

List and Content of Courses under Cross Cutting Issues (Within the Syllabus)

Category	Name of Course	Name of Program	Regulation year of curriculum	Semester
Gender	Gender studies	All UG programmes	2019	IV
	Voices of Women	BA English Language and Literature	2019	VI
	Gender Studies	BA History	2019	VI
Environment and sustainability	Environmental & Sanitization Microbiology	B. Sc. Microbiology	2019	III
	Soil and Agricultural Microbiology	B. Sc. Microbiology	2019	IV
	Environment, Ecology and Tourism	BTTM	2019	
	Environmental Microbiology	B. Sc. Microbiology	2019	V
	Biochemical and Environmental Toxicology	B. Sc. Biochemistry	2019	V
	Environmental studies	All UG programmes	2019	I
	Fundamentals of	B Voc Agriculture	2019	I



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	Agronomy			
	Fundamentals of Horticulture	B Voc Agriculture	2019	I
	Fundamentals of Agricultural Engineering	B Voc Agriculture	2019	I
	Plantation Crops, Spices and Fruits	B Voc Agriculture	2019	II

	Fundamentals of Seed technology	B Voc Agriculture	2019	II
	Biodiversity- scope and relevance	All UG programmes	2019	III
	Integrated Pest Management in Crops	B Voc Agriculture	2019	III
	Protected Cultivation of Horticultural Crops	B Voc Agriculture	2019	III
	Soil and Agricultural Microbiology	B Voc Agriculture	2019	IV
	Weed Management and Fodder Crop Production	B Voc Agriculture	2019	IV
	Livestock Farming	B Voc Agriculture	2019	IV
	Principles of Food preservation	B Voc Food Science	2018	I

	Technology of Fish, Meat, Egg processing	B Voc Food Science	2018	III
	Technology of spices and Plantation Crops	B Voc Food Science	2018	III
	Technology of Cereals, Pulses and Oilseeds	B Voc Food Science	2018	IV
	Food Engineering	B Voc Food Science	2018	V

	Processing of Fruits and Vegetables	B Voc Food Science	2018	V
	Fundamentals of organic farming	B Voc Agriculture	2018	V
	Commercial vegetable production	B Voc Agriculture	2018	V
	Environmental Microbiology and Biotechnology	B Voc Agriculture	2018	V
	Plant Tissue culture and Biotechnology	B Voc Agriculture	2018	V
	Food and Agricultural Microbiology	MSc Microbiology	2019	II
	Environmental Microbiology	MSc Microbiology	2019	III
	Microbial Bioremediation Technology	MSc Microbiology	2019	IV

	Tourism Products.	BTTM	2019	II
	Tourism Planning and Destination Development.	MTTM	2019	II
	Tourism Products and Resources.	BTTM	2019	I
	Natural Resource Management	B Voc Agriculture	2019	IV
	Environmental Microbiology and Biotechnology	B Voc Agriculture	2019	V
	Food and Dairy Microbiology	B Voc Agriculture	2019	V

Human values and professional ethics	Fundamentals of Organic Farming	B Voc Agriculture	2019	V
	Bio safety and Bioethics			
	Entrepreneurship development	B Voc Food Science	2019	V
	Human Resource Management	B Voc Food Science	2019	IV
	Human Rights	B Voc. Agriculture	2019	III
	Human Rights	All UG Programmes	2019	III
	Disaster Management	All UG Programmes	2019	II

	Intellectual Property Rights	B Voc Agriculture	2019	IV
	Principles and practices of Management.	BTTM	2019	V
	HRM	MTTM	2019	III
	Organizational Behaviour	MTTM	2019	III
	Security analysis and portfolio management			
	Government policies and programmes related to agriculture	B Voc Agriculture	2018	V
	Food laws and regulations	B Voc Food Science	2018	V
	By-product utilization and waste management	B Voc Food Science	2018	V
	Media laws and Ethics	BA Journalism and Mass Communication	2019	VI
	Communication laws and ethics	BA Journalism and Mass	2019	V


