public economics in India: Theory and practice*. Atlantic.

Semester 4				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
	EC4CRT06	Public Economics	4	72

Learning Objectives

Public finance analyzes the impact of public policy on the allocation of resources and the distribution of income in the economy. In modern times, the activities of State have considerably increased and the theoretical understanding of different State activities through the budgetary mechanism is essential. The objective of the course is for students to learn about the working of the public finance system and to gain knowledge about the working of the Indian public finance.

Module I- Introduction to Public Finance

Meaning and subject matter of Public Finance – Public and Private Finance – Fiscal Functions-Allocation, distribution and stabilization- **Principles of Maximum Social Advantage: Dalton, Musgrave** – Public Goods: Pure and **Impure Public Goods**, Free rider problem. Private Goods, Mixed Goods and **Merit Goods**, -Market failure and role of government. (14 Hrs)

Module II- Public Revenue

Sources of public revenue -Classification of Taxes - Canons of Taxation, Principles of Taxation-Ability, Benefit and cost of service- Impact, Incidence and shifting of Tax Burden – – Effects of Taxation – Measurement of Deadweight loss -Taxable Capacity- Laffer curve- Major Taxes in India and its impact- Value Added Tax in India –Goods and Service Tax (GST-brief history, legislation and impact)- Budget and its role– Classification of budget Concepts :Revenue Account, Capital Account, Fiscal Deficit, Revenue Deficit, Primary Deficit,– Zero Base Budgeting-Budgetary Procedure in India (introduce the recent Central Budget to the students)- **Gender Budgeting**-Fiscal Policy –Deficit financing (22 Hrs)

Module III- Public Expenditure

Meaning— Canon's of Public Expenditure-Plan and Non-plan Expenditure-Developmental and Non-developmental expenditure- Wagner's Hypothesis, Peacock - Wiseman Hypothesis, critical limit hypothesis– Effects of Public Expenditure- Public expenditure in India: Its pattern and growth -Public Debt- Types- debt redemption –burden of public debt – public debt in India (18 Hrs)

Module IV- Federal Finance

Meaning – Principles of Federal Finance- vertical and horizontal equity in fiscal federalism - fiscal federalism in India – Finance commission – Current Finance Commission- Theory of grants – resource transfer from union to states – criteria for transfer of resources – State Finance Commission and Panchayati Raj institutions.

(18 Hrs)

References

1. Musgrave, R.A. and P.B. Musgrave. (1989). *Public finance in theory and practice*. McGraw Hill.
2. John Cullis, Philip Jones. *Public finance and public choice*. (1st edition). New Delhi: Oxford University Press.
3. Stiglitz, Joseph E. (Third edition). *Economics of public sector*. New York: Norton.
4. Harbar, Bernard. P. (Fifth edition). *Modern public finance*. Richard Irvin Inc.
5. Bagchi, Amaresh (ed.). *Readings in public finance*. New Delhi: Oxford University Press.
6. Ulbrich, Holley H. *Public Finance in Theory and Practice*. Thomson South-Western.
7. Singh.S.K. (Ninth edition) *Public Finance in Theory and Practice*. New Delhi: S Chand Publications.
8. Dalton. H. (eleventh edition). *Principles of Public finance*. Routledge Library Editions.
9. Taylor, Philip E. *Economics of public finance*. MacMillan.
10. Bhatia. H.L. (twenty-sixth edition). *Public finance*. New Delhi: Vikas Publishing House Pvt. Ltd.
11. Gupta, Janak. (2nd Revised & Enlarged edition). *Public economics in India: Theory and practice*. Atlantic.

Semester 3				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
	EC3CRT04	Economics Of Growth & Development		90

Learning Objectives

This course enables the student to acquaint with the basic concepts and issues of growth and development from Adam Smith. It makes a student more insightful about the modern approaches to development presented by D Goulet and Amartya Sen.

Module I: Introduction to Economics of Growth and Development

Growth and Development – meaning – features – distinction – determinants and indicators – features of underdevelopment – measurement of development - **income and non-income indices – GDP, PCI, PQLI, HDI, HPI, GEM – (GDI, GNH) – Development** redefined – Development as a total social process – Development as freedom – Development as Liberation – **Sen’s capability approach – poverty as capability and Entitlement failure – multidimensional poverty index – Quality of life – Education – Health and Nutrition – poverty – absolute and relative – inequality of income and wealth – Gini coefficient – Kuznet’s inverted ‘U’- Hypothesis – Development gap** (22hrs)

Module II: Approaches to Development

Approaches to Economic Development: Structuralist – dependency - market- friendly approaches (concepts only) – vicious circle of poverty – Stage theories Rostow – low level equilibrium trap – Critical minimum effort thesis – Big push – Lewis model – balanced vs unbalanced growth strategy – Dualistic theories. (23hrs)

Module III: Theories and Factors in the Development Process

Classical – Marxian – Schumpeterian. Economic Development – role of agriculture – capital – technology – choice of technique - Trade and economic development – process of cumulative causation. (20 hrs)

Module IV: Human Resource and Development

Human Resource and Development – man power planning – concept of intellectual capital and its size – role of education and health in economic development – Education and health as joint investment for development – **Gender and development – women in the labour force – missing women population and economic growth** – optimum theory of population – theory of demographic transition – ageing and younging of population. (25hrs)

References

1. Thirlwall, Growth and Development with Special Reference to Developing Countries. Palgrave McMillian, New Delhi.
2. Benjamin Higgins(1968), Economic Development, Universal Book Stall, New Delhi.
3. Meier G.M. (2007) Leading Issues in Economic Development, Oxford University Press, New Delhi.
4. Todaro and Smith, Economic Development, Pearson Education, New Delhi.
5. Debraj Ray, Development Economics. Oxford University Press, New Delhi.
6. Felix Raj and et. al, Contemporary Development Economics, New Central Book Agency (p) Ltd.

Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
I	EC010103	Development Economics	Core	4	90
Course Objectives					
<p><i>The objective of this course is to familiarize the students with the current theoretical literature trying to understand economic growth and development across nations. The approach of this course is to provide a comprehensive introduction to the theoretical paradigms of economic development. In a fast-moving global economic order, there is a persistent demand to synchronize the approaches, theories and development issues for a better understanding of the problems of the developing economies. By its very nature, the scope is interdisciplinary in nature, incorporating non-economic dimensions like culture, norms, and values as well as political, historical and social processes. The objective of this course is to familiarize students with the conceptual routes, theoretical dynamics and practical strategies of growth and development. It is expected that this course would orient them towards major themes of development, lead them towards more methodical probes and equip them with adequate analytical knowledge. At the end of this course, students should be able (i) to understand and critically evaluate alternative theories of growth. (ii) show a clear understanding of the recent literature, both empirical and analytical, on theories of underdevelopment and growth in developing countries; (iii) be able to evaluate critically some of the results in the literature, particularly those related to development issues.</i></p>					

Module-I: Economic Development –Overview (Self-Study) (10 Hours)

- 1.1. Meaning and measurement of economic development: conventional, human development index (Human Development Index, Gender Related Development Index, Gender Empowerment Measure, Gender Inequality Index, Human Poverty Index).
- 1.2. Quality of life indices: Entitlements approach- Capabilities and Functioning- Development as Freedom- Human Rights-Based Approach- Three Core Values of Development
- 1.3. Development Gap -Inequality in income distribution- Kuznets Inverted U hypothesis- Lorenz Curve and Gini-coefficient - Concept of Sustainable Development.

Unit- 2: Theories of Underdevelopment (25 Hours)

- 2.1. Vicious Circle of Poverty—Dualistic Theories. – Social – Financial and Technical Dualism Prebisch- Singer thesis and Myrdal thesis: Backwash and spread effect- Circular and cumulative causation- Rostow's stages of growth. —Vent for Surplus theory of Hla Myint—Stable Theory –the Dutch Diseases.
- 2.2. Rural-urban migration and urban unemployment (Harris-Todaro model).
- 2.3. Political Economy of Underdevelopment (Theory of dependency): Paul Baran, Gundar Frank, Samir Amin and Emmanuel Wallerstein (World systems approach).

Unit- 3: Theories of Development and Growth

(25 Hours)

- 3.1. Classical Theory of Development–Adam Smith, David Ricardo, Karl Marx and Schumpeter.
- 3.2. Theories of Economic Growth: Harrod-Domar Model.
- 3.3. Neo-Classical Growth Models – Solow and Meade.
- 3.4. Cambridge Growth Models: Mrs. Joan Robinson's and Kaldor's Growth Models.
- 3.5. Endogenous Growth Models: (Ramsey, Romer; Uzawa-Lucas, AK, Arrow's Model, Grossman and Helpman's model, Aghion and Howitt).

Unit- 4: Approaches to Development

(20 Hours)

- 4.1. Theory of Big Push- Critical Minimum Effort Thesis- Low Income Equilibrium Trap. - Balanced and Unbalanced Growth. (Self-Study)
- 4.2. Development with Unlimited Supply of Labour, Ranis and Fei Model - Michael Kremer's O-Ring Theory of Economic Development-- The Jorgenson model and Dixit-Marglin model.

Unit- 5: Critical Issues in Development Process

(10 Hours)

- 5.1. Role of Financial Institutions in Economic Development: (Acemoglu and Zilibotti model)
- 5.2. Globalization and Development: Views of Stiglitz.
- 5.3. Development and Human Rights
- 5.4. Culture and Development
- 5.5. Social Capital and Development.
- 5.6. Corruption, Crime, Social Exclusion and Development.
- 5.7. Climate Change and Development.
- 5.8. Energy and Development.

Reference:

1. A. P. Thirlwall (2011): Growth and Development with special reference to developing economies, 7th Ed, McMillan.
2. Acemoglu, D. (2009): Introduction to Modern Economic Growth. Princeton University Press.
3. Adam Szirmai (2014): The Dynamics of Socio-Economic Development: An Introduction, 2nd Ed, Cambridge University Press.

4. Aghion, P. & Howitt, P. (2008), *The Economics of Growth*, MIT Press, Cambridge MA.
5. Alain de Janvry, Elisabeth Sadoulet (2016): *Development Economics: Theory and Practice*, Routledge.
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8. David N. Weil (2013): *Economic Growth*, 3rd Ed, Pearson.
9. Dwight H. Perkins, Steven Radelet, David L. Lindauer and Steven A. Block (2013): *Economics of Development*, 7th Ed, W. W. Norton & Company
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11. Gerard Roland (2016): *Development Economics*, Routledge.
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13. Hywel G. Jones (1976): *An Introduction to Modern Theories of Economic Growth*, McGraw-Hill.
14. Irma Adelman (1961): *Theories of Economic Growth and Development*, Stanford University Press.
15. James M. Cypher, James L. Dietz (2014): *The Process of Economic Development*, 4th Ed, Routledge.
16. John Rapley (2007): *Understanding Development: Theory and Practice in the Third World*, 3rd Ed, Lynne Rienner Publishers.
17. Martha Nassbaum and Amartya Sen (1993): *The Quality of Life*, the World Institute for Development Economics.
18. Michael P. Todaro, Stephen C. Smith (2017): *Economic Development* 7th Ed, Pearson Addison Wesley.
19. Preston, P.W(1996): *Development Theory: An Introduction*, Blackwell Publishers.
20. Richard Peet and Elaine Hartwick (2009): *Theories of Development: Contentions, Arguments, Alternatives*, 2nd Ed, The Guil Ford Press.
21. Robert Joseph Barro, Xavier Sala-i-Martin (2009): *Economic Growth*, 2nd Ed, MIT Press.
22. Subrata Ghatak (2008): *Introduction to Development Economics*, 4th Ed, Routledge.

23. Thirlwall, A.P and Penélope Pacheco-López (2017): Economics of Development: Theory and Evidence,10th Ed, Macmillan (Palgrave)Education UK
24. Vandana Desai and Robert B. Potter (2014): The Companion to Development Studies,3rd Ed, Routledge.
25. Wayne Nafziger (2006): Economic Development,4th Ed, Cambridge University Press.
26. Yujiro Hayami and Yoshihisa Godo (2005): Development Economics: From the Poverty to the Wealth of Nations,3rd Ed, OUP.

Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
II	EC010205	Indian Economy-II	Core	4	90
Course Objectives					
<p><i>The course aims to provide a detailed exposure to the various aspects of Indian economic development. The course starts with a discussion of the Indian labour market and then consider the issues of poverty and inequality and performance in financial sector of the economy. The purpose of this course is to enable students to have an understanding the overall features of various key sectors and their issues and developments, obstacles involved in the growth of Indian Economy with a policy perspective. The objectives of this course are: to equip the students with the basic idea for further learning, and to help them to analyze the sectoral development that has taken place in India. This course will enable you to: know the various concepts used in the measurement of employment and unemployment by NSSO; explain the various dimensions of employment and unemployment in India; examine the growth of employment in post-reform period; you will be able to state different income and non-income indicators of poverty; identify the income and non-income dimensions of poverty in India; identify the income and non-income measures of inequality; analyses the level of inequality in India; state the concept of inclusive growth; examine the status of India in terms of inclusive growth; and explain the policy implications on poverty, inequality and inclusive growth. While going through this course, you will be able to: know the principles governing fiscal federalism; state the provisions enshrined in Indian Constitution relating to division of financial powers between Union and States; appreciate the role of Finance Commission which constitutes a pillar of India's federal structure; critically examine the various recommendations of Finance Commission; and consider the dimension and nature of issues involved in contemporary situation prevailing in the country.</i></p>					

Unit-1: Labour and Employment

(20 Hours)

- 1.1. Demographic changes in India – Census – Population policies – Demographic Dividend
- 1.2. Labour Market – Demand and Supply in labour market – Problems – **Child Labour** – Labour Market Reforms – Rural Urban Migration – Global Migration and Foreign remittance- Labour Policy and **Social Security**
- 1.3. Problems of Unemployment in India – NSSO Estimates – Employment trends in organized and unorganized sector – Employment Generation Programmes in India – MGNREGS

Unit-2: Poverty and Inequality

(20 Hours)

- 2.1. **Poverty in India** – definition, head count ratio, poverty gap and squared poverty gap index; Extent and distribution of poverty in India; Estimates of Poverty: Tendulkar and Rangarajan committee.

2.2. Food Security and Nutrition – Rural development – issues and strategies and micro level planning - **SHGs and microfinance**

2.3. Inequality – Regional Imbalances in India – **Inclusive growth** – concepts and policy initiative

Unit-3: Fiscal Policies and Reforms in India (25 Hours)

3.1. Fiscal reforms in India post 1991- Tax reforms and reforms in public expenditure management- Goods and Services Tax - Public Debt and Sustainability issues- Implementation of FRBM Act - Fiscal and Monetary Policy dynamics in India- Centre State Fiscal relationship- cooperative and competitive federalism in India- Role of Finance Commission- Local Bodies in India.

3.2 . National Institution for Transforming India (NITI) Aayog, Make in India

3.3. Black money and parallel economy in India, Consequences and Remedies.

3.4. Demonetization and its macro-economic impact

3.5. Global Economic crisis and its impacts

Unit-4: Financial Sector in India (25 Hours)

4.1. Financial system – Structure – Social Banking under nationalization – Financial Repression in the Pre-1991 period

4.2. Financial Sector Reforms

4.3. Rural indebtedness – informal credit market – trends

4.4. **Financial inclusion** - Strategies and progress

4.5. Second Generation Financial Reforms.

Reference:

Agarwal A N (2017), Indian Economy: Problems of Development and Planning, Vikas Publishing House, New Delhi.

Ahulwaia, J.J. and I.M.D. Little (Eds.) (1999) India's Economic Reforms and Development (Essays in hon/ of Manmohan Singh) Oxford University Press, New Delhi.

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Dipak Mazumdar, Sandip Sarkar (2008): *Globalization, Labour Markets and Inequality in India*, International Development Research Centre

Eswaran Mukesh and Ahosk Kotwal (1994): 'Why Poverty Persists in India'. Oxford University Press, New Delhi.

Gopalji and Suman Bhakri (2013), *Indian Economy, Performance and Policies*, Pearson, New Delhi.

Government of India, *Census of India (2011)*; Paper I, Paper II and Paper III.

Government of India, *Economic Survey (Annual Issues)*, Ministry of Finance, New Delhi.

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India 2019, Publication Division, New Delhi.

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Jyotsna Jalan, Sugata Marjit (2016): *India Public Finance and Policy Report 2016: Fiscal Issues and Macro Economy*, OUP.

Kannan, K P and G Raveendran (2009), "Growth sans Employment: A Quarter Century of Jobless Growth in India's Organised Manufacturing", *Economic and Political Weekly*, Vol. 44, No. 10, pp. 80-91.

Kannan, K P and G Raveendran (2012), "Counting and Profiling the Missing Labour Force", *Economic and Political Weekly*, Vol. 47, No. 06, pp. 77-80.

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Nicholas C. Hope, Anjini Kochhar, Roger Noll and T. N. Srinivasan (2013): *Economic Reform in India: Challenges, Prospects, and Lessons*, Cambridge University Press.

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P.S. Krishnan (2018): *Social Exclusion and Justice in India*, Routledge.

Radhakrishna R.(2015): *Well-being, Inequality, Poverty and Pathways Out of Poverty in India*. *Economic and Political Weekly*, October 10.

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Ratan Khasnabis • Indrani Chakraborty (2014): Market, Regulations and Finance: Global Meltdown and the Indian Economy, Springer.

Reddy, Rammohar C (2017) Demonetization and Black Money, Orient Black swan, New Delhi.

Ruddar Dutt and Sundaram (2018): Indian Economy, S Chand and Company, New Delhi

Shankar Acharya (2005): 'Thirty years of Tax Reforms in India' Economic and Political Weekly May 14, 2005.

T. J. Byres (ed): The State, Development Planning and Liberalisation in India, OUP.

Thomas Piketty and Nancy Qian (2009): 'Income Inequality and Progressive Income Taxation in China and India, 1986–2015'. American Economic Journal: Applied Economics, Vol. 1, No. 2, pp. 53-63.

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Uma Kapila (2019): Indian Economy Since Independence: A comprehensive and critical analysis of India's economy, 1947-2017 (Academic Foundation)

Vinod B. Annigeri • R. S. Deshpande Ravindra Dholakia (2018): Issues in Indian Public Policies, Springer

Y.V. Reddy and G.R. Reddy (2019): Indian Fiscal Federalism, OUP (India)

Y.V. Reddy, Partha Ray & Narayan Valluri (2014): Financial and Fiscal Policies Crises and New Realities.

LIST OF COURSES OFFERED WITH SPECIFICATION ON GENDER, HUMAN RIGHTS & ENVIORNMENT

Economics department offers two courses on Environment , Human rights and Gender in both UG and PG programmes. The courses are :

(A) M A PROGRAMME

1st Semester : CORE COURSE: Development Economics

1st Semester: CORE COURSE: Indian Economy

3rd Semester :CORE COURSE : Environment Economics

(B) B A PROGRAMME

3rd Semester :CORE COURSE :ECONOMICS OF GROWTH & DEVELOPMENT

4th Semester : CORE COURSE: PUBLIC ECONOMICS

5th Semester : CORE COURSE :ENVIORNMENT ECONOMICS

They imparts an awareness regarding the issues like environment conservation and climate change. Papers also emphasize the need of environmental protection and its role in economic development .They stress the role of human beings in preserving nature and nurture human values. It makes the students to understand the theory and practice of sustainable development. Students become familiar with the impacts of environment on health and also aware about the human rights not only for the present generation but also for the future generation. In Development economics, students could able to analyses the current status of gender equality through various indices and impact of various govt policies to improve the status of women and also the vulnerable sections of the society.In Public Economics ,the concept like gender budgeting creates an awareness about the state of being of women population. Thus the above courses offer a platform for the students to make an empirical analysis of the issues of human rights, gender equality and environment protection.

(A) M A PROGRAMME

FIRST SEMESTER : CORE COURSE: Development Economics

Module-I: Economic Development –Overview

1.1. Human Development Index, Gender Related Development Index, Gender Empowerment Measure, Gender Inequality Index, Human Poverty Index).

1.2. Quality of life indices: Entitlements approach- Capabilities and Functioning- Development as Freedom- Human Rights-Based Approach

1.3. Inequality in income distribution

Unit- 5: Critical Issues in Development Process

5.3. Development and Human Rights

SECOND SEMESTER : CORE COURSE: INDIAN ECONOMY11

Unit-1: Labour and Employment

1.1. Demographic changes in India – Census – Population policies – Demographic Dividend

1.2. Labour Market – Demand and Supply in labour market – Problems

Labour Market Reforms

Employment Generation Programmes in India – MGNREGS

THIRD SEMESTER : CORE COURSE : Environment Economics

Unit- 1: Basic Environmental issues: Environment and Economy

Unit- 2: Welfare Economics, Social Sector and Environment

Unit- 3: Environmental Valuation

Unit- 4: Sustainable Development

B A PROGRAMME

THIRD SEMESTER : CORE COURSE

ECONOMICS OF GROWTH & DEVELOPMENT

Module I: Introduction to Economics of Growth and Development

Measurement of development - income and non income indices – GDP, PCI, PQLI, HDI, HPI, GEM – (GDI, GNH) – Development redefined – Development as a total social process – Development as freedom – Development as Liberation – Sen’s capability approach – poverty as capability and Entitlement failure – multidimensional poverty index – Quality of life – Education – Health and Nutrition – poverty – absolute and relative – inequality of income and wealth

Module IV: Human Resource and Development

Gender and development – women in the labour force – missing women

FIFTH SEMESTER : CORE COURSE

ENVIORNMENT ECONOMICS

Module I

Unit 1 : Multidisciplinary nature of environmental studies

Unit 2 : Natural Resources

Unit 3: Ecosystems

Module11

Unit 1: Biodiversity and its conservation

Unit 2: Environmental Pollution

Unit 3: Social Issues and the Environment

Module – III

Unit I: Economics and Environment

Module – V

Unit 1- Human Rights– An Introduction to Human Rights, Meaning, concept

and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

Unit-2 Human Rights and United Nations

Unit-3 Human Rights and environmental rights

Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
III	EC010304	Environmental Economics	Core	4	90
Course Objectives					
<p><i>This course examines the economics behind environmental issues and problems and policies designed to address them. Topics cover the valuation of non-market goods, cost-benefit analysis, correcting market failures especially in the provision of public goods, the tragedy of the commons, and climate change. The economic assessment of environmental impacts and the economics of policies and institutions which have a significant bearing on the environment are also dealt with in this course. This course will provide students with the tools to understand how market inefficiencies might arise in the presence of externalities like pollution and how market solutions can correct market failures. The main objective of the course is to illustrate how the study of mainstream economics needs to be reoriented in the light of the following premises: the natural environment is the core of any economy and economic sustainability cannot be attained without environmental sustainability. Thus, the course is intended to equip students with analytical skills that would enable the evaluation of environmental and economic policy issues. It is expected to enable students to understand the economics of the relationship between economic activities and environmental impacts. This course builds on the knowledge of students in microeconomics and public economics.</i></p>					

Unit- 1: Basic Environmental issues: Environment and Economy (15 Hours)

- 1.1.Environment and Economy- Environmental Economics, Ecological Economics and Resource Economics- Interlinkages between the Economy and the Environment
- 1.2.Material Balance Approach- criteria of Natural Resource Use-Principles of uncertainty and irreversibility – Inter generational equity- intra generational equity
- 1.3.Environment-Development Trade-offs: Environmental Cost of Economic Growth- The Environmental Kuznets Curve. Theory of Krutilla-Fisher Equation for Preservation or Development.
- 1.4.Different Perspectives on Development and Growth: The First and Second Laws of Thermodynamics Pessimist and Optimistic Models Limits to Growth- Beyond the Limits - Simon Julian’s thesis of “Ultimate Resource”-The Skeptical Environmentalist.
- 1.5.Global environment issues – climate change: positive and normative analysis of climate change- Economics of Global Warming and Climate Change: Nordaus’ Dice Model.

Unit- 2: Welfare Economics, Social Sector and Environment (20 Hours)

- 2.1. Individual preference regarding environmental protection-Pareto optimality
- 2.2. Market Failure and Externalities: Non-exclusion and the Commons Tragedy of Commons Nonrivalry and Public Goods -Non-convexities- Asymmetric Information

2.3. Hardin's Thesis, Olson Theory of Collective Action, Externalities and Property Rights: Coase theorem -Pigouvian Solution, Ostrom's Co-operative Solutions to Common Pool Resources (CPR) -Optimal Provision of Public Goods- Pollution Prevention, Control and Abatement – Command, Control and Market Based Instruments -Taxes Vs Tradable Permits - CPRS

2.4. Land use - Deforestation- urbanization and their impact on environment - Air and water pollution

Unit- 3: Environmental Valuation

(20 Hours)

3.1. Valuing the Environment: The Economic Concept of Value-Types of Value: Use- Value, Option Value and Non-use or Passive Use Values- The standard model-divergence in value measures-challenges to neo-classical theory of environmental valuation - Development of Nonmarket Valuation—Anthropocentric versus Biocentric Viewpoints - Valuation techniques-market and non-market- direct and indirect - Environment impact assessment-LCA

3.2. Valuation Methods: Compensating and Equivalent Welfare Compensating and Equivalent Variations and Willingness to Pay and Willingness to Accept.

3.3. Alternative Approaches and Methods of Environmental Valuation – Revealed Preference Methods—Travel Cost Method—Random Utility Site Choice Model—Problems of Travel Cost Method—Hedonic Pricing Method and the Problems—Hedonic Wage Values—Dose Response Function—Averting Expenditure and Avoided Cost Methods—Challenges—Aggregation and Partial Values

3.4. Stated Preference Methods—Contingent Valuation—Steps in Conducting a Contingent Valuation—Reliability and Validity—Attribute Based Models—Conjoint Analysis—Choice Experiments—Contingent Ranking—Production Function Methods—General Methodology and Measurement Issues

3.5. Economic Incentives: Emission taxes, tradable pollution permits, Pigouvian fee; Emission standards and Environmental Protection

Unit- 4: Sustainable Development

(15 Hours)

4.1. Sustainable Development: Sustainability Criteria: Hicksian Sustainability Possible-Sustainability Rules -The Hartwick-Solow Approach

4.2. Non-Declining Natural Capital Stock Approach -Safe Minimum Standards Approach - Daly's Co-operational Principles - Sustainability versus Efficiency

4.3. Indicators of Sustainability ENP/AENP (Environmentally Adjusted or Approximate Environmentally Adjusted National Product) and Green GNP Indicator on the Basis of Natural Capital Stock and SMS Approaches

4.4. Weak, Strong and Very Strong Sustainability- Pearce-Atkinson Measure of Weak Sustainability Daly-Cobb's Index of Sustainable Economic Welfare- Common-Perring's Model of Sustainable Development.

4.5. Course of Inter-Generational Welfare- Environmental Sustainability- Ecological Sustainability-Protecting Forest Products and Services

4.6. Eco Economy and its Shape—Solar Hydrogen Economy—New Materials Economy Feeding Everyone Well—Protecting Forest Products and Services

Unit- 5: Environmental Governance and Management

(20 Hours)

4.1. Integrated environmental and economic accounting and the measurement-Environmentally corrected GDP

4.2. Ecological Footprint Analysis-Global Environmental Governance- the Montreal and Kyoto Protocol -International Environmental Treaties and Institutions- WTO and TRIPS as related to environmental issues- Subsidies and taxes, Product standards and Exceptions clause; International environmental externalities.

4.3. Environmental regulations and assessment in Indian context.

Essential Reading:

1. Kolstad, Charles D (2014): Environmental Economics, 2nd Ed, Oxford University Press, Indian Edition.
2. Nick Hanley, Jason F. Shogren and Ben White (2010): Environmental Economics in Theory and Practice, 2nd Ed, Palgrave MacMillan.
3. Ahmed M. Hussen (2014): Principles of Environmental Economics. 4th Ed, Routledge.
4. Horst Siebert (2010): Economics of the Environment: Theory and Policy, 7th Ed, Springer.

Supplementary Reading:

5. Anthony C. Fisher (1981): Resource and Environmental Economics, Cambridge University Press

6. Barry C. Field and Martha K. Field (2016): Environmental Economics: An Introduction, 7th Ed, McGraw Hill.
7. Baumol, William J and Wallace E Oates: The theory of environmental policy, Cambridge University press, 1988.
8. Charles S. P. (2000): Economics and Global Environment, Cambridge University Press
9. David A. Anderson (2010): Environmental Economics and Natural Resource Management, Routledge, London
10. Hans Wiesmeth (2012): Environmental Economics: Theory and Policy in Equilibrium, Springer.
11. Henk. F, H. L. Gabel, Shelby G. and Adam Rose, (2001) "Frontiers of Environmental Economics" Edward Elgar, Cheltenham UK
12. James Crustave Speth and Peter Maas (2009). Global Environmental Governance – Foundation of Contemporary Environmental Studies-Island press.
13. Jonathan M. Harris and Brian Roach (2018): Environmental and Natural Resource Economics: A Contemporary Approach, 4th Ed, Routledge.
14. Katar Singh, Anil Shishodia (2007): Environmental Economics; Theory and Applications, Sage publications, New Delhi.
15. Kavi Kumar, in Kanchan Chopra and Vikram Dayal (2009), (Ed). Hand book of Environmental Economics; Oxford University Press.
16. Kimio Uno and Peter Bartelmus (1998): Environmental Accounting in Theory and Practice, Springer
17. Krutilla John V. (1967). "Conservation Reconsidered", American Economic Review, Vol. 57, 1067.
18. Lee G. Anderson and Juan Carlos Seijo (2010): Bioeconomic of Fisheries Management, Wiley-Blackwell, Iowa
19. Lester R. Brown (2001): Eco Economy: Building an Economy for the Earth, W.W Norton and Company, London
20. Lester R. Brown (2015): The Great Transition: Shifting from Fossil Fuels to Solar and Wind Energy, W.W Norton and Company, London
21. Mohan Munasinghe and James Gustave Speth, Sustainable Development in Practice Cambridge University Press.
22. Nicholas Stern(2007): The Economics of Climate Change: Stern review, Cambridge University Press.
23. Oates W.E. (1994) (ed.), The Economics of the Environment, An Elgar Critical Writings Reader, Edward Elgar.
24. Olson, Jr., Mancur (1971), The Logic of Collective action: Public Goods and the theory of Groups, Cambridge, Harvard University Press.
25. Ostrom, E. (1990), Governing the Commons: The Evaluation of Institutions for Collective Actions, Cambridge University Press, Cambridge.
26. Pearce, D.W. and R. Turner (1991): Economics of Natural Resource Use and Environment, John Hopkins University Press, Baltimore.
27. Pearce D.W. and Jeremy J. Warford (1996), World without End: Economics, Environment and Sustainable Development, OUP.



28. Peter G. Brown and Geoffry Garner (2009), Right Relationship, Building a whole Earth Economy, Berrett-Koehler publishers, Sanfransisco.
29. Rabindra N Bhattacharya (2002), Environmental Economics-an Indian perspective, OUP, New Delhi.
30. Roger Perman, Yue Ma, James McGilvray and Michael Common: Natural Resource and Environmental Economics, 3rd Ed, Pearson Learning.
31. Steven C. Hackett (2006): Environmental and Natural Resources Economics: Theory, Policy, and the Sustainable Society, M.E.Sharpe, New York
32. Sugatha Margit (2007): India Macroeconomics Annual 2007, Centre for Studies in Social Sciences, Kolkata, Sage Publishers
33. Tietenberg, T. (1994): Environmental Economics and Policy, Harper Collins, New York.
34. Tony Prato (1998): Natural Resource and Environment Economics, Iowa State University Press.
35. Trond Bjorndal and Gordon Munro (2012): The Economics and Management of World Fisheries, OUP, London
36. Ulaganathan Sankar (2004) Environmental Economics OUP, New Delhi.
37. United Nations (2014): System of Environmental Economic Accounting Central Framework, New York.

Semester 5				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
09	EC5CRT09	Environmental Economics	4	90

Learning objectives :

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, loss of forest, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 and world Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues. Environmental management has captured the attention of health care managers. Managing environmental hazards has become very important.

Human beings have been interested in ecology since the beginning of civilization. Even our ancient scriptures have emphasized about practices and values of environmental conservation. It is now even more critical than ever before for mankind as a whole to have a clear understanding of environmental concerns and to follow sustainable development practices.

India is rich in biodiversity which provides various resources for people. It is also basis for biotechnology.

Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution have been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment have so far not received adequate attention in our academic programmes. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in

college education. Accordingly, the matter was considered by UGC and it was decided that a six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

The experts committee appointed by the UGC has looked into all the pertinent questions, issues and other relevant matters. This was followed by framing of the core module syllabus for environmental studies for undergraduate courses of all branches of Higher Education. We are deeply conscious that there are bound to be gaps between the ideal and real. Genuine endeavour is required to minimize the gaps by intellectual and material inputs. The success of this course will depend on the initiative and drive of the teachers and the receptive students.

Module I Unit 1 : Multidisciplinary nature of environmental studies

Definition, scope and importance (2 hrs)

Need for public awareness.

Unit 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 individual in conservation of natural resources.

● Equitable use of resources for sustainable lifestyles. (10 hrs)

Unit 3: Ecosystems

- Concept of an ecosystem
- 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 given ecosystem:-
 - a. Forest ecosystem

(6 hrs)

ModuleII Unit 1: Biodiversity and its conservation

- Introduction
- Biogeographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
- Endangered and endemic species of India

(8 hrs)

Unit 2: Environmental Pollution

Definition

Causes, 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
- Pollution case studies
- Disaster management: floods, earthquake, cyclone and landslides.

(8 hrs)

Unit 3: Social Issues and the Environment

- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people: its problems and concerns, Case studies
- Environmental ethics: Issues and possible solutions
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust, Case studies
- Consumerism and waste products
- Environment Protection Act
- Air (Prevention and Control of Pollution) Act
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation
- Public awareness (10 hrs)

Module – III Unit I: Economics and Environment

Environmental Economics – Definition – Scope – Meaning – importance – Environment-Economy interaction (linkages) – material balance model – ecosystem – structure and functions – relation between environment and development – Environment as a necessity and luxury-environmental issues and global concern-Stockholm Conference – Helsinki Convention – Montreal Protocol – Kyoto Protocol – Rio Summit – Paris Convention. Population growth and Environment – market failure – tragedy of commons-sustainable development-policy approach to sustainable development(An overview only). (16hrs)

Module IV Unit 1: Framework and Criteria for Environmental Analysis

Evaluation of environmental benefits – Contingent Valuation Method – Hedonic approach – travel cost method – preventive expenditure method - surrogate market approach – property value approach and wage differential approach - cost benefit analysis – UNIDO analysis –

Little- Mirrlees approach - Environmental Impact Analysis. Pollution control – socially optimum level of pollution – environmental policies and legislations in India. (18hrs)

Module – V Unit 1- Human Rights– An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

Unit-2 Human Rights and United Nations – contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

Unit-3 Human Rights and environmental rights - Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of western ghats- mention Gadgil committee report, Kasthuriengan report. Over exploitation of ground water resources, marine fisheries, sand mining etc. (12Hrs)

Reference

1. Agarwal, K.C 2001 Environmental Biology, Nidi Publ. Ltd, Bikaner.
2. Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
3. Brunner.R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc.480p
4. Clark.R.S., Marine Pollution, Clarendon Press Oxford (TB)
5. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001. Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p
6. Dc A.K.Environmental Chemistry, Wiley Eastern Ltd.
7. Down to Earth, Centre for Science and Environment (R)
8. Gleick, H.P.1993 Water in crisis, Pacific Institute for Studies in Dev. Environment & Security. Stockholm Environment Institute Oxford University Press 473p

9. Hawkins R.E, Encyclopedia of Indian Natural History, Bombay Natural History Society, Bombay (R)
10. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140p
11. Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p
12. Mekinney, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p
13. Mhaskar A.K., Matier Hazardous, Techno-Science Publications (TB)
14. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
15. Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p
16. Rao.M.N & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p
17. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut
18. Survey of the Environment, The Hindu (M)
19. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (TB) XI
20. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (R)
21. u) Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (TB)
22. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p
23. (M) Magazine (R) Reference (TB) Textbook
- 24 Rabindra N Bhattacharya. (2007). Environmental Economis an Indian Perspective. Oxford University Press.
- 25 Charls D. Kolstad.(2007). Environmental Economics. New Delhi:OUP.
- 26 Ramaprasad Senguptha. (2009). Ecology and Economics. New Delhi: OUP.
- 27 Janet Thomas.(2009). Environmental Economics. New Delhi: Cenage Learning.
- 28 S.P. Mirsa, S.N. Pandey (2008). Essential Environmental Studies. New Delhi: Ane Books.
- 29 Katar Singh and Shishodia. (2007) Environmental Economics- Theory and application. New Delhi: Sage publication.
- 30 Tom Tietenberg. (2004). Environmental and Natural Resource Economics. Pearson Education.
- 31 Karpagam . M. (2008). Environmental Economics. New Delhi: Sterling Publishers.

- 32 R.K. Lekhi et al. (2008). Developmental and Environmental Economics. Ludhiana: Kalyani publishers.
- 33 Ulaganathan Sankar. (2009) Environmental Economics. New Delhi: OUP.
- 34 N. Das Gupta (1997). Environmental Accounting. Wheeler and Co New Delhi.
- 35 Thomas and Callan (2007). Environmental Economics. Thomas South-Western.
- 36 Paul Ackin .(2000) Economic Growth and Environmental sustainability, Routledge, London.
- 37 Nick Hanley. (2009) Environmental Economics in Theory and Practice. Palgrave Macmillian, New York.
- 38 Fisher A.C. (1981). Resource and Environmental Economics. Cambridge University Press, Cambridge.
- 39 Baumol. (1988). Theory of Environmental Policy (second edition). Cambridge University Press, Cambridge
- 40 PrasannaChandra:Projects-Planning,Analysis,Financing,Implementation&Review.(5th edition)TataMcGraw Hill.
- 41 PR Trivedi.(2014)Environmental Impact Assessment.APH Publishing Corporation.
- 42 Erach Baraucha (2014) Test book of Environmental studies, Orient Black Swann.

Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
I	EC010103	Development Economics	Core	4	90
Course Objectives					
<p><i>The objective of this course is to familiarize the students with the current theoretical literature trying to understand economic growth and development across nations. The approach of this course is to provide a comprehensive introduction to the theoretical paradigms of economic development. In a fast-moving global economic order, there is a persistent demand to synchronize the approaches, theories and development issues for a better understanding of the problems of the developing economies. By its very nature, the scope is interdisciplinary in nature, incorporating non-economic dimensions like culture, norms, and values as well as political, historical and social processes. The objective of this course is to familiarize students with the conceptual routes, theoretical dynamics and practical strategies of growth and development. It is expected that this course would orient them towards major themes of development, lead them towards more methodical probes and equip them with adequate analytical knowledge. At the end of this course, students should be able (i) to understand and critically evaluate alternative theories of growth. (ii) show a clear understanding of the recent literature, both empirical and analytical, on theories of underdevelopment and growth in developing countries; (iii) be able to evaluate critically some of the results in the literature, particularly those related to development issues.</i></p>					

Module-I: Economic Development –Overview (Self-Study) (10 Hours)

- 1.1. Meaning and measurement of economic development: conventional, human development index (Human Development Index, Gender Related Development Index, Gender Empowerment Measure, Gender Inequality Index, Human Poverty Index).
- 1.2. Quality of life indices: Entitlements approach- Capabilities and Functioning- Development as Freedom- Human Rights-Based Approach- Three Core Values of Development
- 1.3. Development Gap -Inequality in income distribution- Kuznets Inverted U hypothesis- Lorenz Curve and Gini-coefficient - Concept of Sustainable Development.

Unit- 2: Theories of Underdevelopment (25 Hours)

- 2.1. Vicious Circle of Poverty—Dualistic Theories. – Social – Financial and Technical Dualism Prebisch- Singer thesis and Myrdal thesis: Backwash and spread effect- Circular and cumulative causation- Rostow's stages of growth. —Vent for Surplus theory of Hla Myint—Stable Theory –the Dutch Diseases.
- 2.2. Rural-urban migration and urban unemployment (Harris-Todaro model).
- 2.3. Political Economy of Underdevelopment (Theory of dependency): Paul Baran, Gundar Frank, Samir Amin and Emmanuel Wallerstein (World systems approach).

Unit- 3: Theories of Development and Growth

(25 Hours)

- 3.1. Classical Theory of Development–Adam Smith, David Ricardo, Karl Marx and Schumpeter.
- 3.2. Theories of Economic Growth: Harrod-Domar Model.
- 3.3. Neo-Classical Growth Models – Solow and Meade.
- 3.4. Cambridge Growth Models: Mrs. Joan Robinson's and Kaldor's Growth Models.
- 3.5. Endogenous Growth Models: (Ramsey, Romer; Uzawa-Lucas, AK, Arrow's Model, Grossman and Helpman's model, Aghion and Howitt).

Unit- 4: Approaches to Development

(20 Hours)

- 4.1. Theory of Big Push- Critical Minimum Effort Thesis- Low Income Equilibrium Trap. - Balanced and Unbalanced Growth. (Self-Study)
- 4.2. Development with Unlimited Supply of Labour, Ranis and Fei Model - Michael Kremer's O-Ring Theory of Economic Development-- The Jorgenson model and Dixit-Marglin model.

Unit- 5: Critical Issues in Development Process

(10 Hours)

- 5.1. Role of Financial Institutions in Economic Development: (Acemoglu and Zilibotti model)
- 5.2. Globalization and Development: Views of Stiglitz.
- 5.3. **Development and Human Rights**
- 5.4. Culture and Development
- 5.5. Social Capital and Development.
- 5.6. Corruption, Crime, Social Exclusion and Development.
- 5.7. **Climate Change and Development.**
- 5.8. Energy and Development.

Reference:

1. A. P. Thirlwall (2011): Growth and Development with special reference to developing economies, 7th Ed, McMillan.
2. Acemoglu, D. (2009): Introduction to Modern Economic Growth. Princeton University Press.
3. Adam Szirmai (2014): The Dynamics of Socio-Economic Development: An Introduction, 2nd Ed, Cambridge University Press.

4. Aghion, P. & Howitt, P. (2008), *The Economics of Growth*, MIT Press, Cambridge MA.
5. Alain de Janvry, Elisabeth Sadoulet (2016): *Development Economics: Theory and Practice*, Routledge.
6. Charles I. Jones and Dietrich Vollrath (2013): *Introduction to Economic Growth*, 3rd Ed, W. W. Norton & Company.
7. David Alexander Clark (2006): *The Elgar Companion to Development Studies*, Edward Elgar.
8. David N. Weil (2013): *Economic Growth*, 3rd Ed, Pearson.
9. Dwight H. Perkins, Steven Radelet, David L. Lindauer and Steven A. Block (2013): *Economics of Development*, 7th Ed, W. W. Norton & Company
10. Meier, G.M and J.E. Rauch (2014): *Leading Issues in Economic Development*, Oxford University Press, New Delhi
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12. Graham Hacche (1987): *The Theory of Economic Growth: An introduction*, Macmillan.
13. Hywel G. Jones (1976): *An Introduction to Modern Theories of Economic Growth*, McGraw-Hill.
14. Irma Adelman (1961): *Theories of Economic Growth and Development*, Stanford University Press.
15. James M. Cypher, James L. Dietz (2014): *The Process of Economic Development*, 4th Ed, Routledge.
16. John Rapley (2007): *Understanding Development: Theory and Practice in the Third World*, 3rd Ed, Lynne Rienner Publishers.
17. Martha Nassbaum and Amartya Sen (1993): *The Quality of Life*, the World Institute for Development Economics.
18. Michael P. Todaro, Stephen C. Smith (2017): *Economic Development* 7th Ed, Pearson Addison Wesley.
19. Preston, P.W(1996): *Development Theory: An Introduction*, Blackwell Publishers.
20. Richard Peet and Elaine Hartwick (2009): *Theories of Development: Contentions, Arguments, Alternatives*, 2nd Ed, The Guil Ford Press.
21. Robert Joseph Barro, Xavier Sala-i-Martin (2009): *Economic Growth*, 2nd Ed, MIT Press.
22. Subrata Ghatak (2008): *Introduction to Development Economics*, 4th Ed, Routledge.

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24. Vandana Desai and Robert B. Potter (2014): The Companion to Development Studies,3rd Ed, Routledge.
25. Wayne Nafziger (2006): Economic Development,4th Ed, Cambridge University Press.
26. Yujiro Hayami and Yoshihisa Godo (2005): Development Economics: From the Poverty to the Wealth of Nations,3rd Ed, OUP.

Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
II	EC010205	Indian Economy-II	Core	4	90
Course Objectives					
<p><i>The course aims to provide a detailed exposure to the various aspects of Indian economic development. The course starts with a discussion of the Indian labour market and then consider the issues of poverty and inequality and performance in financial sector of the economy. The purpose of this course is to enable students to have an understanding the overall features of various key sectors and their issues and developments, obstacles involved in the growth of Indian Economy with a policy perspective. The objectives of this course are: to equip the students with the basic idea for further learning, and to help them to analyze the sectoral development that has taken place in India. This course will enable you to: know the various concepts used in the measurement of employment and unemployment by NSSO; explain the various dimensions of employment and unemployment in India; examine the growth of employment in post-reform period; you will be able to state different income and non-income indicators of poverty; identify the income and non-income dimensions of poverty in India; identify the income and non-income measures of inequality; analyses the level of inequality in India; state the concept of inclusive growth; examine the status of India in terms of inclusive growth; and explain the policy implications on poverty, inequality and inclusive growth. While going through this course, you will be able to: know the principles governing fiscal federalism; state the provisions enshrined in Indian Constitution relating to division of financial powers between Union and States; appreciate the role of Finance Commission which constitutes a pillar of India's federal structure; critically examine the various recommendations of Finance Commission; and consider the dimension and nature of issues involved in contemporary situation prevailing in the country.</i></p>					

Unit-1: Labour and Employment

(20 Hours)

- 1.1. Demographic changes in India – Census – Population policies – Demographic Dividend
- 1.2. Labour Market – Demand and Supply in labour market – Problems – **Child Labour** – Labour Market Reforms – Rural Urban Migration – Global Migration and Foreign remittance- Labour Policy and **Social Security**
- 1.3. Problems of Unemployment in India – NSSO Estimates – Employment trends in organized and unorganized sector – Employment Generation Programmes in India – MGNREGS

Unit-2: Poverty and Inequality

(20 Hours)

- 2.1. **Poverty in India** – definition, head count ratio, poverty gap and squared poverty gap index; Extent and distribution of poverty in India; Estimates of Poverty: Tendulkar and Rangarajan committee.

2.2. Food Security and Nutrition – Rural development – issues and strategies and micro level planning - **SHGs and microfinance**

2.3. Inequality – Regional Imbalances in India – **Inclusive growth** – concepts and policy initiative

Unit-3: Fiscal Policies and Reforms in India (25 Hours)

3.1. Fiscal reforms in India post 1991- Tax reforms and reforms in public expenditure management- Goods and Services Tax - Public Debt and Sustainability issues- Implementation of FRBM Act - Fiscal and Monetary Policy dynamics in India- Centre State Fiscal relationship- cooperative and competitive federalism in India- Role of Finance Commission- Local Bodies in India.

3.2 . National Institution for Transforming India (NITI) Aayog, Make in India

3.3. Black money and parallel economy in India, Consequences and Remedies.

3.4. Demonetization and its macro-economic impact

3.5. Global Economic crisis and its impacts

Unit-4: Financial Sector in India (25 Hours)

4.1. Financial system – Structure – Social Banking under nationalization – Financial Repression in the Pre-1991 period

4.2. Financial Sector Reforms

4.3. Rural indebtedness – informal credit market – trends

4.4. **Financial inclusion** - Strategies and progress

4.5. Second Generation Financial Reforms.

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Vinod B. Annigeri • R. S. Deshpande Ravindra Dholakia (2018): Issues in Indian Public Policies, Springer

Y.V. Reddy and G.R. Reddy (2019): Indian Fiscal Federalism, OUP (India)

Y.V. Reddy, Partha Ray & Narayan Valluri (2014): Financial and Fiscal Policies Crises and New Realities.

Semester 3				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
	EC3CRT04	Economics Of Growth & Development		90

Learning Objectives

This course enables the student to acquaint with the basic concepts and issues of growth and development from Adam Smith. It makes a student more insightful about the modern approaches to development presented by D Goulet and Amartya Sen.

Module I: Introduction to Economics of Growth and Development

Growth and Development – meaning – features – distinction – determinants and indicators – features of underdevelopment – measurement of development - income and non-income indices – GDP, PCI, PQLI, HDI, HPI, GEM – (GDI, GNH) – Development redefined – Development as a total social process – Development as freedom – Development as Liberation – Sen’s capability approach – poverty as capability and Entitlement failure – multidimensional poverty index – Quality of life – Education – Health and Nutrition – poverty – absolute and relative – inequality of income and wealth – Gini coefficient – Kuznet’s inverted ‘U’- Hypothesis – Development gap (22hrs)

Module II: Approaches to Development

Approaches to Economic Development: Structuralist – dependency - market- friendly approaches (concepts only) – vicious circle of poverty – Stage theories Rostow – low level equilibrium trap – Critical minimum effort thesis – Big push – Lewis model – balanced vs unbalanced growth strategy – Dualistic theories. (23hrs)

Module III: Theories and Factors in the Development Process

Classical – Marxian – Schumpeterian. Economic Development – role of agriculture – capital – technology – choice of technique - Trade and economic development – process of cumulative causation. (20 hrs)

Module IV: Human Resource and Development

Human Resource and Development – man power planning – concept of intellectual capital and its size – role of education and health in economic development – Education and health as joint investment for development – Gender and development – women in the labour force – missing women population and economic growth – optimum theory of population – theory of demographic transition – ageing and younging of population. (25hrs)

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1. Thirlwall, Growth and Development with Special Reference to Developing Countries. Palgrave MacMillan, New Delhi.
2. Benjamin Higgins(1968), Economic Development, Universal Book Stall, New Delhi.
3. Meier G.M. (2007) Leading Issues in Economic Development, Oxford University Press, New Delhi.
4. Todaro and Smith, Economic Development, Pearson Education, New Delhi.
5. Debraj Ray, Development Economics. Oxford University Press, New Delhi.
6. Felix Raj and et. al, Contemporary Development Economics, New Central Book Agency (p) Ltd.

Semester 4				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
	EC4CRT06	Public Economics	4	72

Learning Objectives

Public finance analyzes the impact of public policy on the allocation of resources and the distribution of income in the economy. In modern times, the activities of State have considerably increased and the theoretical understanding of different State activities through the budgetary mechanism is essential. The objective of the course is for students to learn about the working of the public finance system and to gain knowledge about the working of the Indian public finance.

Module I- Introduction to Public Finance

Meaning and subject matter of Public Finance – Public and Private Finance – Fiscal Functions-Allocation, distribution and stabilization- **Principles of Maximum Social Advantage: Dalton, Musgrave** – Public Goods: Pure and **Impure Public Goods**, Free rider problem. Private Goods, Mixed Goods and **Merit Goods**, -Market failure and role of government. (14 Hrs)

Module II- Public Revenue

Sources of public revenue -Classification of Taxes - Canons of Taxation, Principles of Taxation-Ability, Benefit and cost of service- Impact, Incidence and shifting of Tax Burden – – Effects of Taxation – Measurement of Deadweight loss -Taxable Capacity- Laffer curve- Major Taxes in India and its impact- Value Added Tax in India –Goods and Service Tax (GST-brief history, legislation and impact)- Budget and its role– Classification of budget Concepts :Revenue Account, Capital Account, Fiscal Deficit, Revenue Deficit, Primary Deficit,– Zero Base Budgeting-Budgetary Procedure in India (introduce the recent Central Budget to the students)- **Gender Budgeting**-Fiscal Policy –Deficit financing (22 Hrs)

Module III- Public Expenditure

Meaning— Canon's of Public Expenditure-Plan and Non-plan Expenditure-Developmental and Non-developmental expenditure- Wagner's Hypothesis, Peacock - Wiseman Hypothesis, critical limit hypothesis– Effects of Public Expenditure- Public expenditure in India: Its pattern and growth -Public Debt- Types- debt redemption –burden of public debt – public debt in India (18 Hrs)

Module IV- Federal Finance

Meaning – Principles of Federal Finance- vertical and horizontal equity in fiscal federalism - fiscal federalism in India – Finance commission – Current Finance Commission- Theory of grants – resource transfer from union to states – criteria for transfer of resources – State Finance Commission and Panchayati Raj institutions.

(18 Hrs)

References

1. Musgrave, R.A. and P.B. Musgrave. (1989). *Public finance in theory and practice*. McGraw Hill.
2. John Cullis, Philip Jones. *Public finance and public choice*. (1st edition). New Delhi: Oxford University Press.
3. Stiglitz, Joseph E. (Third edition). *Economics of public sector*. New York: Norton.
4. Harbar, Bernard. P. (Fifth edition). *Modern public finance*. Richard Irvin Inc.
5. Bagchi, Amaresh (ed.). *Readings in public finance*. New Delhi: Oxford University Press.
6. Ulbrich, Holley H. *Public Finance in Theory and Practice*. Thomson South-Western.
7. Singh.S.K. (Ninth edition) *Public Finance in Theory and Practice*. New Delhi: S Chand Publications.
8. Dalton. H. (eleventh edition). *Principles of Public finance*. Routledge Library Editions.
9. Taylor, Philip E. *Economics of public finance*. MacMillan.
10. Bhatia. H.L. (twenty-sixth edition). *Public finance*. New Delhi: Vikas Publishing House Pvt. Ltd.
11. Gupta, Janak. (2nd Revised & Enlarged edition). *Public economics in India: Theory and practice*. Atlantic.

Semester 4				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
	EC4CRT06	Public Economics	4	72

Learning Objectives

Public finance analyzes the impact of public policy on the allocation of resources and the distribution of income in the economy. In modern times, the activities of State have considerably increased and the theoretical understanding of different State activities through the budgetary mechanism is essential. The objective of the course is for students to learn about the working of the public finance system and to gain knowledge about the working of the Indian public finance.

Module I- Introduction to Public Finance

Meaning and subject matter of Public Finance – Public and Private Finance – Fiscal Functions-Allocation, distribution and stabilization- **Principles of Maximum Social Advantage: Dalton, Musgrave** – Public Goods: Pure and **Impure Public Goods**, Free rider problem. Private Goods, Mixed Goods and **Merit Goods**, -Market failure and role of government. (14 Hrs)

Module II- Public Revenue

Sources of public revenue -Classification of Taxes - Canons of Taxation, Principles of Taxation-Ability, Benefit and cost of service- Impact, Incidence and shifting of Tax Burden – – Effects of Taxation – Measurement of Deadweight loss -Taxable Capacity- Laffer curve- Major Taxes in India and its impact- Value Added Tax in India –Goods and Service Tax (GST-brief history, legislation and impact)- Budget and its role– Classification of budget Concepts :Revenue Account, Capital Account, Fiscal Deficit, Revenue Deficit, Primary Deficit,– Zero Base Budgeting-Budgetary Procedure in India (introduce the recent Central Budget to the students)- **Gender Budgeting**-Fiscal Policy –Deficit financing (22 Hrs)

Module III- Public Expenditure

Meaning— Canon's of Public Expenditure-Plan and Non-plan Expenditure-Developmental and Non-developmental expenditure- Wagner's Hypothesis, Peacock - Wiseman Hypothesis, critical limit hypothesis– Effects of Public Expenditure- Public expenditure in India: Its pattern and growth -Public Debt- Types- debt redemption –burden of public debt – public debt in India (18 Hrs)

Module IV- Federal Finance

Meaning – Principles of Federal Finance- vertical and horizontal equity in fiscal federalism - fiscal federalism in India – Finance commission – Current Finance Commission- Theory of grants – resource transfer from union to states – criteria for transfer of resources – State Finance Commission and Panchayati Raj institutions.

(18 Hrs)

References

1. Musgrave, R.A. and P.B. Musgrave. (1989). *Public finance in theory and practice*. McGraw Hill.
2. John Cullis, Philip Jones. *Public finance and public choice*. (1st edition). New Delhi: Oxford University Press.
3. Stiglitz, Joseph E. (Third edition). *Economics of public sector*. New York: Norton.
4. Harbar, Bernard. P. (Fifth edition). *Modern public finance*. Richard Irvin Inc.
5. Bagchi, Amaresh (ed.). *Readings in public finance*. New Delhi: Oxford University Press.
6. Ulbrich, Holley H. *Public Finance in Theory and Practice*. Thomson South-Western.
7. Singh.S.K. (Ninth edition) *Public Finance in Theory and Practice*. New Delhi: S Chand Publications.
8. Dalton. H. (eleventh edition). *Principles of Public finance*. Routledge Library Editions.
9. Taylor, Philip E. *Economics of public finance*. MacMillan.
10. Bhatia. H.L. (twenty-sixth edition). *Public finance*. New Delhi: Vikas Publishing House Pvt. Ltd.
11. Gupta, Janak. (2nd Revised & Enlarged edition). *Public economics in India: Theory and practice*. Atlantic.

Semester 3				
Core Course No	Course Code	Course Title	No. of Credit	No. of Teaching Hours
	EC3CRT04	Economics Of Growth & Development		90

Learning Objectives

This course enables the student to acquaint with the basic concepts and issues of growth and development from Adam Smith. It makes a student more insightful about the modern approaches to development presented by D Goulet and Amartya Sen.

Module I: Introduction to Economics of Growth and Development

Growth and Development – meaning – features – distinction – determinants and indicators – features of underdevelopment – measurement of development - **income and non-income indices – GDP, PCI, PQLI, HDI, HPI, GEM – (GDI, GNH) – Development** redefined – Development as a total social process – Development as freedom – Development as Liberation – **Sen’s capability approach – poverty as capability and Entitlement failure – multidimensional poverty index – Quality of life – Education – Health and Nutrition – poverty – absolute and relative – inequality of income and wealth – Gini coefficient – Kuznet’s inverted ‘U’- Hypothesis – Development gap** (22hrs)

Module II: Approaches to Development

Approaches to Economic Development: Structuralist – dependency - market- friendly approaches (concepts only) – vicious circle of poverty – Stage theories Rostow – low level equilibrium trap – Critical minimum effort thesis – Big push – Lewis model – balanced vs unbalanced growth strategy – Dualistic theories. (23hrs)

Module III: Theories and Factors in the Development Process

Classical – Marxian – Schumpeterian. Economic Development – role of agriculture – capital – technology – choice of technique - Trade and economic development – process of cumulative causation. (20 hrs)

Module IV: Human Resource and Development

Human Resource and Development – man power planning – concept of intellectual capital and its size – role of education and health in economic development – Education and health as joint investment for development – **Gender and development – women in the labour force – missing women population and economic growth** – optimum theory of population – theory of demographic transition – ageing and younging of population. (25hrs)

References

1. Thirlwall, Growth and Development with Special Reference to Developing Countries. Palgrave MacMillan, New Delhi.
2. Benjamin Higgins(1968), Economic Development, Universal Book Stall, New Delhi.
3. Meier G.M. (2007) Leading Issues in Economic Development, Oxford University Press, New Delhi.
4. Todaro and Smith, Economic Development, Pearson Education, New Delhi.
5. Debraj Ray, Development Economics. Oxford University Press, New Delhi.
6. Felix Raj and et. al, Contemporary Development Economics, New Central Book Agency (p) Ltd.

Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
I	EC010103	Development Economics	Core	4	90
Course Objectives					
<p><i>The objective of this course is to familiarize the students with the current theoretical literature trying to understand economic growth and development across nations. The approach of this course is to provide a comprehensive introduction to the theoretical paradigms of economic development. In a fast-moving global economic order, there is a persistent demand to synchronize the approaches, theories and development issues for a better understanding of the problems of the developing economies. By its very nature, the scope is interdisciplinary in nature, incorporating non-economic dimensions like culture, norms, and values as well as political, historical and social processes. The objective of this course is to familiarize students with the conceptual routes, theoretical dynamics and practical strategies of growth and development. It is expected that this course would orient them towards major themes of development, lead them towards more methodical probes and equip them with adequate analytical knowledge. At the end of this course, students should be able (i) to understand and critically evaluate alternative theories of growth. (ii) show a clear understanding of the recent literature, both empirical and analytical, on theories of underdevelopment and growth in developing countries; (iii) be able to evaluate critically some of the results in the literature, particularly those related to development issues.</i></p>					

Module-I: Economic Development –Overview (Self-Study) (10 Hours)

- 1.1. Meaning and measurement of economic development: conventional, human development index (Human Development Index, Gender Related Development Index, Gender Empowerment Measure, Gender Inequality Index, Human Poverty Index).
- 1.2. Quality of life indices: Entitlements approach- Capabilities and Functioning- Development as Freedom- Human Rights-Based Approach- Three Core Values of Development
- 1.3. Development Gap -Inequality in income distribution- Kuznets Inverted U hypothesis- Lorenz Curve and Gini-coefficient - Concept of Sustainable Development.

Unit- 2: Theories of Underdevelopment (25 Hours)

- 2.1. Vicious Circle of Poverty—Dualistic Theories. – Social – Financial and Technical Dualism Prebisch- Singer thesis and Myrdal thesis: Backwash and spread effect- Circular and cumulative causation- Rostow's stages of growth. —Vent for Surplus theory of Hla Myint—Stable Theory –the Dutch Diseases.
- 2.2. Rural-urban migration and urban unemployment (Harris-Todaro model).
- 2.3. Political Economy of Underdevelopment (Theory of dependency): Paul Baran, Gundar Frank, Samir Amin and Emmanuel Wallerstein (World systems approach).

Unit- 3: Theories of Development and Growth

(25 Hours)

- 3.1. Classical Theory of Development–Adam Smith, David Ricardo, Karl Marx and Schumpeter.
- 3.2. Theories of Economic Growth: Harrod-Domar Model.
- 3.3. Neo-Classical Growth Models – Solow and Meade.
- 3.4. Cambridge Growth Models: Mrs. Joan Robinson's and Kaldor's Growth Models.
- 3.5. Endogenous Growth Models: (Ramsey, Romer; Uzawa-Lucas, AK, Arrow's Model, Grossman and Helpman's model, Aghion and Howitt).

Unit- 4: Approaches to Development

(20 Hours)

- 4.1. Theory of Big Push- Critical Minimum Effort Thesis- Low Income Equilibrium Trap. - Balanced and Unbalanced Growth. (Self-Study)
- 4.2. Development with Unlimited Supply of Labour, Ranis and Fei Model - Michael Kremer's O-Ring Theory of Economic Development-- The Jorgenson model and Dixit-Marglin model.

Unit- 5: Critical Issues in Development Process

(10 Hours)

- 5.1. Role of Financial Institutions in Economic Development: (Acemoglu and Zilibotti model)
- 5.2. Globalization and Development: Views of Stiglitz.
- 5.3. Development and Human Rights
- 5.4. Culture and Development
- 5.5. Social Capital and Development.
- 5.6. Corruption, Crime, Social Exclusion and Development.
- 5.7. Climate Change and Development.
- 5.8. Energy and Development.

Reference:

1. A. P. Thirlwall (2011): Growth and Development with special reference to developing economies, 7th Ed, McMillan.
2. Acemoglu, D. (2009): Introduction to Modern Economic Growth. Princeton University Press.
3. Adam Szirmai (2014): The Dynamics of Socio-Economic Development: An Introduction, 2nd Ed, Cambridge University Press.

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25. Wayne Nafziger (2006): Economic Development,4th Ed, Cambridge University Press.
26. Yujiro Hayami and Yoshihisa Godo (2005): Development Economics: From the Poverty to the Wealth of Nations,3rd Ed, OUP.

Semester	Course code	Course Title	Type of course	Credit	Teaching Hours
II	EC010205	Indian Economy-II	Core	4	90
Course Objectives					
<p><i>The course aims to provide a detailed exposure to the various aspects of Indian economic development. The course starts with a discussion of the Indian labour market and then consider the issues of poverty and inequality and performance in financial sector of the economy. The purpose of this course is to enable students to have an understanding the overall features of various key sectors and their issues and developments, obstacles involved in the growth of Indian Economy with a policy perspective. The objectives of this course are: to equip the students with the basic idea for further learning, and to help them to analyze the sectoral development that has taken place in India. This course will enable you to: know the various concepts used in the measurement of employment and unemployment by NSSO; explain the various dimensions of employment and unemployment in India; examine the growth of employment in post-reform period; you will be able to state different income and non-income indicators of poverty; identify the income and non-income dimensions of poverty in India; identify the income and non-income measures of inequality; analyses the level of inequality in India; state the concept of inclusive growth; examine the status of India in terms of inclusive growth; and explain the policy implications on poverty, inequality and inclusive growth. While going through this course, you will be able to: know the principles governing fiscal federalism; state the provisions enshrined in Indian Constitution relating to division of financial powers between Union and States; appreciate the role of Finance Commission which constitutes a pillar of India's federal structure; critically examine the various recommendations of Finance Commission; and consider the dimension and nature of issues involved in contemporary situation prevailing in the country.</i></p>					

Unit-1: Labour and Employment

(20 Hours)

- 1.1. Demographic changes in India – Census – Population policies – Demographic Dividend
- 1.2. Labour Market – Demand and Supply in labour market – Problems – **Child Labour** – Labour Market Reforms – Rural Urban Migration – Global Migration and Foreign remittance- Labour Policy and **Social Security**
- 1.3. Problems of Unemployment in India – NSSO Estimates – Employment trends in organized and unorganized sector – Employment Generation Programmes in India – MGNREGS

Unit-2: Poverty and Inequality

(20 Hours)

- 2.1. **Poverty in India** – definition, head count ratio, poverty gap and squared poverty gap index; Extent and distribution of poverty in India; Estimates of Poverty: Tendulkar and Rangarajan committee.

2.2. Food Security and Nutrition – Rural development – issues and strategies and micro level planning - **SHGs and microfinance**

2.3. Inequality – Regional Imbalances in India – **Inclusive growth** – concepts and policy initiative

Unit-3: Fiscal Policies and Reforms in India (25 Hours)

3.1. Fiscal reforms in India post 1991- Tax reforms and reforms in public expenditure management- Goods and Services Tax - Public Debt and Sustainability issues- Implementation of FRBM Act - Fiscal and Monetary Policy dynamics in India- Centre State Fiscal relationship- cooperative and competitive federalism in India- Role of Finance Commission- Local Bodies in India.

3.2 . National Institution for Transforming India (NITI) Aayog, Make in India

3.3. Black money and parallel economy in India, Consequences and Remedies.

3.4. Demonetization and its macro-economic impact

3.5. Global Economic crisis and its impacts

Unit-4: Financial Sector in India (25 Hours)

4.1. Financial system – Structure – Social Banking under nationalization – Financial Repression in the Pre-1991 period

4.2. Financial Sector Reforms

4.3. Rural indebtedness – informal credit market – trends

4.4. **Financial inclusion** - Strategies and progress

4.5. Second Generation Financial Reforms.

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ENVIRONMENT AND SUSTAINABILITY

SEMESTER IV

Paper- 4- नाटक और लंबी कविता (Drama & Long Poem)

Course Code-HN4CCT04

नाटक/ Drama

1. कोणार्क – जगदीश चन्द्र माथुर

लंबी कविता (Long Poem) (Text Book-पांच लंबी कविताएँ)

1. नगई महुरा- त्रिलोचन
2. शहंशाह की नींद – उमाशंकर चौधरी
3. ढाबा – नीलेश रघुवंशी
4. इतनी दूर मत ब्याहना बाबा – निर्मला पुचुल
5. जवाहर टनल –अग्निशेखर

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
कोणार्क	कोणार्क	कोणार्क	कोणार्क
नगई महुरा	शहंशाह की नींद	ढाबा	जवाहर टनल
		इतनी दूर मत ब्याहना बाबा	

ENVIRONMENT AND SUSTAINABILITY

SEMESTER III

Paper- 3- कविता, व्याकरण और अनुवाद (Poetry, Grammar & Translation)

कविता/ Poetry (Text Book-काव्य कुसुम)

Course Code-HN3CCT03

1. कबीरदास – दोहा (4)
2. तुलसीदास – पद (2)
3. मीराबाई – पद (2)
4. बिहारी – दोहा (3)
5. जागो फिर एक बार - सूर्यकांत त्रिपाठी निराला
6. वे मुस्काते फूल नहीं – महादेवी वर्मा
7. खेवली – धूमिल
8. छीनने आये हैं वे – सर्वेश्वर दयाल सक्सेना
9. आज्ञादी उर्फ गुलामी- ज्ञानेन्द्रपति
10. तुम्हें कुछ करना चाहिए – चंद्रकांत देवताले
11. सबूत – अरुण कमल
12. दिल्ली दरवाज़ा – कुमार विकल
13. जंगल के उजाड़ में – विनोद कुमार शुक्ल
14. बाज़ार – मंगलेश डबराल
15. बीसवीं शती के अंतिम दिनों का एक आश्चर्य – राजेश जोशी
16. दो हाथियों की लड़ाई – उदयप्रकाश
17. टंडे पानी की मशीन - एकांत शरीवास्तव
18. अच्छे आदमी – कुमार अम्बुज

व्याकरण और अनुवाद (Grammar & Translation)

1. सामान्य हिंदी व्याकरण तथा रचना –श्रीकृष्ण पाण्डेय (Page -19-58 & 111-117)

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
कबीरदास तुलसीदास बिहारी मीराबाई	जागो फिर एक बार वे मुस्काते फूल नहीं खेवली छीनने आये हैं वे आज्ञादी उर्फ गुलामी	तुम्हें कुछ करना चाहिए सबूत दिल्ली दरवाज़ा जंगल के उजाड़ में बाज़ार	बीसवीं शती के अंतिम दिनों का एक आश्चर्य दो हाथियों की लड़ाई टंडे पानी की मशीन अच्छे आदमी
व्याकरण			व्याकरण
अनुवाद			अनुवाद

ENVIRONMENT AND SUSTAINABILITY

SEMESTER II

Paper- 2- कहानी और उपन्यास (Short stories & Novel)

Course Code-HN2CCT02

उपन्यास/ Novel

1. अंतिम साक्षय – चंद्रकांता

कहानी/ Short stories (Text Book-कथा संसार)

1. ईदगाह- प्रेमचंद
2. हीलिबोन की बतखें- अज्ञेय
3. अमरूद का पेड़ -ज्ञानरंजन
4. जंगल का दाह- स्वयंप्रकाश
5. छुट्टी का दिन- उषा प्रियंवदा
6. बाज़ार में रामधन- कैलाश बनवासी
7. माँ रसोई में रहती है – कुमार अम्बुज

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
अंतिम साक्षय	अंतिम साक्षय	अंतिम साक्षय	अंतिम साक्षय
ईदगाह	अमरूद का पेड़	छुट्टी का दिन	माँ रसोई में रहती है
हीलिबोन की बतखें	जंगल का दाह	बाज़ार में रामधन	

ENVIRONMENT AND SUSTAINABILITY

B.A/ B.Sc Model I (Hindi)

SEMESTER I

Paper- 1- गद्य और एकाँकी (Prose & One Act Plays) (Text Book-साहित्य दर्पण)

Course Code-HN1CCT01

गद्य/ Prose

1. आईये हम वृक्ष देवता की आराधना करें - डॉ. किशोरी लाल व्यास
2. भय - रामचंद्र शुक्ल
3. हिमाच्छादित उत्तुंग शिखर और धुली हरियाली - विजय कुमार सन्देश
4. कफ़न चोर का बेटा - उषा बाला
5. जब मैं फेल हुआ- ए पी जे अब्दुल कलाम
6. जब इतिज़ार हुसैन अपनी जन्मभूमि आये - अजहर वजाहत

एकाँकी /One Act Plays

1. दीपदान - रामकुमार वर्मा
2. जान से प्यारे - ममता कालिया
3. बहु की विदा - विनोद रस्तोगी
4. सती - जी. के. हरिजीत
5. हरी घास पर घंटे भर - सुरेन्द्र वर्मा

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
आईये हम वृक्ष देवता की आराधना करें	हिमाच्छादित उत्तुंग शिखर और धुली हरियाली	जब मैं फेल हुआ	जब इतिज़ार हुसैन अपनी जन्मभूमि आये
भय	कफ़न चोर का बेटा	बहु की विदा	हरी घास पर घंटे भर
दीपदान	जान से प्यारे	सती	

SEMESTER 2 ENVIRONMENT AND
BA/BSC MODEL 2 SUSTAINABILITY

1. प्रणाम रवीन्द्रनाथ ठाकुर - महादेवी वर्मा
2. फिल्म अभ भी संभावना है - उदय प्रकाश
3. मधुर भाषी - नरेन्द्र कोहली
4. मोअनजोदडो- आम थानवी

कहानी /Short stories (Text Book- गद्य सौरभ)

1. बड़े भाई साहब- प्रेमचंद
2. बिसाती - जयशंकर प्रसाद
3. भूख- चित्रा मुद्गल
4. पाल गोमरे का स्कूटर - उदयप्रकाश
5. पावरोटी और कटलेट्स - मंजुल भगत

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
प्रणाम रवीन्द्रनाथ ठाकुर	फिल्म अभ भी संभावना है	मधुर भाषी	मोअनजोदडो
बड़े भाई साहब	भूख	पाल गोमरे का स्कूटर	मृत्यु की ओर
बिसाती			

ENVIRONMENT AND SUSTAINABILITY

BA/ B.Sc Model II

SEMESTER I

Paper- 1- कविता और एकांकी (Poetry & One act Play)

Course Code-HN1CCT01

कविता/ Poetry (Text Book- इन्द्रधनुष)

1. कबीरदास - दोहा (4)
2. रहीम - दोहा (4)
3. हिन्दी के सुमनों के प्रति पत्र - निराला
4. प्रतिबिम्ब - सुमित्रानंदन पन्त
5. तुम ने कहा था - नागार्जुन
6. जो कुरुक्षेत्र पार करता है - एकांत श्रीवास्तव
7. वे हाथ - सर्वेश्वर दयाल सक्सेना
8. बच्चों के लिए एक कथा - भगवत रावत
9. नमन करू छोटी बेटियों को - सविता सिंह
10. खौफनाक समय में बच्चे - कुमार विकल
11. घर की चौखट से बाहर - सुशीला टाकमौरि

एकांकी (One act Play) (Text Book- इन्द्रधनुष)

1. शाहजहाँ के आंसू - देवेन्द्रनाथ शर्मा
2. मकड़ी का जाला - जगदीश चन्द्र माथुर
3. लक्ष्मी का स्वागत - उपेन्द्रनाथ अशक
4. शादी की बात - स्वदेश दीपक

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
कबीरदास	प्रतिबिम्ब	वे हाथ	नमन करू छोटी बेटियों को
रहीम	तुम ने कहा था	बच्चों के लिए एक कथा	खौफनाक समय में बच्चे
हिन्दी के सुमनों के प्रति पत्र	जो कुरुक्षेत्र पार करता है		घर की चौखट से बाहर
शाहजहाँ के आंसू	मकड़ी का जाला	लक्ष्मी का स्वागत	शादी की बात

SEMESTER II

Paper- 2- गद्य और कहानी (Prose & Short stories)

Course Code-HN2CCT02

गद्य/ Prose (Text Book- गद्य सौरभ)

ENVIRONMENT AND SUSTAINABILITY

SEMESTER II

Paper- 2- कविता, व्यावसायिक पत्र लेखन और अनुवाद (Poetry, Commercial Correspondence & Translation)

Course Code-HN2CCT02

कविता/ Poetry (Text Book-साहित्य सागर)

1. कबीरदास – दोहा (4)
2. तुलसीदास – पद (2)
3. बादल राग -सूर्यकांत त्रिपाठी निराला
4. कुमुद दल से वेदना के दाग को – महादेवी वर्मा
5. आत्म परिचय – हरिवंश राय बच्चन
6. हत्या और अपराध- भगवत रावत
7. अकेला आदमी- कुमार अम्बुज
8. पोलिथीन-ज्ञानेदरपति
9. मूल्य- एकांत श्रीवास्तव
10. बेजगह- अनामिका
11. घृणा और प्रेम कहां से शुरू होता है- ओमप्रकाश वात्मीकी
12. डेली पैसेंजर- अरुण कमल

व्यावसायिक पत्र लेखन और अनुवाद (Commercial Correspondence & Translation) (Text Book-संचार मीडिया एवं व्यावसायिक पत्र लेखन)

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
कबीरदास	कुमुद दल से वेदना के दाग को	अकेला आदमी	बेजगह
तुलसीदास	आत्म परिचय	पोलिथीन	घृणा और प्रेम कहां से शुरू होता है
बादल राग	हत्या और अपराध	मूल्य	डेली पैसेंजर
व्यावसायिक पत्र लेखन	अनुवाद	व्यावसायिक पत्र लेखन	अनुवाद

ENVIRONMENT AND SUSTAINABILITY

B.Com Model I

SEMESTER I

Paper- 1- गद्य और संचार मीडिया (Prose & Mass Media)

Course Code-HN1CCT01

गद्य/ Prose (Text Book-साहित्य सागर)

1. नेहरु का रास्ता - माधव हाड़ा
2. जूठन- ओमप्रकाश वात्मीकी
3. चूहा और मैं- हरिशंकर परसाई
4. अग्नि की उड़ान- ए पी जे अब्दुल कलाम
5. आस्था और रोमांच की यात्रा- पवन चौहान
6. गौरी का गुस्सा-स्वयं प्रकाश

संचार मीडिया (Mass Media) (Text Book-संचार मीडिया एवं व्यावसायिक पत्र लेखन)

1. दर्शकों को अब भी अच्छे सिनेमा की तलाश - ओमपुरी
2. विज्ञापन और स्त्री - कुमुद शर्मा
3. माध्यम की तलाश - राही मासूम रज़ा
4. चक दे इण्डिया - रामशरण जोशी

(Module-wise Distribution)

MODULE- I	MODULE- II	MODULE- III	MODULE- IV
नेहरु का रास्ता	चूहा और मैं	आस्था और रोमांच की यात्रा	गौरी का गुस्सा
जूठन	अग्नि की उड़ान		
दर्शकों को अब भी अच्छे सिनेमा की तलाश	विज्ञापन और स्त्री	माध्यम की तलाश	चक दे इण्डिया

ENVIRONMENT AND SUSTAINABILITY

ബി. എ. / ബി. എസ്സി.
സെമസ്റ്റർ 1 കോമൺ കോഴ്സ്
കോഴ്സ് കോഡ് : ML1CCT01

കഥാസാഹിത്യം

പഠനലക്ഷ്യങ്ങൾ

1. സാമാന്യമായ സാഹിത്യപരിചയവും വായനാഭിരുചിയും ആസ്വാദനശേഷിയും വളർത്തിയെടുക്കുക
2. മലയാളകഥാസാഹിത്യത്തിൽ സംഭവിക്കുന്ന ഭാവുകത്വപരിണാമങ്ങൾ തിരിച്ചറിയുക
3. കാലഘട്ടത്തിന്റെ പൊതുപ്രവണതകളും ഉദാത്തമായ ജീവിതവിക്ഷണവും എഴുത്തിൽ പ്രകടമാവുന്നത് അനുഭവിച്ചറിയുക

പാഠപുസ്തകം - യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം.

ഖണ്ഡം ഒന്ന് - ചെറുകഥ

1. പൂവമ്പഴം - കാരൂർ
2. ഭൂമിയുടെ അവകാശികൾ - വൈക്കം മുഹമ്മദ് ബഷീർ
3. കടൽ - ടി. പത്മനാഭൻ
4. പെരുമഴയുടെ പിറ്റേന്ന് - എം.ടി വാസുദേവൻ നായർ
5. മാനാഞ്ചിറ ടെസ്റ്റ് - വി.കെ. എൻ
6. തരിശുനിലം - മാധവിക്കുട്ടി
7. ആർക്കറിയാം - സക്കറിയ
8. ഓരോ എഴുത്തുകാരിയുടെ ഉള്ളിലും - സാരാജോസഫ്
9. തിരുത്ത് - എൻ.എസ് മാധവൻ
10. മോഹമഞ്ഞ - കെ. ആർ മീര
11. അഗ്നി - സിതാര എസ്.
12. ബിരിയാണി - സന്തോഷ് ഏച്ചിക്കാനം
13. മോദസ്ഥിരനായ് അങ്ങ് വസിപ്പൂ മലപോലെ - എസ്. ഹരീഷ്
14. പ്രാണിലോകം - ഉണ്ണി ആർ.
15. ചില സ്വപ്നങ്ങളിൽ..... സീതാലക്ഷ്മിയുടെ കറുത്ത മുടിയിഴ - ഇന്ദുമേനോൻ

ഖണ്ഡം രണ്ട് - നോവൽ

ആടുജീവിതം - ബന്യാമിൻ

സഹായകഗ്രന്ഥങ്ങൾ

1. ചെറുകഥ ഇന്നലെ ഇന്ന് - എം. അച്യുതൻ
2. ചെറുകഥാപ്രസ്ഥാനം - എം. പി. പോൾ
3. ചെറുകഥ വാക്കും വഴിയും - ഡോ. കെ.എസ് രവികുമാർ
4. നോവൽ സാഹിത്യ ചരിത്രം - പ്രൊഫ. കെ.എം തരകൻ

ENVIRONMENT AND SUSTAINABILITY

ബി. എ. / ബി. എസ്. സി.

സെമസ്റ്റർ 2 കോമൺ കോഴ്സ്

കോഴ്സ് കോഡ് : ML2CCT02

കവിത

പഠന ലക്ഷ്യങ്ങൾ

1. സാമാന്യമായ കവിതാസാഹിത്യപരിചയവും വായനാഭിരുചിയും കാവ്യാസ്വാദനശേഷിയും വളർത്തിയെടുക്കുക
2. മലയാള കവിതാസാഹിത്യത്തിൽ സംഭവിക്കുന്ന ഭാവുകത്വപരിണാമങ്ങൾ തിരിച്ചറിയുക
3. കാലഘട്ടത്തിന്റെ പൊതുപ്രവണതകളും ഉദാത്തമായ ജീവിതവീക്ഷണവും എഴുത്തിൽ പ്രകടമാവുന്നത് അനുഭവിച്ചറിയുക

കവിതകൾ

1. മാംസനിബദ്ധമല്ലരാഗം - കുമാരനാശാൻ
(ലീലയിലെ 47 മുതൽ 74 വരെയുള്ള 28 ശ്ലോകങ്ങൾ)
 2. സ്നേഹസുന്ദരപാതയിലൂടെ - വൈലോപ്പിള്ളി ശ്രീധരമേനോൻ
'കുടിയൊഴിക്കലി' ലെ അവസാന ഖണ്ഡം
 3. ഒറ്റയ്ക്കിരിക്കാൻ പഠിച്ചു കഴിഞ്ഞു ഞാൻ - സുഗതകുമാരി
 4. കോഴി - കടമ്മനിട്ട രാമകൃഷ്ണൻ
 5. പഴഞ്ചൊല്ലുകൾ - സച്ചിദാനന്ദൻ
 6. മുളളൻ പന്നി - കെ.ജി. ശങ്കരപ്പിള്ള
 7. തിരുത്ത് - പി.പി. രാമചന്ദ്രൻ
 8. പിറക്കാത്ത മകൻ - ബാലചന്ദ്രൻ ചുള്ളിക്കാട്
 9. മൂഗശികുങ്കൻ - വിജയലക്ഷ്മി
 10. ആടിയാടി അലഞ്ഞ മരങ്ങളേ... - അൻവർ അലി
 11. കൽവീട് - വി.എം. ഗിരിജ
 12. ആഴങ്ങൾ അടച്ചിട്ട പുഴ - എസ്. ജോസഫ്
 13. സ്നാനം - വീരാൻകുട്ടി
 14. കുട്ടമ്മാൻ - എം. ആർ. രേണുകുമാർ
 15. നാഷണൽ ജ്യോഗ്രഫി - എസ്. കണ്ണൻ
 16. വെറ്റിലച്ചെല്ലം - ടി.പി. രാജീവൻ
 17. പഴയ ചിലത് - പി. രാമൻ
 18. ഗോതമ്പു ശില്പം - കവിത ബാലകൃഷ്ണൻ
 19. കുന്തിമണികൾ - കുഞ്ഞുണ്ണിക്കവിതകൾ
(കറന്റ് ബുക്സിന്റെ 2004 ജൂലൈ എഡിഷൻ 'കുഞ്ഞുണ്ണിക്കവിത'കളിൽ നിന്ന് 460, 463, 464, 465, 466, 469, 490, 491 ക്രമനമ്പരയുള്ള കവിതകൾ)
- പാഠപുസ്തകം - യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം

ENVIRONMENT AND SUSTAINABILITY

ബി.എ. മോഡൽ 2
സെമസ്റ്റർ 1 കോമൺ കോഴ്സ്
കോഴ്സ് കോഡ് : ML1CCT07

കഥ, നോവൽ

കഥകൾ

1. കെ. സരസ്വതിയമ്മ - ചോലമരങ്ങൾ
2. യു.എ. ഖാദർ - ചാത്തുക്കുട്ടിയുടെ അമ്മ
3. കാക്കനാടൻ - മസ്കീനാസിന്റെ മരണം
4. പി. പത്മരാജൻ - കൈവരിയുടെ തെക്കേയറ്റം
5. സേതു - ദൂരക്കാഴ്ചകൾ
6. വൈശാഖൻ - നിഴൽ യുദ്ധം
7. കെ.പി രാമനൂണ്ണി - എം.ടി.പി
8. സി.വി ബാലകൃഷ്ണൻ - മക്കൾ
9. അഷിത - ഒത്തുതീർപ്പുകൾ
10. വി.ജെ ജെയിംസ് - പ്രണയോപനിഷത്ത്
11. പ്രിയ എ എസ് - ജാഗരൂക
12. അശോകൻ ചെരുവിൽ - യുദ്ധാനന്തര വംശങ്ങൾ

നോവൽ

- പ്രേമലേഖനം - വൈക്കം മുഹമ്മദ് ബഷീർ
- പാഠപുസ്തകം - കഥകൾ, യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം.

ENVIRONMENT AND SUSTAINABILITY

ബി.എ. മോഡൽ 2
സെമസ്റ്റർ 2 കോമൺ കോഴ്സ്
കോഴ്സ് കോഡ് : ML2CCT08

കവിതയും നാടകവും

കവിതകൾ

1. ഇനി യാത്ര പറഞ്ഞിട്ടെ - കുമാരനാശാൻ
(ചിന്താവിഷ്ടയായ സീത -168 മുതൽ 186 വരെ 18 ശ്ലോകങ്ങൾ)
2. ആശുപത്രിയിൽ - വൈലോപ്പിള്ളി
3. മരിച്ച കുഞ്ഞുങ്ങൾ വരുന്നുണ്ട്. - സുഗതകുമാരി
4. മകനോട് - കടമ്മനിട്ട
5. വിഷഗ്നനി- സച്ചിദാനന്ദൻ
6. ശ്രീഷ്മവും കണ്ണീരും - എ. അയ്യപ്പൻ
7. അത് - പി.പി രാമചന്ദ്രൻ
8. തിരസ്കാരം - മധുസൂദനൻ നായർ
9. തുടങ്ങിയവർ - രേണുകുമാർ
10. പ്ലമേനമ്മായി - 'കടം' എന്ന കവിത മാത്രം - കെ.ആർ ടോണി
11. ആലപ്പുഴ വെള്ളം - അനിതാ തമ്പി
12. മരിച്ചു നോക്കുമ്പോൾ - റഫീക് അഹമ്മദ്
13. ഓട് റോസാ ഓട് - പി.എൻ ഗോപികൃഷ്ണൻ
14. കാഞ്ഞുശിക്ഷിക്കണേ - എം.എസ് ബനേഷ്
15. പ്ലാവിന്റെ കഥ - എസ്. കലേഷ്.

നാടകം

- ഓരോരോ കാലത്തിലും - ശ്രീജ കെ.വി
പാപുസ്തകം കവിതകൾ യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം.

ENVIRONMENT AND SUSTAINABILITY

ബി.കോം

സെമസ്റ്റർ 1 കോമൺ കോഴ്സ്

കോഴ്സ് കോഡ് : ML1CCT05

കഥയും കവിതയും

പാഠപുസ്തകം - യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരിക്കുന്നത്

പഠനലക്ഷ്യങ്ങൾ

1. സാമാന്യമായ സാഹിത്യപരിചയവും വായനാഭിരുചിയും ആസ്വാദനശേഷിയും വളർത്തിയെടുക്കുക
2. മലയാളസാഹിത്യത്തിൽ സംഭവിക്കുന്ന ഭാവുകത്വപരിണാമങ്ങൾ തിരിച്ചറിയുക.
3. കാലഘട്ടത്തിന്റെ പൊതുപ്രവണതകളും ഉദാത്തമായ ജീവിതവീക്ഷണവും എഴുത്തിൽ പ്രകടമാവുന്നത് അനുഭവിച്ചറിയുക

കഥകൾ

1. ഉറുബ് - ഇറ്റാൾസിയിലേക്ക് തിരികെ പോകുന്ന വണ്ടി.
2. ഒ.വി വിജയൻ - കാറ്റു പറഞ്ഞ കഥ
3. എം. മുകുന്ദൻ - ദൽഹി 1981
4. സി.വി ശ്രീരാമൻ - ചിദംബരം
5. എൻ. പ്രഭാകരൻ - മറുപിറവി
6. സുഭാഷ് ചന്ദ്രൻ - തലപ്പം
7. ശ്രേണി - തിച്ചാമുണ്ഡി
8. സി.എസ് ചന്ദ്രിക - ക്ലിനിക്കലി എക്സ്പയേർഡ്
9. അൽമനം ജോൺ - കടിക്കുന്ന അമ്മച്ചിയും കൊച്ചുമകൾ ആൻസിയും
10. ഇ. സന്തോഷ് കുമാർ - ചേക്ക
11. ടി.വി കൊച്ചുബാവ - അടുക്കള

10 കവിതകൾ

1. മൈനാകശംഗം - ഇടശ്ശേരി
2. കടുക - അയ്യപ്പപ്പണിക്കർ
3. പാടുന്ന പിശാചിന് - ഡി. വിനയചന്ദ്രൻ
4. വിളക്കു കൊളുത്തു വിളക്കു കൊളുത്തു - സാവിത്രി രാജീവൻ
5. ഇഷ്ടമുടിക്കായൽ - കുരീപ്പുഴ ശ്രീകുമാർ
6. വേനലിൽ ഒരുപുഴ - റോസ് മേരി.
7. കൈക്കലത്തുണികൾ - വിജില ചിറപ്പാട്
8. നായകടിക്കും സൂക്ഷിക്കുക - കൽപ്പറ്റ നാരായണൻ
9. തോരാമഴ - റഫീക്ക് അഹമ്മദ്
10. ശിലകളെ പൂവുകളാക്കുവാൻ - പി. രാമൻ

ENVIRONMENT AND SUSTAINABILITY

ബി.കോ

സെമസ്റ്റർ 2 കോമൺ കോഴ്സ്

കോഴ്സ് കോഡ് : ML2CCT06

ആത്മകഥ, ലേഖനം

ലക്ഷ്യം.

മലയാള ഗദ്യത്തിന്റെ സൗന്ദര്യവും ശക്തിയും തിരിച്ചറിയാൻ കഴിയും വിധമുള്ള ലേഖനങ്ങളാണ് ഈ സെമസ്റ്ററിലെ പഠന വിഷയം. വ്യത്യസ്ത മേഖലകൾ പഠിക്കുന്ന വിദ്യാർത്ഥികൾക്ക് പല വിഷയങ്ങളെയും മാതൃഭാഷയിൽ സമീപിക്കുവാൻ കഴിയുമെന്ന ബോധ്യം ഇതുവഴി ലഭ്യമാക്കാനാകും.

1. പാഠഭാഗങ്ങൾ

1. ഉത്തുംഗ സ്നേഹഗോപുരം-കല്പറ്റ നാരായണൻ
2. എതിർവാക്കുകൾ-ശാരദക്കുട്ടി
3. മഹാനടൻ- ചിദംബരസ്തമരണ-ബാലചന്ദ്രൻ ചുള്ളിക്കാട്
4. അനുജന്റെ ഭാര്യ- ലളിതാംബിക അന്തർജനം
5. ഇന്ത്യയിലെ സ്വതന്ത്രബോധവും ഭാഷാ മനോഭാവവും-പി.എം. ഗിരീഷ്
6. അരങ്ങിലൂയുന്ന സ്ത്രീശബ്ദങ്ങൾ- സജിത മാത്തിൽ
7. മാധ്യമസംസ്കാരം-ജനകീയതയും ജനപ്രിയതയും- സി.എസ്. വെങ്കിടേശ്വരൻ.
8. സാധ്യജനപരിപാലനസംഘവും പുലയമഹാസഭയും- പി.ഗോവിന്ദപിള്ള

പാഠപുസ്തകം- യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം

2. ആത്മകഥ

കണ്ടൽക്കാടുകൾക്കിടയിൽ എന്റെ ജീവിതം-പൊക്കുടൻ

ENVIRONMENT AND SUSTAINABILITY

ബി. എ. / ബി. എസ്സി.

സെമസ്റ്റർ 4 കോമൺ കോഴ്സ്

കോഴ്സ് കോഡ് : ML4CCT04

മലയാളഗദ്യരചനകൾ

മലയാള ഗദ്യത്തിന്റെ ശക്തിയും സാധ്യതയും മനസ്സിലാക്കാൻ പര്യാപ്തമായ ലേഖനങ്ങളാണ് ഇവിടെ പഠനവിഷയം. ഒപ്പം ഓർമ്മക്കുറിപ്പുകളിലൂടെ എഴുത്തുകാരെയും എഴുത്തുകാരെ രൂപപ്പെടുത്തിയ സമൂഹത്തെയും തിരിച്ചറിയുന്നത് എങ്ങനെയെന്ന് മനസ്സിലാക്കാൻ സാധിക്കുന്നു.

1. ലേഖനങ്ങൾ

പുസ്തകം - യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരണം

1. കാളിദാസനും കാലത്തിന്റെ ദാസൻ- ജോസഫ് മുണ്ടശ്ശേരി
2. മാതൃഭാഷയിലേക്കുവീണ്ടും- എൻ.വി.കൃഷ്ണവാരിയർ
3. ഭൂമിയിൽ ഏകാന്തതയ്ക്കുമാത്രമായി ഒരിടമില്ല- സിയാറ്റിൽ മൂപ്പൻ
4. വാക്കുകളുടെ വിസ്മയം - എം.ടി.വാസുദേവൻ നായർ
5. മാറുന്ന മലയാള സംസാരഭാഷ-ടി.ബി. വേണുഗോപാലപ്പണിക്കർ
6. നമ്മുടെ അടുക്കള തിരിച്ചുപിടിക്കുക- സാരാജോസഫ്
7. മലയാളിയുടെ രാത്രികൾ- കെ.സി. നാരായണൻ
8. ചെമ്പൈ വൈദ്യനാഥഭാഗവതർ സംഗീതത്തിലെ സിംഹനാദം - ഇന്ദിരാമേനോൻ
9. ഈശ്വരപിള്ളയെ ആരോർക്കുന്നു- പി.കെ. രാജശേഖരൻ
10. പ്രകാശത്തിന്റെ ആയിരം തടവറകൾ - ജീവൻ ജോബ് തോമസ്
11. പുരികം-ഡെസ് മണ്ട് മോറിസ്
12. രവിവർമ്മ- വിജയകുമാർ മേനോൻ

2. അനുഭവം, ആത്മകഥ

പച്ചവിരൽ - ദയാബായി (ഡി.സി.ബുക്സ്, കോട്ടയം, 2015)

ENVIRONMENT AND SUSTAINABILITY

ബി. എ. / ബി. എസ്സി.

സെമസ്റ്റർ 3 കോമൺ കോഴ്സ്

കോഴ്സ് കോഡ് : ML3CCT03

ദൃശ്യകലാസാഹിത്യം

പാനലക്ഷ്യങ്ങൾ

1. കേരളത്തിന്റെ സമ്പന്നമായ ദൃശ്യകലാപാരമ്പര്യത്തെക്കുറിച്ച് കുട്ടികൾക്ക് അറിവ് നൽകുക.
2. സിനിമ പോലെയുള്ള ദൃശ്യകലകളെ പരിചയപ്പെടുത്തുക.

ഖണ്ഡം ഒന്ന് - സാസ്കൃത നാടകം.

മലയാളശാകുന്തളം നാലാമങ്കം-ഏ.ആർ രാജരാജവർമ്മ
 ഉരുഭംഗം - ഭാസൻ -കാവലം നാരായണപ്പണിക്കരുടെ തർജമ
 (വിഷ്കംഭം കഴിഞ്ഞ് ബലദേവന്റെ സംഭാഷണം മുതൽ അവസാനം വരെ)

ഖണ്ഡം രണ്ട്- ആട്ടക്കഥ

നളചരിതം (ഒന്നാം ദിവസം)- ഉണ്ണായിവാര്യർ (തുടക്കം മുതൽ “എന്നുംചൊല്ലിക്ഖഗ പതി പറന്നംബരേ പോയ്മറഞ്ഞാൻ”(നാലാം രംഗത്തിന്റെ അവസാനം) വരെ)

ഖണ്ഡം മൂന്ന് - തുള്ളൽ

കല്യാണസൗഗന്ധികം (ശ്രീതങ്കൻ തുള്ളൽ) - കുഞ്ചൻ നമ്പ്യാർ
 (തുടക്കം മുതൽ 'ശ്രീരാമദാസന്റെ വംശേ ജനിക്കയാൽ പാരം നിനക്കുമഹംഭാവ-
 മിങ്ങനെ' വരെയുള്ള ഭാഗങ്ങൾ)

ഖണ്ഡം നാല്- മലയാളനാടകം

'1128 ൽ ക്രൈം 27' - സി.ജെ. തോമസ്.

ഖണ്ഡം അഞ്ച് - സിനിമ

സിനിമയുടെ സാംസ്കാരിക പ്രതിനിധാനങ്ങളെ സൂക്ഷ്മതലത്തിൽ വിശകലനം ചെയ്യുന്ന ഡോ. പി.എസ് രാധാകൃഷ്ണന്റെ സിനിമാപഠനങ്ങൾ - 5 ലേഖനങ്ങൾ.

പാഠപുസ്തകം

1. ഖണ്ഡം 1,2, 3 ചേർത്തുകൊണ്ട് യൂണിവേഴ്സിറ്റി പ്രസിദ്ധീകരിക്കുന്ന പുസ്തകം.
2. 1128 -ൽ ക്രൈം 27 - സി.ജെ തോമസ്
3. സിനി-

SEMESTER 2

HY2CRT02- Understanding Early India: From Hunting Gatherers to Land Grants

Module 1

Prehistoric Cultures in India-Hunting gathering to settled agriculture-Palaeolithic-Neolithic Revolution-Pre Harappan Cultures and sites-Chalcolithic settlements- Proto History- Harappan Civilization.

Module 2

Age of early literatures-1500-600BCE- Sources-Literature- Pottery- Identity of Aryans- Debate- Early and Later Vedic Age- Social Stratification-Varna to Jati- Tribal Society- State Formation.

Module 3

Second Urbanization- Jana- Mahajanapadhas- Magadha-Heterodox Sects- Jainism-Buddhism- Ajivikas-Charvakas- Early Tamilakam-Literature and Polity.-Rise of Urban centers-Trade.

Module 4

Early State Formation- Mauryas-Sources-The first centralized Empire- Polity-Administration-diplomatic policy of Dhamma- Post Mauryan dynasties- Gupta Age- Age of land grants- Indian Feudalism-Debate-Development in Art and Architecture-Gandhara Mathura and Andhra School of art-Temple Architecture-Nagara-Dravida and Vesara

Essential Readings

- D. D. Kosambi, An Introduction to the Study of Indian History, Sangam Books, 2004.
- D. N. Jha, Economy and Society in Early India: Issues and Paradigms, Munshiram Manoharlal Publishers, 1993.
- D.N Jha, The Feudal Order: State, Society, and Ideology in Early Medieval India, Manohar Publishers & Distributors, 2002
- Gamble Clive, Archaeology: The Basics, Routledge, 2007.

- Gregory L Possehl, The Indus Civilization, A Contemporary Perspective, Sage, 2010.
- Irfan Habib, The Indus Civilization: A People's History Of India 2, Tulika, 2002.
- Irfan Habib, The Peoples History of India-1 (Pre History), Tulika, 2002.
- Irfan Habib-Vivekanad Jha, A People`s History of India 5 – Mauryan India, Tulika, 2002.
- Kesavan Veluthat, The Early Medieval in South India, OUP, 2009.
- N. Karashima, State and Society in South india, OUP, 2001.
- Partha Mitter, Oxford History of Indian Art, Oxford, 2001.
- R. Champakalakshmi, Trade, Ideology and Urbanization : South India 300 BC to AD 1300, OUP, 1996.
- R. S. Sharma, Aspects of Political Ideas and Institutions in Ancient India, Motilal Banarsidas, 2002.
- R.S Sharma, Indian Feudalism, MacMillan Publication, 2005.
- R.S Sharma, India's Ancient Past, Oxford, 2006.
- Raymond Allchin, Archaeology of Early Historic South Asia, Cambridge, 1995
- Romila Thapar, From Lienage to State, OUP, 1985.
- Romila Thapar, Interpreting Early India, OUP, 1999.
- Romila Thapar, Cultural Past, OUP, 2003.
- Romila Thapar, The Mauryans Revisited, Centre for Studies in Social Sciences, 1987
- Romila Thapar, The Penguin History of Early India, Penguin Books, 2002.
- Shereen Ratnagar, Understanding Harappa – Civilization in the Greater Indus Valley, Tulika Books, 2002.
- Thomas R Trautmann, The Aryan Debate: Debates in Indian History and Society, OUP, 2007.
- Uma Chakravathi, The Soicial Dimensions of Early Buddhism, Munshiram Manoharlal Publishers, 1996.
- Upinder Singh, A history of ancient and early medieval India, Pearson, 2009.

SEMESTER 5

HY5CRT 10 - Environmental Studies and Human Rights in Historical Outline

CORE MODULE SYLLABUS FOR ENVIRONMENTAL STUDIES & HUMAN RIGHTS
FOR UNDER GRADUATE COURSES OF ALL BRANCHES
OF HIGHER EDUCATION

Vision

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janeiro in 1992 and World Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues.

India is rich in biodiversity which provides various resources for people. Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution have been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment have so far not received adequate attention in our academic programme. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in college education. Accordingly, the matter was considered by UGC and it was decided that a six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

The syllabus of environmental studies includes five modules including human rights. The first two modules are purely environmental studies according to the UGC directions. The second two modules are strictly related with the core subject and fifth module is for human rights.

Objectives

- Environmental Education encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues by developing and enhancing critical and creative thinking skills. It helps to foster a new generation of informed consumers, workers, as well as policy or decision makers.
- Environmental Education helps students to understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, as well as ways we can take action to keep our environment healthy and sustainable for the future. It encourages character building, and develops positive attitudes and values.
- To develop the sense of awareness among the students about the environment and its various problems and to help the students in realizing the inter-relationship between man and environment and helps to protect the nature and natural resources.
- To help the students in acquiring the basic knowledge about environment and the social norms that provide unity with environmental characteristics and create positive attitude about the environment.

Course Title

HY5CRT 10 - ENVIRONMENTAL STUDIES & HUMAN RIGHTS IN HISTORICAL OUTLINE

SYLLABUS

4 credits

72 hrs

Module I

Unit 1 : Multidisciplinary nature of environmental studies

Definition, scope and importance

(2 hrs)

Need for public awareness.

Unit 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 individual in conservation of natural resources.
- Equitable use of resources for sustainable life styles.

(10 hrs)

Unit 3: Ecosystems

- Concept of an ecosystem
- 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 given ecosystem:- Forest ecosystem

(6 hrs)

Module II

Unit 1: Biodiversity and its conservation

- Introduction
- Bio-geographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values.
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts
- Endangered and endemic species of India

(8 hrs)

Unit 2: Environmental Pollution

Definition

Causes, 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
- Pollution case studies
- Disaster management: floods, earthquake, cyclone and landslides. (8 hrs)

Unit 3: Social Issues and the Environment

- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people: its problems and concerns, Case studies
- Environmental ethics: Issues and possible solutions
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust, Case studies
- Consumerism and waste products
- Environment Protection Act
- Air (Prevention and Control of Pollution) Act
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation
- Public awareness (10 hrs)

Module – III

Unit 1- Historical Outline- Environmental history and its relation with environmental studies- scope of environmental studies in history- interdisciplinary nature.

Unit 2-Roots of environmental Crisis – four mode of resource use – hunting gathering- nomadic pastoralism – settled agriculture – industrial phase

Unit 3- Forest resources: Colonial Phase- Use and over-exploitation, forest laws in British India- concept of scientific forestry- alienation of adivasis from forests-hunting and impact on wild life. (10 hrs)

Module – IV

Unit 1-Post Colonial Scenario- the developmental drive – industrialization- dams and mines- tribal struggles.

Unit 2-The struggles from the margins – Land alienation and tribal protest movements- its strategies and ideology.

Unit 3- Environmental Movements- Chipko- Narmada Bachao Andolan- Silent Valley and Plachimada- Women and environmental struggles **(10 hrs)**

Module – V

Unit 1- Human Rights– An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

Unit-2 Human Rights and United Nations – contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

Unit-3 Environment and Human Rights - Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of western ghats- mention Gadgil committee report, Kasthuriengan report. Over exploitation of ground water resources, marine fisheries, sand mining etc. **(8 Hrs)**

Internal: Field study

- Visit to a local area to document environmental grassland/ hill /mountain
- Visit a local polluted site – Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds etc
- Study of simple ecosystem-pond, river, hill slopes, etc

(Field work Equal to 5 lecture hours)

REFERENCES

1. Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
2. Clark.R.S., Marine Pollution, Clarendon Press Oxford (Ref)
3. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001 Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p .(Ref)
4. De A.K.Environmental Chemistry, Wiley Eastern Ltd.(Ref)
5. Down to Earth, Centre for Science and Environment (Ref)
6. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140pb (Ref)
7. Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p (Ref)
8. Mearns, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p (Ref)
9. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
10. Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p (Ref)
11. Rao.M.N & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p (Ref)
12. Rajagopalan. R, Environmental Studies from crisis and cure, Oxford University Press, Published: 2016 (TB)
13. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut (Ref)
14. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (Ref)
15. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (Ref)
16. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (Ref)
17. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (Ref)
18. (M) Magazine (R) Reference (TB) Textbook

Modules 3&4

1. Gadgil, M. and R.Guha, 1992, *This Fissured Land: An Ecological History of India*. Delhi: Oxford University Press.
2. Worster, D, ed, 1988, *The Ends of the Earth: Perspectives on Modern Environmental History*. New York: Cambridge University Press.
3. Habib, Irfan, 2010, *Man and Environment: The Ecological History of India*, Aligarh: Tulika
4. Rangarajan, Mahesh and K.Sivaramakrishnan, eds, 2011, *India's Environmental History: Volumes 1 and 2*. Delhi: Permanent Black.
5. Rangarajan, Mahesh, 2001, *India's Wildlife History: An Introduction*. Delhi: Permanent Black.
6. Gadgil, Madhav, 1995, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*, Delhi.
7. Baviskar, Amita, 1995, *In the Belly of the River: Tribal Conflicts over Development in Narmada Valley*. Delhi: Oxford University Press.
8. Baviskar, Amita, ed. 2008, *Contested Waterscapes*: Delhi, Oxford University Press.
9. Guha, Ramachandra, 1989, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Delhi: Oxford University Press.

Human Rights (Module 5)

1. Amartya Sen, *The Idea Justice*, New Delhi: Penguin Books, 2009.
2. Chatrath, K. J.S., (ed.), *Education for Human Rights and Democracy* (Shimla: Indian Institute of Advanced Studies, 1998)
3. *Law Relating to Human Rights*, Asia Law House, 2001.
4. Shireesh Pal Singh, *Human Rights Education in 21st Century*, Discovery Publishing House Pvt.Ltd, New Delhi,
5. S.K.Khanna, *Children And The Human Rights*, Common Wealth Publishers, 1998. 2011.
6. Sudhir Kapoor, *Human Rights in 21st Century*, Mangal Deep Publications, Jaipur, 2001.
7. United Nations Development Programme, *Human Development Report 2004: Cultural Liberty in Today's Diverse World*, New Delhi: Oxford University Press, 2004.

**SIX MONTHS COMPULSORY CORE MODULE COURSE IN
ENVIRONMENTAL STUDIES & HUMAN RIGHTS: FOR UNDERGRADUATES**

Teaching Methodologies

The core Module Syllabus for Environmental Studies includes class room teaching and Field Work. The syllabus is divided into five modules covering 72 lectures. The first two modules will cover 44 lectures which are class room based to enhance knowledge skills and attitude to environment. The third and fourth is based on subject related environmental studies which will be covered in 20 lecture hours and would provide student a multidisciplinary knowledge on environmental issues in relation with the core subject. Human rights is also included in the fifth module and 8 lectures are set apart for that. Field study is one of the most effective learning tools for environmental concerns and is purely for internal evaluation. This moves out of the scope of the text book mode of teaching into the realm of real learning in the field, where the teacher merely acts as a catalyst to interpret what the student observes or discovers in his/her own environment. Field studies are as essential as class work and form an irreplaceable synergistic tool in the entire learning process.

- Course material provided by UGC for class room teaching and field activities be utilized.
- The universities/colleges can also draw upon expertise of outside resource persons for teaching purpose.
- Environmental Core Module shall be integrated into the teaching programmes of all undergraduate courses.

SEMESTER 5

OPEN COURSE

HY5OCT01 – INTRODUCING ENVIRONMENTAL HISTORY

This course will introduce students to the dynamic field of environmental history, presenting essential concepts, concerns and methodology in the context of global / Indian environmental history.

Module 1 Basics

What is Environmental history? - Political, material and cultural dimensions of environmental history- Interdisciplinary approaches – Ecology and environment- cultural ecology- environmentalism- deep ecology- planetary consciousness- UN and environment- Stockholm Declaration- Earth Summits- Climate change and protocols

MODULE 2 Roots of Environmental Crisis

Mode of resource use- hunting gathering- nomadic pastoral- settled agriculture- industrial- ecological impact

MODULE 3 The Context of Colonial India

Pre colonial scenario- European attitude towards environment- the European gaze- Imperial Agendas and exploitation of natural resources-deforestation-ship building-Railways-opening of plantations- world war and forests-reservation of forests and enactments-plant imperialism- botanical gardens - hunting in colonial India

MODULE 4 - Environmental Movements in India

Chipko Movement-Narmada Bachao Andolan-Silent Valley in Kerala- Plachimada issue-sand mining and river protection groups-voices from the margins-Women and environment.

Essential Readings:

Donald Worster, ed. *The Ends of the Earth: Perspectives of Modern Environmental History*, New York, 1988

Al Gore, *Earth in the Balance*, London, 1992

Sverker Sorlin and Paul Warde, *The Problem of Environmental History: A Re-reading of the field*, *Environmental History*. Vol 12, No. 1, Jan .2007.

Erach Bharucha, *Textbook of Environmental Studies*, Universities Press India Pvt Ltd, 2005.

Lester R. Brown, *Eco-Economy*, Orient Blackswan Pvt Ltd

Samir Dasgupta, *Understanding the Global Environment*, Pearson Longman, New Delhi, 2009.

S.N. Chary, *Environmental Studies*, Macmillan India Ltd, 2008.

Agrawal et.al, *A Textbook of Environment*, Macmillan India Ltd, 2002.

Kiran B. Chhokar, *Understanding Environment*, Sage Publications, 2004.

S.P. Misra, et.al, *Essential Environmental Studies*, Ane Books, New Delhi, 2008.

V.K. Ahluwalia, et.al, *Environmental Science*, Ane Books, New Delhi, 2006.

Donald Worster, ed., *The Ends of the Earth: Perspectives of Modern Environmental History*, New York, 1988.

Alfred W. Crosby, *Ecological Imperialism: the biological expansion of Europe, 900-1900*, New York, 1986.

Dennis Pirages, *The Ecological Perspective and the Social Sciences*,
International Studies Quarterly, Vol. 27, No. 3 (Sept. 1983), pp. 243-255 <http://www.jstpr.org/stable/2600681>

John Bellamy Foster, *Ecology Against Capitalism*

Lester J. Bilsky (ed), *Historical Ecology*, New York, 1980.

J.F. Richards and R. Tucker, (ed) *World Deforestation in the Twentieth century*, Durham, 1988.

Patricia Jagentowicz Mills, *Feminism and Ecology: on the Domination of Nature*,
Hypatia, vol. 6, No. 1, Ecological Feminism (Spring, 1991) pp 162-178.
<http://www.jstor.org/stable/3810039>.

Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, OUP, New Delhi, 1992.

Ramachandra Guha, *Natures Spokesman: M. Krishnan & Indian Wildlife*, Penguin Books, New Delhi, 2007.

Ramachandra Guha, *The Unquiet Woods*, OUP, Delhi, 1989.

-----, *Environmentalism - A global history*,

Longman, 2000. Stebbing E.P *The Forest of India*, Vols, 11,

London, 1922-27.

Sangreiya, K.P, *Forests and Forestry*, New

Delhi, 1967. Ribbentrop. B, *Forestry in*

British India, Calcutta, 1900.

S. Fernandez and Kulkarni (ed), *Towards a New Forest Policy: Peoples Rights and Environmental Needs*.

Madhav Gadgil and R. Guha, *Ecology and Equity* (Penguin, 1996).

Amita Baviskar, *In the belly of the River: Tribal Conflicts over Development in the Narmada Valley* OUP, New Delhi.

Amita Baviskar, (ed.), *Contested Grounds: Essays on Nature, Culture and Power*, New Delhi, 2008.

James Connelly and Graham Smith, *Politics and the Environment: From Theory to Practice*, New York, 2003.

Lafferty, W. and Eckerberg, K. (eds), *From Earth Summit to Local Agenda 21: Working Towards Sustainable Development*, London, 1998.

Lorraine Elliot, *The Global Politics of the Environment*, London, 1998.

Vandana Shiva, *Staying Alive: Women, Ecology and Development*,

London, 1989. John Vogler and Iunber, *The Environment and International*

Relations, London, 1996.

National Committee on Environmental Planning and Coordinator, Dept. of Science and Technology, *Ecological Investigation in the Silent Valley*, June 1980.

V.R. Krishna Iyer, *Hydel Projects and Perils: An Instance in Kerala*, *The Hindu*, 3 May 2007.

Peter Dauvergne, *Handbook of Global Environmental Politics*, University of British Columbia, 2013

Mahesh Rangarajan, Environmental Issues in India, Pearson, 2007

Semester 1 - Core Course 2:
[EN010102] -Literatures of the English Renaissance

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:The course is designed to familiarise the students with the literature, thought and culture of the Renaissance period in England, a historical watershed marking the transition from the medieval to the modern. It is also designed as a theoretical/critical reading of the era and the texts in the light of recent theoretical interventions like New Historicism and Cultural Materialism which had a special interest in Renaissance texts. Representative works of the period have been selected with a view to instilling in the students a capacity to appreciate Renaissance writings bearing the stamp of radical changes in the outlook and ways of life.

Course Description:The course comprising major genres like Drama, Poetry and Prose provides an introduction to the literature of the English Renaissance studied in a variety of historical contexts and discusses how the confluence of social, political and economic forces culminated in conditions conducive to the creation of an impressive volume of literature. It highlights how literary luminaries like William Shakespeare and Christopher Marlowe emerged and influenced each other leaving their mark on their own time and the time to come. The completion of the course has to enable the students to imbibe the true spirit of Renaissance and Humanism making them capable of identifying the relationship between Renaissance writings and its socio-political context.

Module I:

- 1.1 Wilson Knight: “The Shakespearean Metaphysic” Chapter 13 of *The Wheel of Fire*.
- 1.2 Jonathan Dollimore and Allan Sinfield: “Culture and Textuality: Debating Cultural Materialism” *Textual Practice*, vol 4, 1990
- 1.3 Stephen Greenblatt: “Improvisation of Power”, Chapter 6 of *Renaissance Self Fashioning*.

Module 2:

- 2.1 William Shakespeare: *Hamlet*
- 2.2 “Hamlet and His Problems” Essay by T.S. Eliot

Seminar:

- 2.3 William Shakespeare: *The Tempest*

Module 3:

- 3.1 William Shakespeare: *Hamlet*
- 3.2 “A Psycho-analytic Study of Hamlet” Essay by Ernest Jones

Seminar:

3.3 William Shakespeare: *King Henry IV Part I*

Module 4:

4.1 Christopher Marlowe: *Doctor Faustus*

4.2 Ben Jonson: *The Alchemist*

Seminar:

4.3 Thomas Kyd: *The Spanish Tragedy*

Module 5:

5.1 William Shakespeare: Sonnets - 18, 73, 98, 129

5.2 Edmund Spenser: Prothalamion

5.3 John Donne: Canonization

5.4 Andrew Marvell: To his Coy Mistress

5.5 Francis Bacon: Of Studies, Of Marriage and Single Life

Seminar:

5.6 Thomas More: *Utopia*

Texts for Consultation

1. J.R. Brown: *Discovering Shakespeare*
2. EMW Tillyard: *Shakespeare's Last Plays*
3. A C Bradley: *Shakespearean Tragedy*
4. Harold Bloom: *Elizabethan Drama*
5. John Dover Wilson: *What Happens in Hamlet*
6. G. Wilson Knight: *The Imperial Theme*
7. Caroline Spurgeon: *Shakespearean Imagery*
8. Jocelyn Hunt: *The Renaissance*
9. Graham Holderness: *Nine Lives of Shakespeare*
10. Terry Eagleton: *Shakespeare and His Age*
11. Ania Loomba: *Race, Gender and Renaissance Drama*
12. C. Marydass. *Shakespearean Aesthetics for University Wits*
13. John Fuller: *The Sonnet*

Semester 1 - Core Course 3:

[EN010103] -Literatures of the English Revolution/ Enlightenment

Total Credits: 4

Total Hours: 25

Weightage:

Objectives: This course familiarizes the learner with the English literary texts which reflect the austere Puritan ideals of the late seventeenth century, the neoclassical vigour of the eighteenth century considerably influenced by the philosophy of the Enlightenment and the perspectival shift manifested in the transitional literature towards the end of this era.

Course Description: Module 1 offers a comprehensive account of the late seventeenth and the eighteenth century literary scenario drawing upon the significant social and the political developments of the times. How such events fostered the rise of new genres like the novel is unravelled. Further, the learners are familiarised with Ian Watt's perspective on the inception of this new genre in England. This module also introduces the learners to an in-depth critique of the philosophy of the Enlightenment.

Module 2 acquaints the learners with the poetry of John Milton the epic poet of the late seventeenth century, the neoclassical satirists such as John Dryden and Alexander Pope, Aphra Behn the first professional woman writer of England, and Thomas Gray, the transitional poet.

Module 3 dwells on the drama written during this span of time.

Module 4 presents the acclaimed fiction of the aforementioned period.

Module 5 accommodates the ground-breaking nonfictional works of the period.

Module 1:

1.1 Pramod Nayar: "Introduction" to *English Poetry 1660-1780* Ed. Pramod Nayar

1.2 Ian Watt: "Realism and the Novel Form" (Chapter I from *Rise of the Novel*)

1.3 Michel Foucault: "What is Enlightenment?" from *The Foucault Reader*, 1984 (pp. 32-50)

Module 2:

2.1 John Milton : The Fall of Man (**Lines 850-1055**) from *Paradise Lost: Book IX*

2.2 John Dryden : The Portrait of Achitophel (**150-174**) from *Absalom and Achitophel*

2.3 Alexander Pope: The Portrait of Atticus (**193-214**) from *An Epistle to Dr. Arbuthnot*

2.4 Aphra Behn : "To the Fair Clarinda"

Seminar:

2.5 Thomas Gray: *Elegy Written in a Country Churchyard*

Module 3:

3.1 William Congreve: *Way of the World*

3.2 Oliver Goldsmith: *She Stoops to Conquer*

Seminar:

3.3 Richard Brinsley Sheridan: *The Rivals*

Module 4:

4.1 Daniel Defoe: *Robinson Crusoe*

4.2 Samuel Richardson: *Pamela*

4.3 Henry Fielding: *Tom Jones*

Seminar:

4.4 John Bunyan: *Pilgrim's Progress*

Module 5:

5.1 Mary Wollstonecraft: *A Vindication of the Rights of Woman*

5.2 Samuel Johnson: *Preface to Shakespeare*

Seminar:

5.3 John Locke: *An Essay Concerning Human Understanding*

Specific Additional Readings:

1. Immanuel Kant: "An Answer to the Question: What is Enlightenment?" (Trans. from Part I of *Eighteenth Century Answers and Twentieth Century Questions* by James Schmidt (Ed.) pp. 58-64)
2. Ernst Cassirer: *Philosophy of Enlightenment*
3. T W Adorno: *Dialectic of Enlightenment*

Texts for Consultation:

1. Martin Evans: *John Milton: Twentieth Century Perspectives*
2. Kaufman, U. Milo. *The Pilgrim's Progress and Traditions in Puritan Meditations*
3. Janet Todd: *Aphra Behn: A Secret Life*
4. John Sitter: *The Cambridge Companion to Eighteenth Century Poetry*
5. Ronald W. Vince: *Neoclassical Theatre: A Historiographical Handbook*
6. J. A. J. Downie: *The Oxford Handbook of the Eighteenth Century Novel* (Part I)
7. N. Hudson: *Samuel Johnson and Eighteenth-Century Thought*

Semester 1 – Core Course 5:
[EN010105] – Literary Criticism

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

To familiarize the students with the key concepts and texts of literary criticism ever since its emergence, and to provide theoretical familiarity with the range, approaches, and mechanics of critique.

Course Description:

The course should help the student to recognize the historical, political and aesthetic dimensions of the growth of literary criticism. Issues like canon formation, evolution of the genres, methods of literary analysis will all be discussed in the different modules. Concepts being discussed include classical western criticism from Plato, Aristotle Horace and Longinus, English Renaissance and neoclassical criticism, the 18th century trends, the romantic revolt, the Victorian tradition, the new critics, Eliot’s critical positions, Psychoanalysis, myth/archetypal criticism, Russian Formalism, and Reader response theories.

Module 1:

1.1 Andrea Nightingale: “Mimesis: Ancient Greek Literary Theory”

1.2 Andrew Bennet: “The Romantic Theory of Authorship”

(Both from Patricia Waugh. Ed. Literary Theory and Criticism. (OUP), Ch.1 and 2. PP 38-58)

1.3 David Ayers: “The New Criticism and Beyond.” (Ch.2 of Literary Theory: A Reintroduction. PP. 28-54)

Module 2:

2.1 Plato: The Republic (Excerpt). (From William Harmon. Ed. Classic Writings on Poetry. PP.1-30)

2.2 Aristotle: Poetics

2.3 Longinus: On the Sublime

Seminar:

2.4 Horace: Ars Poetica

Module 3:

3.1 Philip Sidney: An Apology for Poetry

3.2 Arnold: The Function of Criticism at the Present Time

3.3 T. S. Eliot: Tradition and the Individual Talent

Seminar:

3.4 Coleridge: Biographia Literaria Ch. XIV

Module 4:

4.1 Cleanth Brooks: The Language of Paradox

4.2 Northrop Frye: The Archetypes of Literature.

4.3 Frank Kermode: The Classic

Seminar:

4.4 I.A. Richards: The Metaphor

Module 5:

5.1 Viktor Shklovsky: Art as Technique

5.2 Eric Auerbach: Odysseus' Scar

5.3 Stanley Fish: Is There a Text in the Class?

Seminar:

5.4 Jerome McGann: Interpretation

Texts for Consultation:

1. D. A. Russell and Winterbottom (eds.): Classical Literary Criticism. [OUP]

2. Enright and Chickera (eds.): English Critical Texts. [OUP]

3. David Lodge (ed.): Twentieth Century Literary Criticism: A Reader [Longman]

4. V.S. Seturaman (ed.): Contemporary Criticism: An Anthology [Macmillan]

5. K. Pomorska and R. Rudy (eds.): Language and Literature. [HUP]

6. Harry Blamires: A History of Literary Criticism

7. Wimsatt and Brooks: Literary Criticism: A Short History

8. David G. Nichols (Ed): Introduction to Scholarship in Modern languages and Literatures, MLA, 2007.

Semester 2 – Core Course 9:**[EN010204] -English Language History and Contemporary Linguistics**

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

To inculcate in the students awareness about the basic concepts of linguistics, the scientific study of language after initiating them into the history of English language.

Course Description:

The course, divided into five modules covers the important areas in linguistics and updates the pupil on the most recent advances in the theory of language study. The course has also taken into consideration the necessity to introduce the historical perspective of English language though not in detail. This should ideally prepare the student at one level with modern notions and concerns in the field of linguistics.

Module 1 Linguistics: Tradition and History with Reference to English

1.1 The Indo-European language family

1.2 Old English, Middle English, Modern English: Comparative linguistic features and evolution.

1.3 A descriptive and a prescriptive view on linguistic phenomena- emphasis on scientific study and analysis of language.

1.4 Basic Introduction to major sub disciplines of linguistics: Phonetics and phonology, Morphology, Semantics, Syntax, Pragmatics.

Module 2 Phonetics and Phonology:

2.1 General Phonetics, Cardinal Vowels, Consonants, Phonetic Transcription in practice

2.2 The phonemic theory: Phoneme, allophones, contrastive and complementary distribution, free variation, phonetic similarity, pattern congruency

2.3 Plurals & past tense in English as examples for phonologically conditioned alternation,

2.4 Rules and rule ordering in phonology (some examples)

2.5 Syllable, onset nucleus and coda, foot, prosody, stress, stress rules, intonation, rhythm

Seminar:

- 2.6 “Phonetics and phonology: understanding the sounds of speech”(Chapter 1, pages 1-30), Robert Kirchner, Department of Linguistics, University of Alberta, https://sites.ualberta.ca/~kirchner/Kirchner_on_Phonology.pdf

Module 3 Syntax

- 3.1 Traditional grammar – fallacies – Saussure, system and structure, language as a system of signs, Saussurean dichotomies: synchronic -diachronic, signifier- signified, syntagmatic – paradigmatic, langue – parole, form – substance,
- 3.2 Structuralism: Contributions of Bloomfield – IC Analysis – disambiguation using IC analysis, limitations of IC analysis –
- 3.3 PS grammar – PS rules: context free and context sensitive rules, optional and obligatory rules
- 3.4 TG Grammar Components – transformational and generative – Standard Theory

Seminar:

- 3.5 “Phrasal Structure and Verb Complementation”, Chapter 7, pages 163-190, The Structure of Modern English: A linguistic introduction, Laurel J. Brinton University of British Columbia.

Module 4 Morphology and Semantics

- 4.1 The notion of a morpheme, allomorphy, zero morph, portmanteau morph
- 4.2 Inflection and derivation, level I and Level II affixes in English, ordering between derivation and inflection, + boundary (morpheme level) and # boundary (word level) in affixation,
- 4.3 Word formation techniques: blending, clipping, back formation, acronyms, echo word formation, abbreviation etc.
- 4.4 Semantic relations Componential analysis, prototypes,
- 4.5 Implication, entailment, and presupposition
- 4.6 Semantic theories: sense and reference, connotation and denotation, extension and intension,
- 4.7 Truth Conditional semantics: propositions, truth values, determining the semantic value of a proposition, compositional procedure, terms and predicates, predicate logic, possible worlds semantics.

Seminar:

4.8 The Structure of a Semantic Theory, Jerrold J. Katz; Jerry A. Fodor, *Language*, Vol. 39, No. 2. (Apr. - Jun., 1963), pp. 170-210. <http://links.jstor.org/>

Module 5 Branches of Linguistics

5.1 Psycholinguistics: Definition and scope - child language acquisition – Innateness hypothesis – speech production, speech recognition – aphasia – slips – gaps

5.2 Socio Linguistics: definition and scope – structural and functional approach – speech community – speech situation – speech event – speech act – language planning – bilingualism- multilingualism-diglossia - (Language and gender & Language and politics - overview)- Pragmatics.

5.3 Applied linguistics: Definition and scope – language teaching and learning – contrastive analysis – error analysis – Translation-Computational linguistics.

5.4 Other Schools/ Approaches: Brief discussion about Case Grammar, Systemic Grammar, Stratification Grammar, Tagmemics, Indian Contribution to Linguistics, Paninian Phonology and the Karaka theory

Seminar:

5.5 Of Minds and Language, Noam Chomsky,
<http://www.ucd.ie/artspgs/meaningthree/mindslanguage.pdf>

Texts for Consultation:

1. Charles Barber: *The English Language: A Historical Introduction*. Cambridge: Cambridge University Press, 2000.
2. A. C. Baugh and T. Cable: *A History of the English Language*. London: Routledge. [fifth edition], 2002.
3. G. Cardona: *Panini: His Work and its Tradition*, vol. 1. Motilal Banarasi Das, Delhi, 1988.
4. Gennaro Chierchia and Sally McConnell-Ginet: *Meaning and Grammar: An Introduction to Semantics*. MIT Press, 1990.
5. Noam Chomsky: *Knowledge of Language: Its Nature, Origin and Use*. New York: Praeger, 1986
6. Noam Chomsky: *Syntactic Structures*, Berlin: Mouton de Gruyter, 1957/2002
7. Noam Chomsky: *Aspects of the Theory of Syntax*, Cambridge, Massachusetts: MIT Press, 1965.
8. Noam Chomsky: “Linguistics and Philosophy”, in *Language and Philosophy: A Symposium*, Sidney Hook, (ed.), New York: New York University Press, 1969, 51–94.
9. Noam Chomsky: *Lectures on Government and Binding*, Dordrecht: Foris, 1982.

10. Noam Chomsky: The Science of Language, Cambridge:Cambridge University Press, 2012.
 11. J. D. Fodor: Semantics: Theories of Meaning in Generative Grammar. Hassocks, Sussex: Harvester Press, 1977.
 12. D. Freeborn: From Old English to Standard English. A course book in languagevariation across time. Houndsmill: Palgrave. [second edition], 1998
 13. V. Fromkin et al: Linguistics: an introduction to linguistic theory. Oxford: Blackwell, 2000.
 14. Geoffrey Leech: Semantics - The Study of Meaning. Second Edition. Penguin Books.
 15. Liliane Haegeman: Introduction to Government and Binding theory. Oxford & Cambridge, MA: Basil Blackwell, 1991.
 16. Henry Widdowson: Explorations in Applied Linguistics. Oxford: Oxford University Press, 1984.
 17. R. Jackendoff: Foundations of Language. Oxford University Press, 2002.
 18. Andreas H.Jucker: History of English and English Historical Linguistics. Stuttgart:Klett, 2004
 19. Krishnaswami, S.K.Verma, M. Naga Rajan: Modern Applied Linguistics: An Introduction. Madras: MacMillan, 1992.
 20. Leonard Bloomfield: Language. Great Britain, London and Aylesbury: Compton Printing Ltd., 1967, (8th Reprint).
 21. J. Lyons: Introduction to Theoretical Linguistics. Cambridge: CUP, 1977.
 22. S. Pinker: The Language Instinct, New York, NY: Harper Perennial Modern Classics, 1994/2007.
 23. E. Sapir: Language - An Introduction to the Study of Speech. New York Harcourt, Brace & World, 1921
 24. D. I. Slobin: Psycholinguistics. Glenview, IL Scott, Foresman and Company, 1974.
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Semester 2 - Core Course 10:
[EN010205] -Thinking Theory

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

This course aims at introducing students to certain core aspects of what is currently designated as 'literary theory' and also provide exposure to select current developments in this domain.

Course Description:

Conceived as interfaces, the course has 5 modules; ideally to be taught in the order in which the readings are listed.

Module 1 puts forth 3 readings which will serve as signposts that mark the moments that retrospectively are termed as turns to/within 'theory' – Jonathan Culler's 'over-view essay' on the emergence of 'Theory', Levis-Strauss' application of Saussurean Theory, and Derrida's critique of Levis-Strauss.

Module 2 situates the theoretical ruminations on Authorship and Discourse: Roland Barthes' "The Death of the Author" and Michel Foucault's "What Is an Author?" problematizes the hallowed assumptions of Literary Criticism; Robert J. C. Young's "Poems That Read Themselves" takes the unsettling deconstructive project of Poststructuralism forward.

Module 3 seeks to frame a reference wherein Psychoanalysis tackles issues pertaining to the Unconscious and Cognition: Shoshana Felman's "Beyond Oedipus: The Specimen Story of Psychoanalysis" traces the shift from Freud to Lacan; "The Phantom of Hamlet or the Sixth Act: Preceded by the Intermission of "Truth"" by Nicolas Abraham and Nicholas Rand is an interface where Literary Creativity takes Theory *per se* as its content!; Julia Kristeva's "Approaching Abjection" throws light on how insights from psychoanalysis enrich our understandings of contemporary [literary] cultures.

Module 4 has three readings, which in tandem present a discussion platform that goes beyond the normative heterosexual assumptions of Identity and even Feminism – in fact it *Queers* the Gender dynamic: Judith Butler's "Performativity, Precarity and Sexual Politics", Judith Halberstam's "Queer Temporality and Postmodern Geographies" and Eve Sedgwick's "Paranoid Reading and Reparative Reading", all are focused on the Liminality and Transitivity that are often overlooked to shore up the normative Male-Female dynamic.

Module 5 is in many ways a 'Post-postcolonial Turn': Critical Race/Ethnic Studies. In encountering bell hooks' two short pieces, "Postmodern Blackness" & "Marginality as a Site of Resistance." along with Stuart Hall's "Gramsci's Relevance for the Study of Race and Ethnicity" and Barbara Christian's "The Race for Theory", it is hoped that the student/reader will be illumined as to the way the [dominant-normative] Self *disavows* its encounter with the Othered-Marginal.

Module 1 [Change of Stance - 'Criticism to Theory']:

1.1 Jonathan Culler: 'What is Theory?' in *Literary Theory: A Very Short Introduction*

1.2 Claude Levi-Strauss: "The Structural Study of Myth"

1.3 Jacques Derrida: "Structure, Sign and Play..." in *Margins of Philosophy*

Module 2 [Post-StructuralDeconstructions – ‘Authorship and Discourse’]:

2.1 Roland Barthes: “The Death of the Author”

2.2 Michel Foucault: “What Is an Author?”

Seminar:

2.3 Robert J. C. Young: “Poems That Read Themselves.”

Module 3 [Psychoanalysis – ‘Unconscious and Cognition’]:

3.1 Shoshana Felman: “Beyond Oedipus: The Specimen Story of Psychoanalysis.”

3.2 Nicolas Abraham and Nicholas Rand: “The Phantom of Hamlet or the Sixth Act: Preceded by the Intermission of “Truth”” in *Diacritics*, Vol. 18, No. 4 (Winter, 1988)

Seminar:

3.3 Julia Kristeva: “Approaching Abjection” in *Powers of Horror: An Essay on Abjection*

Module 4 [Queering Gender – ‘Liminality and Transitivity’]:

4.1 Judith Butler: “Performativity, Precarity and Sexual Politics” in *Powers of Horror*

4.2 Judith Halberstam: “Queer Temporality and Postmodern Geographies” in *In a Queer Time and Place: Transgender Bodies, Subcultural Lives*

Seminar:

4.3 Eve Kosofsky Sedgwick: “Paranoid Reading and Reparative Reading” from *Touching Feeling*

Module 5 [Critical Race/Ethnic Studies – ‘Self and the Othered-Marginal’]:

5.1 bell hooks: “Postmodern Blackness” in *Norton Anthology of Theory and Criticism*, 1990 & “Marginality as a Site of Resistance.” in Russell Ferguson, Martha Gever, Trinh T. Minh-ha, Cornel West (eds) *Out there: marginalization and contemporary cultures*, MIT Press, New York, 1990

5.2 Stuart Hall: “Gramsci’s Relevance for the Study of Race and Ethnicity,” in *Journal of Communication Inquiry* (1986)

Seminar:

5.3 Barbara Christian: “The Race for Theory”

Specific Additional Readings:

0. Frederic Jameson: ““End of Art or ‘End of History’?” in *The Cultural Turn*.

1. Michel Foucault: “Nietzsche, Genealogy, History,” In Donald F. Bouchard (ed.), *Language, Counter-memory, Practice*

2. Jacques Derrida: “Différance” in *Margins of Philosophy*

3. Kwame Anthony Appiah: “Is the Post- in Postmodernism the Post- in Postcolonial?” *Critical Inquiry* Vol. 17, No. 2 (Winter, 1991), pp. 336-357

4. Edward Said: “Travelling Theory” in *The Edward Said Reader*

5. Terry Eagleton: “The Politics of Amnesia” in *After Theory*

6. Andrzej Warminski: “The Future Past of Literary Theory” *Canadian Review of Comparative Literature*, September-December, 2006
7. Dr. Vince Brewton: “Literary Theory” - University of Tennessee’s *Internet Encyclopedia of Philosophy*
8. Louis Althusser: “Ideology and Ideological State Apparatuses”
9. Theodore Adorno: “Commitment”
10. Frantz Fanon: “Racism and Culture”. (*African Philosophy: An Introduction* AP: A1)
11. Paul Gilroy: “The Black Atlantic” (Rivkin & Ryan)
12. Cornel West: “Moral Reasoning vs Racial Reasoning” (AP: A1)
13. Toni Morrison: “Playing in the Dark” (Rivkin & Ryan)
14. bell hooks: “Racism and Feminism” (AP : A1)
15. Jotiba Phule: “Racism Exposed in India Under the Guise of Brahmanism”
16. Andrew Bennett and Nicholas Royle: “Uncanny” [pp 34 – 42] in *An Introduction to Literature, Criticism and Theory* [Third edition]
17. Vince Brewton: ‘Literary Theory’.

Texts for Consultation:

1. Kwame Anthony Appiah: *In My Father’s House: Africa in the Philosophy of Culture*
2. Gregory Castle: *The Blackwell Guide to Literary Theory*, 2007
3. Andrew Bennett and Nicholas Royle: *An Introduction to Literature, Criticism and Theory* [Third edition]
4. M. A. R. Habib: *Literary Criticism from Plato to the Present: An Introduction*
5. David Lodge ed.: *Modern Criticism and Theory: A Reader*
6. Terry Eagleton: *Literary Theory: An Introduction*
7. Hans Bertens: *Literary Theory* [The Basics series]
8. Catherine Belsey: *Critical Practice*
9. Peter Barry: *Beginning Theory*
10. Graham Allen: *Roland Barthes*
11. Sara Mills: *Michel Foucault*
12. Christopher Norris: *Deconstruction: Theory and Practice*
13. Gerald Graff: *Professing Literature*
14. Terence Hawkes: *Structuralism and Semiotics*
15. Kiernan Ryan: *New Historicism and Cultural Materialism: A Reader*
16. Raymond Williams: *Marxism and Literature*
17. Michael Payne & John Schad (eds): *Life after Theory*
18. Robert Rogers: *A Psychoanalytical Study of the Double in Literature*
19. Lillian Feder: *Madness in Literature*
20. Phyllis Chesler: *Women and Madness*
21. Susan Sontag- *Illness as Metaphor*

Semester 3 - Core Course 11:

[EN010301] -Reading India

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

The course is intended to provide an insight to the historical, cultural and literary heritage of India by acquainting the students with major movements and figures of Indian literature in English. Questions of language, nation and aesthetics figure prominently among the objectives of this course.

Course Description:

The course explores the origin and growth of Indian writing in English especially in the colonial and post colonial context. Representative selections from all the four major genres of Poetry, Prose, Novel and Drama which highlight the evolution of the coloniser's language in the native soil, the differences in the thematic and stylistic aspects between the pre independence and post independence periods will be studied in detail. The problem of modernisation in Indian writing in English, the Diaspora and the quest for identity also will be focussed. A close study of select literary texts including translations of regional literatures is expected to acquaint the students with the cultural diversity of the country as well as the Indian philosophy reflected in these writings.

Module 1 [Essays]:

1.1 A.K. Ramanujan: "Is there an Indian Way of Thinking?"

1.2 P.P Raveendran: "Genealogies of Indian Literature". Economic and Political Weekly. Vol 41. No. 25. June 24-26, 2006. Pp 2558-2563.

1.3 Meenakshi Mukherjee: "The Anxiety of Indianness" in *The Perishable Empire*. PP 166-185.

Module 2 [Poems]:

2.1 Toru Dutt: Our Casuarina Tree

2.2 Sarojini Naidu: An Indian Lovesong

2.3 Rabindranath Tagore: The Child, *Gitanjali* (section 35)

2.4 Nissim Ezekiel: Minority Poem

2.5 K. Sachidanandan: How to go to the Tao Temple

2.6 Jayanta Mahapatra: The Whorehouse in a Calcutta Street

2.7 Kamala Das: The Old Playhouse

2.8 Ranjit Hosekote: Madman

2.9 C.P. Surendran: At the Family Court

Seminar:

2.10 Syed Amaruddin: Don't Call Me Indo-Anglian

2.11 Sujata Bhatt: Muliebrity

Module 3 [Plays]:

3.1 Girish Karnad: *The Fire and the Rain*

3.2 Mahesh Dattani: *Tara*

Seminar:

3.3 G.P. Deshpande: *A Man in Dark Times*

Module 4 [Fiction]:

4.1 R.K. Narayan: *The Guide*

4.2 Salman Rushdie: *Midnight's Children*

4.3 Amitav Ghosh: *The Shadow Lines*

4.4 Arundhati Roy: *God of Small Things*

Seminar:

4.5 Living Smile Vidya: *I am Vidya: A Transgender's Journey*

Module 5 [Regional Writings]:

5.1 Bankim Chandra Chatterjee: *Ananda Math*

5.2 U.R. Ananthamurthy: *Samskara*

5.3 Anand: *Vyasa and Vigneshwara*

5.4 Sharan Kumar Limbale: *Akkarmashi*

Seminar:

5.5 K.R. Meera: *Hangwoman*

Texts for Consultation:

1. K.R Sreenivasan Iyengar : *Indian writing in English*

2. Salman Rushdie: *Imaginary Homelands*

3. Meenakshi Mukherjee: *Twice Born Fiction : Indian Novel in English*

4. Rajeswari Sunder Rajan: *Lie of the Land*

5. Susie Tharu: *Subject to Change: Teaching Literature in the Nineties*

6. Ashish Nandi: *The Intimate Enemy*

7. G N Devy: *After Amnesia*

8. Sujit Mukherjee: *Translation as Discovery*

9. R. Pardhasaradhy (ed.): *Ten Twentieth Century Indian Poets*

10. A K Mehrotra (ed.): *An Illustrated History of Indian Literature in English*

11. Eunice D' Souza (ed.): *Nine Indian Women Poets: an Anthology*

12. M.K.Naik: *Aspects of Indian Writing in English*

**Semester 3 - Core Course 12:
[EN010302]-Postcolonial Fiction**

Total Credits: 4

Total Hours: 25

Weightage:

Objectives:

To introduce the students to the discursive nature of colonialism, and the counter-discursive impulses of postcolonial theory, narratives and texts.

Course Description:

The course attempts to cover through representative texts the writing, reading and critical-theoretical practices based on the (post)colonial experience. While a segment of the course addresses the consequences of European expansion and the creation and exploitation of the 'other' worlds, the course also addresses 'internal colonisations' of diverse kinds.

Module 1 is a conceptual orientation; it includes extracts from three of the 'seminal' writings on what 'postcoloniality' is all about.

Module 2 is India-specific; it has a slight slant towards 'hybridity' 'spectrality' and 'subalternity' - as the texts by Gayatri Spivak, Homi Bhabha, Salman Rushdie, and C Ayyappan would amply attest.

Module 3 is a choice take on West Asia; alongside the unavoidable Edward Said, this section tries to tease out a familiarity with 'Arabic' literature as it engages itself in postcolonial concerns.

Module 4 is on Africa. It might appear that this section is in a curious sense 'patriarchal'! However, the selection-choice has to do with the weight of cultural capital that these authors bring, and also the understanding that non-male voices have adequate representation in other courses within the same syllabus.

Module 5 is on South America/Caribbean. Here the effort is to try and wrench this writing corpus from the analytical frame that reduces it to the Magic Realist/Fabulist mode.

Module 1 [Conceptual]:

- 1.1 Bill Ashcroft, Gareth Griffiths & Helen Tiffin: "Cutting the Ground: Critical Models of Post-Colonial Literatures" in *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge, 1989. (Chapter 1 PP.15-37)
- 2.2 Dipesh Chakrabarty: "Introduction: The Idea of Provincialising Europe" in *Provincialising Europe: Postcolonial Thought and Historical Difference*
- 3.3 Ania Loomba: "Feminism, Nationalism and Postcolonialism" in *Colonialism/Postcolonialism*

Module 2 [India]:

- 2.1 Homi K. Bhabha: "Of Mimicry and Man: The Ambivalence of Colonial Discourse" in Homi K. Bhabha. *Location of Culture*. Routledge, 1994. (PP.85-92)
- 2.2 Gayatri Chakravorty Spivak: "The Burden of English" in Gregory Castle (ed) *Postcolonial Discourses: An Anthology*

Seminar:

2.3 Salman Rushdie: *East, West* [“The Prophet’s Hair” & “Yorick”]

2.4C Ayyappan: “Spectral Speech” & “Madness” [V. C. Harris translation...]

Module 3 [West Asia]:

3.1 Edward W. Said: “Narrative and Social Space” in *Culture and Imperialism*

3.2 Tayeb Salih: *Season of Migration to the North*

Seminar:

3.3 Assia Djebar: *Women of Algiers in Their Apartment* [“Day of Ramadan”]

3.4 Najwa Qa’war Farah: *For Whom Does Spring Come* [“The Worst of Two Choices or The Forsaken Olive Trees”]

3.5 Khayriyah Ibrahim as-Saqqaf: “The Assassination of Light at the River’s Flow”

Module 4 [Africa]:

4.1 Frantz Fanon: “On National Culture” in *The Wretched of the Earth*.

4.2 Chinua Achebe: “An Image of Africa: Racism in Conrad’s *Heart of Darkness*” in *Hopes and Impediments*.

Seminar:

4.3 Ngugi wa Thiong’o: *Secret Lives and Other Stories* [“Minutes of Glory”] & Hellen Nyana [“Waiting”]

4.4 J.M. Coetzee: *Waiting for the Barbarians*

Module 5 [Americas/Carribbean]:

5.1 José Rabasa: Allegories of Atlas in *The Postcolonial Studies Reader*

5.2 Juan Rulfo: *Pedro Páramo*

Seminar:

5.3 Clarice Lispector (Brazil): “Looking for Some Dignity” & Maria Virginia Estenssoro (Bolivia): “The Child That Never Was” in Celia Correás de Zapata (ed): *Short Stories by Latin American Women: The Magic and the Real*

5.4 Jean Rhys: *Wide Sargasso Sea*.

Specific Additional Readings:

1. Waïl S. Hassan: “Postcolonial Theory and Modern Arabic Literature: Horizons of Application”, *Journal of Arabic Literature*, Vol. 33, No. 1 (2002), pp. 45-64

2. Waïl S. Hassan: “Postcolonialism and Modern Arabic Literature: Twenty-First Century Horizons” in Anna Ball, Karim Mattar (eds): *The Edinburgh Companion to the Postcolonial Middle East*

3. Graham Holderness: “Arab Shakespeare: Sulayman Al-Bassam’s *The Al-Hamlet Summit*”, *Culture, Language and Representation*, Vol IV, 2007, pp. 141-150

4. Graham Huggan: “Decolonizing the Map” in *The Postcolonial Studies Reader*

5. Gayatri Chakravorty Spivak: “A Literary Representation of the Subaltern” in *In Other Worlds/ Subaltern Studies 5*

6. Gayatri Chakravorty Spivak: “Can the Subaltern Speak?”

7. George Lamming: "A Monster, a Child, a Slave" in *Pleasures of Exile*. Univ. of Michigan Press, 1960. (PP. 95-117)
8. P. A. Aborisade: "National and Revolutionary Consciousness: Two Phases of Ngugi's Artistic Praxis", *Ufahamu: A Journal of African Studies*, 18(2) 1990
9. Udayakumar: "The Strange Homeliness of the Night: Spectral Speech and the Dalit Present in C. Ayyappan's Writings," *Studies in Humanities and Social Sciences*, XVII: 1 and 2 (2010, pub. 2013) pp. 177-91.
10. Ngugi wa Thiong'o: 'The Language of African Fiction' in *Decolonising the Mind*

Texts for Consultation:

1. Bill Ashcroft, Gareth Griffiths, Helen Tiffin: *Key Concepts in Post-Colonial Studies*, Routledge
2. Bill Ashcroft, Gareth Griffiths, Helen Tiffin (eds.): *The Post-Colonial Studies Reader*, Routledge
3. Bill Ashcroft, Gareth Griffiths & Helen Tiffin: *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*. Routledge
4. John McLeod: *Beginning Postcolonialism*. Manchester Univ. Press
5. Ania Loomba: *Colonialism/Postcolonialism*. Routledge
6. Leela Gandhi: *Postcolonial Theory: An Introduction*. Edinburgh Univ. Press
7. Elleke Boehmer: *Colonial and Postcolonial Literature*. OUP
8. Gregory Castle (ed.): *Postcolonial Discourses: An Anthology*. Blackwell
9. Padmini Mongia (ed.): *Contemporary Postcolonial Theory: A Reader*. Arnold
10. Francis Barker, Peter Hulme & Margaret Iversen (eds.): *Colonial Discourse/Postcolonial Theory*. Manchester Univ. Press
11. Homi K. Bhabha (ed.): *Nation and Narration*. Routledge
12. Donna Landry & Gerald MacLean (ed.): *The Spivak Reader*. Routledge
13. Edward Said: *Orientalism*. Penguin
14. Aijaz Ahmed: *In Theory: Classes, Nations, Literatures*. Verso
15. Robert Young: *Colonial Desire: Hybridity in Theory, Culture and Race*. Routledge
16. Helen Gilbert: *Postcolonial Plays: An Anthology*
17. Sarankumar Limbale: *Towards an Aesthetics of Dalit Literature*
18. Cornel West: *Race Matters*
19. Frantz Fanon: *The Wretched of the Earth*
20. Paul Gilroy: *There Ain't Any Black in the Union Jack*
21. bell hooks: *Ain't a Black Woman*
22. Paul Gilroy: *Small Acts*

Semester 3 - Core Course 15:

[EN010305]-Ethics in/as Literature

Total Credits: 3

Total Hours: 25

Weightage:

Course Objectives:

The main objective of this course is to familiarise the student with certain ‘ethics’ that narrative fiction has adopted across centuries, continents and languages. It is expected that the student will be introduced to the various ethical, formal choices that schools, influences and narrative devices have upheld so as to shape narrative fiction into its present expressive plurality.

Course Description:

Module 1 includes reading from some of the major theoretical interpretations of the narrative and narrative mores: Roland Barthes’ ‘Authors and Writers’, Milan Kundera’s ‘The Depreciated Legacy of Cervantes’, Orhan Pamuk’s Preface to *Tristram Shandy* and Franco Moretti’s “History of the Novel, Theory of the Novel”.

Module 2 takes a walk down the fabulist lane that stretches beyond what we usually understand as fictional/narrative realism: Miguel de Cervantes’s *Don Quixote (Part 2)*, Lawrence Sterne’s *Tristram Shandy*, Donald Barthelme’s post-modern reworking of the *Snow White* – fairy tale, Jorge Luis Borges’ ‘The Garden of Forking Paths’ and Gabriel Garcia Marquez’ ‘The Handsomest Drowned Man in the World’

Module 3 is an attempt to sample how fiction has dealt with the issue of disabilities at different levels. Starting with the perennial classic, Victor Hugo’s *The Hunchback of Notre-Dame*, the module also includes Nikos Kazantzakis’ *God’s Pauper: St Francis of Assisi*, José Saramago’s *Blindness*, W. Somerset Maugham’s ‘The Man with the Scar’ and Raymond Carver’s ‘Cathedral’

Module 4 is all about the environment – the natural and the human and the intersectionality between them. The module starts off with the phenomenal Malayalam work by Subhash Chandran, *A Preface to Man*, followed by Orhan Pamuk’s *Snow*, Margaret Atwood’s *Oryx and Crake*, J. M. Coetzee’s ‘The Lives of Animals’ and Mahasweta Devi’s ‘Dopti/Draupadi’

Module 5 looks into issues of Otherness, as it has been tackled by narrative fiction. The selection includes Fyodor Dostoyevsky’s *The Possessed*, Ama Ata Aidoo’s parody of Joseph Conrad’s *Heart of Darkness - Our Sister Killjoy*, Arundhati Roy’s *The Ministry of Utmost Happiness*, John Henrik Clarke’s ‘The Boy Who Painted Christ Black’ and the Malayalam Dalit masterpiece, Paul Chirakkarode’s ‘*Eli Eli Lama Sabachthani?*’ [My God, My God, Why Hast Thou Forsaken Me?]

Note: As is evident from a perusal of the syllabus, all the seminar fields have been assigned ‘short stories’; this is a tacit nod to acknowledging the trajectories which this ‘other’ prose fictional genre has traversed in the last two hundred odd years.

Module 1 [On Narrative Ethics]:

- 1.1 Roland Barthes: 'Authors and Writers' (*Critical Essays*)
- 1.2 Milan Kundera: 'The Depreciated Legacy of Cervantes' (Part 1 of: *The Art of the Novel*)
- 1.3 Orhan Pamuk: 'Everyone Should Have an Uncle Like This' (*Other Colours*)
- 1.4 Franco Moretti: "History of the Novel, Theory of the Novel" *New Left Review* 52, July-August 2008

Module 2 [Beyond Realism]:

- 2.1 Miguel de Cervantes: *Don Quixote (Part 2)* [Edith Grossman Translation]
- 2.2 Lawrence Sterne: *Tristram Shandy*
- 2.3 Donald Barthelme: *Snow White*

Seminar:

- 2.4 Jorge Luis Borges: 'The Garden of Forking Paths'
- 2.5 Gabriel Garcia Marquez: 'The Handsomest Drowned Man in the World'

Module 3 [Disabilities]:

- 3.1 Victor Hugo: *The Hunchback of Notre-Dame*
- 3.2 Nikos Kazantzakis: *God's Pauper: St Francis of Assisi*
- 3.3 José Saramago: *Blindness*

Seminar:

- 3.4 W. Somerset Maugham: 'The Man with the Scar'
- 3.5 Raymond Carver: 'Cathedral'

Module 4 [The Human (and the) Environment]:

- 4.1 Subhash Chandran: *A Preface to Man*
- 4.2 Orhan Pamuk: *Snow*
- 4.3 Margaret Atwood: *Oryx and Crake*

Seminar:

- 4.4 J. M. Coetzee: 'The Lives of Animals'
- 4.5 Mahasweta Devi: 'Dopti/Draupadi'

Module 5 [Otherness]:

- 5.1 Fyodor Dostoyevsky: *The Possessed (The Devils/ Demons)*
- 5.2 Ama Ata Aidoo: *Our Sister Killjoy*
- 5.3 Arundhati Roy: *The Ministry of Utmost Happiness*

Seminar:

- 5.4 John Henrik Clarke: 'The Boy Who Painted Christ Black'
- 5.5 Paul Chirakkarode: 'Eli Eli Lama Sabachthani?'

Specific Additional Readings:

- 1. Mark DeStephano on *Don Quixote*

2. Ignacio Arellano on *Don Quixote*
3. Oana-Roxana Ivan on *Tristram Shandy*
4. Daniel Thomières on *Tristram Shandy*
5. Shaghayegh Mohammadi on *Snow White*
6. Alina Leonte on *Snow White*
7. Gemma Curto on ‘Garden of Forking Paths’
8. Ethan Weed on ‘Garden of Forking Paths’
9. David Holland on *Marquez*
10. Anupa Lewis on *Marquez*
11. Fiona Whittington-Walsh on *Hunchback of Notre Dame*
12. Alex J Novikoff on *Hunchback of Notre Dame*
13. Frederick Sontag on Kazantzakis and St Francis
14. Paulo C Chagas on Saramago
15. Hayfa Chenini on Saramago
16. On –‘The Man with the Scar’
17. Ala Eddin Sadeq on Raymond Carver
18. Libe García Zarranz on Raymond Carver
19. Sandhya Suresh V on *A Preface to Man*
20. Jyothi lekshmi G on *A Preface to Man*
21. Alver Ahmet on Orhan Pamuk’s *Snow*
22. Pritha Mukherjee on Orhan Pamuk’s *Snow*
23. Beth Irwin on *Oryx and Crake*
24. Valeria Mosca on *Oryx and Crake*
25. Alan Northover on Coetzee
26. Wolfe on ‘Lives of Animals’
27. Huma Yaqub on Mahasweta Devi
28. Ranita Chakraborty on Mahasweta Devi
29. Eva M Meyersson on Dostoevsky
30. Christine Smoley on Dostoevsky
31. Lhoussain Simour on *Our Sister Killjoy*
32. Aisha Al Matari on *Our Sister Killjoy*
33. Alex Tickell on Arundhati Roy
34. Angelo Monaco on Arundhati Roy

Texts for Consultation:

1. Georg Lukacs: *The Theory of the Novel*
2. Lucien Goldmann: *Towards a Sociology of the Novel*
3. David Lodge: *The Art of Fiction*
4. Wayne C. Booth: *The Rhetoric of Fiction*
5. Patricia Waugh: *Metafiction*
6. Jeremy Hawthorn: *Studying the Novel*
7. Shlomith Rimmon-Kenan: *Narrative Fiction: Contemporary Poetics*

8. Joyce Carol Oates: *Telling Stories – An Anthology for Writers*

9. Linda Hutcheon: *A Poetics of Postmodernism: History, Theory, Fiction*

10. Mikhail Bakhtin: *The Dialogic Imagination*

11. Susan Lohafer & Jo Ellyn Clarey (eds): *Short Story Theory at a Crossroads*

Edgar V. Roberts and Henry E. Jacobs: *Literature: An Introduction to Reading and Writing*

Semester 4 - Core Course 17:

[EN010402]-Postcolonial Poetry

Total Credits: 3

Total Hours: 25

Weightage:

Objectives:

To introduce the students to the diversity of poetry coming from the erstwhile colonies of the European Colonial Empires. To clear the ground from where the student can see how, beyond the general discursive constellations, there are regional specifics that ‘in a hybrid mode’ negotiate issues of sovereignty, language, race, gender, identity and place.

Course Description:

“Here we stand at the messiest point of our time // someone should write us, if we don’t / who will.” - Gülten Akin (2007).

The course attempts to cover, through representative texts, the entire gamut of poetry that has emerged from and still addresses the (post)colonial experience, the world over.

Module 1 is a conceptual orientation; it tries to situate, in a somewhat general way, certain contours that ‘Poetic Postcolonialisms’ assume.

Module 2 is a collection of poems that are South Asia & Australasia-specific.

Module 3 is a choice take on West & East Asia.

Module 4 is solely representative of poems from Africa.

Module 5 brings together myriad yet ‘intertwined’ verses from South America & Caribbean.

Special Note: A detailed delving into the poems is not expected vis-à-vis the Seminar Fields. Questions pertaining to these sections will be Generic: issues like Identity, Gender, Cultural Poetics and Language Politics.

Module 1 [Poetic Postcolonialisms]:

1.1 Jahan Ramazani: “Contemporary Postcolonial Poetry” in Neil Roberts (ed): *A Companion to Twentieth-Century Poetry*, Blackwell Publishing, 2007

1.2 Sudipta Kaviraj: “A Strange Love of the Land: Identity, Poetry and Politics in the (Un)Making of South Asia.”

Module 2 [South Asia & Australasia]:

2.1 **India:** Kamala Das: “Someone Else’s Song” & Agha Shahid Ali: “I See Kashmir From New Delhi at Midnight”

2.2 **Pakistan:** Faiz Ahmad Faiz: “Black Out” & Kishwar Naheed: “We Sinful Women”

2.3 Sri Lanka: Yasmine Gooneratne: “There was a Country” &R. Cheran: “Yaman”

2.4 Bangladesh: Taslima Nasrin: “Can’t I have a homeland to call my own?” &Kaiser Haq:
“Ode on the Lungi”

Seminar:

- 2.5 Australia:** A D Hope: “Australia” & Judith Wright: “Eve to her Daughters”
2.6 New Zealand: Selina Tusitala Marsh: “naming myself” & “The Young and the Restless”
2.7 Fiji: Konai Helu Thaman: “Living Amongst the Trees” & “Kakala Folau (a gift of love)”

Module 3[West & East Asia]:

- 3.1 Israel:** Yehuda Amichai: “National Thoughts” & Dahlia Ravikovitch: “Hovering at a Low Altitude”
3.2 Palestine: Mahmoud Darwish: “The Earth is Closing on Us,” & Hanan Mikha’il ‘Ashrawi : “From The Diary of an Almost-Four-Year-Old”
3.3 Iran: Forugh Farrokhzad: “I Will Greet the Sun Again” & Simin Behbahani: “And Behold”
3.4 Turkey: Orhan Veli: “For Free” & Gülten Akın: “Woman’s Song”

Seminar:

- 3.5 Philippines:** Cirilo F. Bautista: “Written in Stratford-Upon-Avon” & Marjorie Evasco: “Caravan of the Waterbearers”
3.6 Singapore: Arthur Yap: “The Correctness of Flavour” & Lee Tzu Pheng: “Singapore River”
3.7 Hong Kong: Nicholas YB Yong: “Toys ‘R’ Us” & Tammy Ho Lai-ming: “Leftovers”

Module 4[Africa]:

- 4.1 Nigeria:** Chinua Achebe: “Vultures” & Mabel Segun: “The Pigeon-Hole”
4.2 Egypt: Iman Mersal: “Sometimes Wisdom Possesses Me” & Fatima Naoot: “Blind”
4.3 Mozambique: Noémia de Sousa: “Black Blood” & Ana Mafalda Leite: “Liquid Frontier”
4.4 Algeria: Muhammad Dib: “Guardian Show” & Djamel Amrani: “Beneath a Pile of Rubble”

Seminar:

- 4.5 South Africa:** Dennis Brutus: “A poem about Sharpeville” & Antjie Krog: “Country of Grief and Grace”
4.6 Kenya: Shailja Patel: “Shilling Love” & Micere Githae Mugo: “I Want You To Know”
4.7 Ghana: Kofi Awoonor: “The Weaver Bird” & Ama Ata Aidoo: “For My Mother in Her Mid-90s”

Module 5[South America & Caribbean]:

- 5.1 Argentina:** Jorge Luis Borges: “Borges and I” & Alfonsina Storni: “They’ve Come”
5.2 Brazil: Olavo Bilac: “Milky Way: Sonnet 13” & Hilda Hilst: “Poems for the Men of Our Time,”
5.3 Uruguay: Mario Benedetti: “Little Stones at My Window” & Selva Casal: “the last angels of the evening.”
5.4 Chile: Pablo Neruda: “The Poet” & Gabriela Mistral: “To See Him Again”

Seminar:

- 5.5 Columbia:** José Asunción Silva: “Sonnet”

- 5.6 Saint Lucia:** Derek Walcott: “The Lost Empire”
5.7 Guyana: John Agard: “Prospero Caliban Cricket”
5.8 Barbados: Edward Kamau Brathwaite: “Bread”
5.9 Trinidad and Tobago: Surya Vahni Priya Capildeo: “I Love You”
5.10 Jamaica: Louise Bennett: “Colonisation in Reverse”

Specific Additional Readings:

1. Anna Bernard: “Poetry, Translation, and Postcolonial Criticism...”
2. Muneeza Shamsie: South Asian Muslims: Fiction and Poetry in English, *Religion & Literature* Vol. 43, No. 1 (spring 2011), pp. 149-157
3. Priya Satia: Poets of Partition, *Tanqeed: A magazine of politics and culture*, Jan 2016
4. Omer Tarin, Ilyas Khan, and K. Majied: Pakistani English Literature – A Brief Introduction, 1947 to the Present, *Prachya Review*, Dec 30, 2015
5. Kaiser Haq: An Apology for Bangladeshi poetry in English
6. Mohammad Ali Ghazalsofli: A Political Review of Iranian Contemporary Poetry
7. Bulend Ecevit: Poetry in Turkey - A Nation’s Most Popular Art
8. Müesser Yeniay: Turkish Women's Poetry: Ottoman to Contemporary
9. J. Neil C. Garcia: Postcolonialism and Filipino Poetics
10. Barbara Jane Reyes: Filipina Lives and Voices in Literature
11. Cyril Wong: An interview
12. Irving Goh: Promising ‘Post-Colonialism’: Deleuze-Guattari’s ‘Minor Literature’ and the Poetry of Arthur Yap
13. Thow Xin Wei: Arthur Yap: Uniquely Singaporean
14. Odimegwu Onwumere: The Evolution of Nigerian Poetry
15. Mick Delap: Nigerian Poetry – Black Star or Black Hole?
16. Gemma Robinson: “Postcolonial Poetry of Great Britain: a poetics of contradictory affinity.”
17. Ngugi Wa Thiongo: ‘The Quest for Relevance’ in *Decolonising the Mind*

Texts for Consultation:

1. Neil Roberts (ed): *A Companion to Twentieth-Century Poetry*, Blackwell Publishing, 2007
2. Rajeev S. Patke: *Postcolonial Poetry in English*, Oxford University Press, 2006
3. Ashok Bery: *Cultural Translation and Postcolonial Poetry*, Palgrave Macmillan, 2007.
4. Jahan Ramazani (ed): *The Cambridge Companion to Postcolonial Poetry*, Cambridge University Press, 2017
5. Jahan Ramazani: *The Hybrid Muse: Postcolonial Poetry in English*, University of Chicago Press, 2001
6. Robert Stilling: *Beginning at the End: Decadence, Modernism, and Postcolonial Poetry*, Harvard University Press, 2018
7. Ato Quayson (ed): *The Cambridge History of Postcolonial Literature: Volume 1*, Cambridge University Press, 2012

Semester 4 – Elective Course:

[EN820402] -Modern European Drama

Total Credits: 3

Total Hours: 25

Weightage:

Objectives:

To familiarize the student with modern European Drama in terms of topics, perspectives, and dramatic literature

Course Description:

This paper contains representative works to acquaint the student with the social and cultural contexts that inform modern European Drama. The conventions of play beginning from the turn of the century realistic plays to the postmodern experiments are chosen. The paper contains representative plays of the Realistic, Naturalistic, Modernist, epic theatre, Theatre of the Absurd and postmodernist theatre. The paper has five modules. The first module consists of introductory essays on both modernist and postmodernist theatre along with some key terms associated with it. The teacher and the learner are expected to address these terms while studying the representative plays. The second, third and fourth modules consist of representative plays of the various modernist dramatic modes. The fifth Module entirely consists of postmodern plays. While dealing with them the teacher and the learner are expected to keep in mind the characteristics of postmodern plays in general. The student is also encouraged to revisit the ideological foundations of modernism. The student is to be acquainted with how the diversified movements in post-modernist theatre are informed by the theatre's increasing propensity to self-consciousness besides discussing poststructuralist theories and feminist theatre, environmental theatre, multicultural theatre, performance theories, threat from the cinema and the future of theatre.

Module 1:

1.1 John Fletcher and James McFarlane: "Modernist Drama: Origins and Patterns" in *Modernism: A Guide to European Literature*. Eds. Malcolm Bradbury and James McFarlane. Penguin, 1991.

1.2 Philip Auslander: "Postmodernism and Performance". (Pages 97- 115) Published in *Cambridge Guide to Postmodernism*. Edited by Steven Connor. Cambridge: Cambridge University Press, 2004

1.3 Key Terms: Realist Theatre, Naturalist Theatre, Meta theatre, Epic Theatre, Poor Theatre, Theatre of the Absurd, Theatre of Cruelty and Feminist Theatre

Module 2:

2.1 Henrik Ibsen: *A Doll's House*

2.2 August Strindberg: *Miss Julie*

Seminar:

2.3 Anton Chekhov: *The Cherry Orchard*

Module 3:

3.1 Luigi Pirandello: *Six Characters in Search of an Author*

3.2 Bertolt Brecht: The Life of Galileo

Seminar:

3.3 Federico Garcia Lorca: Blood Wedding

Module 4:

4.1 Sartre: The Flies

4.2 Jean Genet: The Maids

Seminar:

4.3 Eugene Ionesco: Rhinoceros

Module 5:

5.1 Heiner Muller: Hamletmachine

5.2 Georg Büchner: *Woyzeck*

Seminar:

5.3 Samuel Beckett: Catastrophe

Specific Additional Readings:

1. *Catastrophe*, in *Collected Shorter plays of Samuel Beckett* (London: Faber, 1984) 295-301)
2. Beryl S. and John Fletcher, *Student's Guide to the Plays of Samuel Beckett* 2d ed.(London: Faber, 1985)
3. Jonathan Kalb, *The Theater of Heiner Müller* (Cambridge: Cambridge University Press, 1998)
4. David Barnett, *Literature versus Theatre. Textual Problems and Theatrical Realization in the Later Plays of Heiner Müller* (Berne: Lang, 1998)
5. *A Glossary of Literary Terms 10th (tenth) Edition* by Abrams, M.H., Harpham, Geoffrey published by Cengage Learning (2011)
6. *Cambridge Guide to Postmodernism* Edited by Steven Connor. Cambridge: Cambridge University Press, 2004
7. *Modernism: A Guide to European Literature*. Eds. Malcolm Bradbury and James McFarlane. Penguin, 1991.
8. No Exit and Three Other Plays. By Jean Paul Sartre. NO EXIT (Huis Clos). THE *FLIES* (Les Mouches) translated from the French by Stuart Gilbert.

Texts for Consultation:

1. Patrick Campbell (ed): *Analysing Performance: Issues and Interpretations*. Manchester Univ. Press, 1996
2. Stephen Watt. *Postmodern/Drama: Reading the Contemporary Stage*. Ann Arbor: University of Michigan Press, 1998
3. Martin Esslin :*The Theatre of the Absurd*
4. Luigi Pirandello: “Preface to Six Characters in Search of an Author”
5. Bertolt Brecht: A Short Organum for the Theatre
6. Keir Elam: Semiotics of Theatre and Drama
7. Dario Fo: Accidental Death of an Anarchist

8. Max Frisch: The Fire Raisers
 9. John Willet: Brecht on Theatre: The Development of an Aesthetic
 10. Eric Bentley: The Playwright as Thinker: A Study of Modern Drama in Modern Times
-

Semester 4 – Elective Course:
[EN820403] – Indian Poetics: Theories and Texts

Total Credits: 3

Total Hours: 25

Weightage:

Objectives:

The aim of the course is to familiarise the students with the major texts of the Indian tradition in the light of Indian poetic principles.

Course Description:

The eight major schools of Indian Aesthetics are to be introduced. The two cardinal schools viz. Rasa and dhvani are to be discussed in detail. The students must be familiar with the strong geopolitics behind Tamil poetics. Texts have to be discussed in the light of the theories. Questions pertaining to the dominant aesthetic sentiment, the suggestive potential of the language of the text, and so on need to be raised. Alternative readings have to be encouraged. Issues like the ideological ramifications of the erotic sentiment as a tool for the containment of women, the heroic sentiment as a mechanism for authenticating kingship and social stratification, the distinction of language into Sanskrit for noble men and Prakrit for menial characters and women, the division of space into domestic and exterior and its significance in the domestication of women, the significant absence of women (with the possible exception of Avvayyar) etc. are to be highlighted. Students may be encouraged to read Romila Thapar's analysis of Shakuntalam to see the drastic difference in the portrayal of women in the epic and the play. How Sanskrit became an Orientalist imperial weapon also may be analysed.

MODULE 1:

1.1 S.S. Barlingay: "Various Senses of the Word Rasa" (A Modern Interpretation to Indian Aesthetic Theory. Ch.4 PP.84-102)

1.2 K.K. Kunjunni Raja: The Theory of Dhvani (Indian Aesthetics. Ed. V.S. Sethuraman)

1.3 A K Ramanujan: "The Five Landscapes" (Ed. Poems of Love and War 236-43)

MODULE 2:

2.1 "Drona Parva" from the Mahabharata

2.2 Bhana Bhatta: Kadambari

Seminar:

2.3 "Sundara Kanda" from the Ramayana

MODULE 3:

3.1 Kalidasa: Abhijnana

Shakuntala (Ed. Romila

Thapar)**3.2** Sudraka:

Mrichakatika (The Little Clay

Cart) **Seminar:**

3.3 Vishakhadatta: Mudrarakshasa

MODULE 4:

4.1 Bhasa: Urubhanga

4.2 Jayadeva: “Song to the Melody Gurjari” in Gitagovinda

Seminar:

4.3 Bhavabhuti: Uttararamacharita

MODULE 5:

5.1 Ilango Adikal: Chilappatikaram

Seminar:

5.2 “Palai” from A. K. Ramanujan (Poems of Love and War)

Texts for Consultation:

1. S K Nandi. Studies in Modern Indian Aesthetics Simla: Indian Institute of Advanced Study, 1975

2. Sudhakar Pandey and V N Jha eds.: Glimpses of Ancient Indian Poetics: From Bharata to Jagannatha. Delhi: Indian Book Centre, 1993

3. A V Subrahmanian: The Aesthetics of Wonder: New Findings in Sanskrit Alankarasastra Delhi: Motilal Banarsidas, 1988

4. Kapil Kapoor: Literary Theory: Indian Conceptual Framework. New Delhi: Affiliate East-West Press, 1998.

5. Sushil Kumar De.: History of Sanskrit Poetics Calcutta: Firma, 1988.

B. Sc DEGREE PROGRAMME MATHEMATICS (UGCBCS 2017)

FIFTH SEMESTER

MM5CRT---- : ENVIORNMENTAL MATHEMATICS & HUMAN RIGHTS

Vision

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. Continuing problems of pollution, solid waste disposal, degradation of environment, issues like economic productivity and national security, Global warming, the depletion of ozone layer and loss of biodiversity have made everyone aware of environmental issues. The United Nations Conference on Environment and Development held in Rio de Janerio in 1992 and world Summit on Sustainable Development at Johannesburg in 2002 have drawn the attention of people around the globe to the deteriorating condition of our environment. It is clear that no citizen of the earth can afford to be ignorant of environment issues..

India is rich in biodiversity which provides various resources for people. Only about 1.7 million living organisms have been described and named globally. Still many more remain to be identified and described. Attempts are made to conserve them in ex-situ and in-situ situations. Intellectual property rights (IPRs) have become important in a biodiversity-rich country like India to protect microbes, plants and animals that have useful genetic properties. Destruction of habitats, over-use of energy resource and environmental pollution have been found to be responsible for the loss of a large number of life-forms. It is feared that a large proportion of life on earth may get wiped out in the near future.

In spite of the deteriorating status of the environment, study of environment have so far not received adequate attention in our academic programme. Recognizing this, the Hon'ble Supreme Court directed the UGC to introduce a basic course on environment at every level in college education. Accordingly, the matter was considered by UGC and it was decided that a six months compulsory core module course in environmental studies may be prepared and compulsorily implemented in all the University/Colleges of India.

The syllabus of environmental studies includes five modules including human rights. The first two modules are purely environmental studies according to the UGC directions. The second two modules are strictly related with the core subject and fifth module is for human rights.

Objectives

- Environmental Education encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues. By developing and enhancing critical and creative thinking skills. It helps to foster a new generation of informed consumers, workers, as well as policy or decision makers.
- Environmental Education helps students to understand how their decisions and actions affect the environment, builds knowledge and skills necessary to address complex environmental issues, as well as ways we can take action to keep our environment healthy and sustainable for the future, encourage character building, and develop positive attitudes and values.
- To develop the sense of awareness among the students about the environment and its various problems and to help the students in realizing the inter-relationship between man and environment for protecting the nature and natural resources.

- To help the students in acquiring the basic knowledge about environment and to inform the students about the social norms that provide unity with environmental characteristics and create positive attitude about the environment.

4 hours/week (Total Hrs: 72)

4 credits

SYLLABUS

Text Books :

1. Bharucha Erach – Text book of Environmental studies for UG Courses, University Press, II Edition
2. Thomas Koshy : Fibonacci and Lucas numbers with applications, John Wiley & Sons, Inc (2001).

Module I: Environment and its resources

(10 hours)

Multidisciplinary nature of environmental studies:

Definition, scope and importance
Need for public awareness.

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 individual in conservation of natural resources.

Equitable use of resources for sustainable lifestyles.

(Text 1- unit 1- sections 1.1,1.2,unit 2-sections 2.1,2.2,2.3,2.4)

ModuleII: Environmental Pollution and Social Issues

(14 hours)

Pollution- Definition, Causes, 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

Disaster management: floods, earthquake, cyclone and landslides.

(Text 1. -unit 5-sections 5.1, 5.2, 5.3, 5.4, 5.6)

Social Issues and the Environment:

Urban problems related to energy

Water conservation, rain water harvesting, watershed management

Resettlement and rehabilitation of people: its problems and concerns, Case studies

Environmental ethics: Issues and possible solutions

Climate change, global warming, acid rain, ozone layer depletion , nuclear accidents and

Holocaust, Case studies

Consumerism and waste products

Public awareness

(Text1. unit6--sections 6.1, 6.2, 6 .4, 6.5,6.6,6.15)

Module III : Fibonacci Numbers in nature

(15 hours)

The rabbit problem:

The rabbit problem, Fibonacci numbers, recursive definition, Lucas numbers, Different types of Fibonacci and Lucas numbers.

Fibonacci numbers in nature :

Fibonacci and the earth, Fibonacci and flowers, Fibonacci and sunflower, Fibonacci, pinecones, artichokes and pineapples, Fibonacci and bees, Fibonacci and subsets, Fibonacci and sewage treatment, Fibonacci and atoms, Fibonacci and reflections, Fibonacci, paraffins and cycloparaffins, Fibonacci and music, Fibonacci and compositions with 1's and 2's

The Euclidean Algorithm:

The Euclidean Algorithm and Lucas Formula

Solving Recurring relations:

Linear homogeneous recurrence relations with constant coefficients

Text 2 : Chapters 2 & 3 (excluding Fibonacci and poetry, Fibonacci and electrical networks), Chapters 9 & 10.

Module IV : Golden Ratio

(15 hours)

The golden ratio:

The golden ratio, mean proportional, a geometric interpretation, ruler and compass construction, Euler construction, generation by Newton's method.

The golden ratio revisited:

The golden ratio revisited, the golden ratio and human body, golden ratio by origami, Differential equations, Gattei's discovery of goldenratio, centroids of circles,

Text 2 : Chapters 20, 21

Module V : Human rights

(18 hours)

Unit 1 - Human Rights

An Introduction to Human Rights, Meaning, concept and development –History of Human Rights-Different Generations of Human Rights- Universality of Human Rights- Basic International Human Rights Documents - UDHR ,ICCPR,ICESCR.-Value dimensions of Human Rights

Unit 2 - Human Rights and United Nations

Human Rights co-ordination within UN system- Role of UN secretariat- The Economic and Social Council- The Commission Human Rights-The Security Council and Human rights- The Committee on the Elimination of Racial Discrimination- The Committee on the Elimination of Discrimination Against Women- the Committee on Economic, Social and Cultural Rights- The Human Rights Committee- Critical Appraisal of UN Human Rights Regime.

Unit 3- Human Rights National Perspective

Human Rights in Indian Constitution – Fundamental Rights- The Constitutional Context of Human Rights-directive Principles of State Policy and Human Rights- Human Rights of Women-children –minorities- Prisoners- Science Technology and Human Rights- National Human Rights Commission- State Human Rights Commission- Human Rights Awareness in Education.

References

1. Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
2. Clark.R.S., Marine Pollution, Clanderson Press Oxford (Ref)
3. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p .(Ref)
4. Dc A.K.Environmental Chemistry, Wiley Eastern Ltd.(Ref)
5. Down to Earth, Centre for Science and Environment (Ref)
6. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140pb (Ref)
7. Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p (Ref)
8. Mekinney, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p (Ref)
9. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
10. Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p (Ref)
11. Rao.M.N & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p (Ref)

12. Rajagopalan. R, Environmental Studies from crisis and cure, Oxford University Press, Published: 2016 (TB)
13. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut (Ref)
14. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (Ref)
15. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Standards, Vol I and II, Enviro Media (Ref)
16. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (Ref)
17. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (Ref)

(M) Magazine (R) Reference (TB) Textbook

Human Rights

1. Amartya Sen, The Idea Justice, New Delhi: Penguin Books, 2009.
2. Chatrath, K. J.S., (ed.), Education for Human Rights and Democracy (Shimla: Indian Institute of Advanced Studies, 1998)
3. Law Relating to Human Rights, Asia Law House, 2001.
4. Shireesh Pal Singh, Human Rights Education in 21 st Century, Discovery Publishing House Pvt.Ltd, New Delhi,
5. S.K.Khanna, Children and the Human Rights, Common Wealth Publishers, 1998.2011.
6. Sudhir Kapoor, Human Rights in 21 st Century, Mangal Deep Publications, Jaipur,2001.
7. United Nations Development Programme, Human Development Report 2004: Cultural Liberty in Today's Diverse World, New Delhi: Oxford University Press, 2004.

QUESTION PAPER PATTERN

Module	Part A 2marks	Part B 5 marks	Part C 15 marks	Total
I	3	2		5
II	3	2	1	6
III	2	2	1	5
IV	2	2	1	5
V	2	1	1	4
Total No. of questions	12	9	4	25
No.of questions to be answered	10	6	2	18
Total marks	20	30	30	80

MAHATMA GANDHI UNIVERSITY, KOTTAYAM



CURRICULUM FOR UNDER GRADUATE PROGRAMMES IN

PHYSICS

UNDER CHOICE BASED CREDIT SYSTEM (UG CBCS) 2017

2017 ADMISSIONS ONWARDS

Semester-V

Core Course: VIII

Credit-4 (72 hours)

PH5CRT08: ENVIRONMENTAL PHYSICS AND HUMAN RIGHTS

Vision

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Module I

Unit 1: Multidisciplinary nature of environmental studies(2 hours)

Definition, scope and importance

Need for public awareness.

Unit 2: Natural Resources:(10 hours)

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.

- Solid waste Management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution
- Pollution case studies
- Disaster management: floods, earthquake, cyclone and landslides.

Unit 3: Social Issues and the Environment (10 hours)

- Urban problems related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people: its problems and concerns, Case studies
- Environmental ethics: Issues and possible solutions
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust, Case studies
- Consumerism and waste products
- Environment Protection Act
- Air (Prevention and Control of Pollution) Act
- Water (Prevention and control of Pollution) Act
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation
- Public awareness

Module III

Non-renewable and Renewable Energy Sources (10 hours)

Non-renewable energy sources:-Coal, Oil, Natural gas; Nuclear fission energy; Merits and demerits of non-renewable energy.

Renewable energy sources: Biomass energy- Biogas plant - Fixed dome type and moving dome type; Wind energy; Wave energy; Tidal energy; Hydroelectricity; Geothermal energy conversion; Ocean thermal energy conversion; Fusion energy; Hydrogen energy- Production (electrolysis) and storage; Merits and demerits of each renewable energy sources; Storage of intermittently generated renewable energy (qualitative); Fuel cell.

Module IV**Solar energy****(10 hours)**

Sun as a source of energy- Solar radiation, Solar Constant, Spectral distribution; Solar pond - Convective and salt gradient types; Flat plate collector; Solar water heater - Direct and indirect systems- Passive and active systems; Optical concentrator - Parabolic trough reflector - Mirror strip reflector - Fresnel lens collector; Solar desalination; Solar dryer - Direct and indirect type; Solar cooker; Solar heating of buildings; Solar green houses; Need and characteristics of photovoltaic (PV) systems; Solar cells - Principle, Equivalent circuits, V-I characteristics, fill factor, conversion efficiency; PV Sun tracking systems; Merits and demerits of solar energy.

Module – V**(8 hours)**

Unit 1- Human Rights– An Introduction to Human Rights, Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

Unit-2 Human Rights and United Nations – contributions, main human rights related organs - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.

Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities

Unit-3 Environment and Human Rights - Right to Clean Environment and Public Safety; Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment

Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of western ghats- mention Gadgil committee report, Kasthuriengan report. Over exploitation of ground water resources, marine fisheries, sand mining etc.

Internal: Field study

- Visit to a local area to document environmental grassland/ hill /mountain