		Communication		
	Human resource management	BBA	2019	V

	Marketing management	BBA	2019	II
	Organizational behavior	BBA	2019	VI
	Professional business skills	BBA	2019	III
	Management concepts and business ethics	BBA	2019	III
	Public relations and Corporate Communication	BA Journalism and Mass Communication	2019	V
	Advertising	BA Journalism and Mass Communication	2019	V
	Language and Linguistic	BA English Language and Literature	2019	V
	Corporate Communication	BA Journalism and Mass Communication	2017	V
	Economic and Business reporting	BA Journalism and Mass Communication	2017	VI
	Methodology of the Writing of history	BA History	2019	V

	IT for Business and management	B Voc Food Science	2018	I
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	Biosafety, Bioethics and IPR	M Sc Microbiology	2019	III
	Indian Constitution and Politics: Federalism, Decentralization and Political Dynamics	BA History, BA Economics	2014, 2019	I, IV




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Affiliated to University of Calicut
Reaccredited by NAAC with A+ Grade

LIST OF COURSES WITH CROSS CUTTING ISSUES 2023- 2024

Programme	Category	Sl. No	Course Code	Course Name	Regulation Year	Semester	
BA English Language and Literature	Gender	1.	ENG2A03	Readings from the Fringes	2019	2	
		2.	ENG2A04	Readings on Kerala	2019	2	
		3.	ENG3A05	Readings on Indian Literature	2019	3	
		4.	ENG1B01	Introducing Literature	2019	1	
		5.	ENG2B02	Appreciating Poetry	2019	2	
		6.	ENG5B08	Literary Theory	2019	5	
		7.	ENG6B11	Voices of Women	2019	6	
		8.	ENG6B13	Film Studies	2019	6	
		9.	ENG6B14	New Literatures in English	2019	6	
	Environment and Sustainability	1.	ENG2A03	Readings from the Fringes	2019	2	
		2.	ENG2B02	Appreciating Poetry	2019	2	
		3.	ENG5B08	Literary Theory	2019	5	
	Human Values	1.	ENG2A03	Readings from the Fringes	2019	2	
		2.	ENG2A04	Readings on Kerala	2019	2	
		3.	ENG3A05	Readings on Indian Literature	2019	3	
		4.	ENG4A06	Songs and Stories of our World	2019	4	
		5.	ENG1B01	Introducing Literature	2019	1	
		6.	ENG2B02	Appreciating Poetry	2019	2	
		7.	ENG3B03	Appreciating Prose	2019	3	
		8.	ENG4 B05	Appreciating Fiction	2019	4	
		9.	ENG5B08	Literary Theory	2019	5	
		10.	ENG5B10	Indian Writing in English	2019	5	
		11.	ENG6B12	Classics of World Literature	2019	6	
		12.	ENG6B13	Film Studies	2019	6	
		13.	ENG6B14	New Literatures in English	2019	6	
		14.	ENG6B20	Shakespeare	2019	6	
	Professional Ethics	Nil					


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ENG2A03

READINGS FROM THE FRINGES

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

Aim of the Course:

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

COURSE OBJECTIVES

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

COURSE OUTCOME

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

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

COURSE DESCRIPTION:

A. COURSE SUMMARY

Module 1: 15 hrs

Module 2: 15 hrs

Module 3: 15 hrs

Module 4: 15 hrs

Evaluation: 12 hrs

Total: 72 hrs

B. COURSE DETAILS:

Module 1: Constitution, Democracy and Freedom

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

Module 2: Ecology and Science

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

Module 3: Gender Equality

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

Module 4: Human Rights

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

READING LIST:

CORE TEXT:

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

FURTHER READING:

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

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

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

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

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

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

ENG2AO4

READINGS ON KERALA

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

Aim of the Course:

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

COURSE OBJECTIVES

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

COURSE OUTCOME

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

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

COURSE DESCRIPTION:

A. COURSE SUMMARY:

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

B. COURSE DETAILS:

Module 1: Formation

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

Module 2: Evolution

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

Module 3: Stimulation

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

Module 4: Propagation

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

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

READING LIST:

CORE TEXT:

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

Further reading:

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

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

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

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

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

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

ENG3 A05

READINGS ON INDIAN LITERATURES

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

Aim of the Course:

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

COURSE OBJECTIVES

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

COURSE OUTCOME

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

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

COURSE DESCRIPTION

A. COURSE SUMMARY

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

Total 90 hrs

B. COURSE DETAILS:

Module 1- Poem

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

Module 2--Short story and Fiction

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

Module3- Prose narratives

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

Module4 --Theatre and films

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

READING LIST

CORE TEXT:

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

FURTHER READING:

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

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

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

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

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

End Semester Test Design of Courses with 60 Marks

*For courses with three credits or lesser, the external exam is for 2 hrs with 75 marks(60 external and 15 internal

Question type	No. of Questions	Marks/ Question	Total Marks
Short answers (2-4 sentences)	12	2	Ceiling 20
Paragraph/problem/application type	7	5	Ceiling 30
Essay Type	1 out of 2	10	10
Total		60	
Time		2 hrs	

CORE COURSES

INTRODUCING LITERATURE

COURSE CODE	ENG1B01
TITLE OF THE COURSE	INTRODUCING LITERATURE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	1
NO. OF CREDITS	5
NO. OF CONTACT HOURS	108 (6 hrs per week)

AIM OF THE COURSE: To introduce students to literary texts and their unique conventions and contours – the linguistic, the social, the cultural and the political. The course is more of a search for the ‘why’ and ‘how’ rather than the ‘what’ of literature. Creative texts are analysed organically in participatory classrooms with teachers and students dialoguing with the texts.

OBJECTIVES OF THE COURSE:

- To introduce students to the language of literature, i.e., the meaning-making devices, verb phrases, collocations, linkers, sense groups and their functions in the literary text
- To train the students to identify the linguistic structures of poetic texts: symbols, metaphors, and other tropes and equip them in poetic conventions
- To recognize diverse points of view within a single text and to understand the rationale of polyphony
- To prepare students in reading literary/cultural texts closely, beyond the literal.
- To enable students to recognize the dominant voice/s within the text and its agendas
- To encourage questioning the text in order to perceive marginalized voices - the voices of the child, Dalit, transgender and female

- g. To comprehend how the subaltern perspectives question and counter the privileged voices in the mainstream texts

COURSE DESCRIPTION:

A. COURSE SUMMARY

Module 1: 18 hrs

Module 2: 18 hrs

Module 3: 30 hrs

Module 4: 30 hrs

Evaluation: 12 hrs

Total: 108 hours

B. COURSE DETAILS:

Module 1: Language and its Literary Nuances

Signifying Devices

The Syntax: Verb Phrases, Adjuncts, Collocations, Linkers, Sense Groups

The Poetic: Comparisons, Exaggerations, Images, Symbols, Iamb, Trochee, Caesura, Enjambment

Texts:

1. Ruskin Bond "Eyes of the Cat"
2. Anton Chekhov "The Death of a Clerk"
3. Alfred Lord Tennyson "The Oak"
4. Langston Hughes "Dreams"
5. Emily Dickinson "Because I could not Stop for Death"

Module 2: Polyphonic Texts

Point of view (diegesis), polyphony and its rationale, single perspective and its dangers

Texts:

1. Freya Stark *Winter in Arabia* (excerpts)
2. Laura Bohannon "Shakespeare in the Bush"
3. Akira Kurosawa dir. *Rashomon*

Module 3: Literature and Ideology

The workings of power structures in literature; explication of the terms -ideology, hegemony, interpellation, discourse, grand narratives, little narratives – using literary texts; literary devices like irony and paradox and their role in reinforcing ideology.

Texts:

1. Arundhati Roy "The God of Small Things"
2. Charlotte Bronte "Jane Eyre"
3. George Orwell "A Hanging"

4. Hansda Sowvendra Shekhars “The Adivasi will not Dance”

Module 4: Perspective of the Subaltern

Dominant voices, marginalized voices, subaltern identities, resisting the norm/authority

Texts:

1. RK Narayan *Swami and Friends* (Excerpt from Chapter XI “In Father’s Presence”)
2. Arun Kamble “Which language should I Speak?” and FM Shinde “Habit”
3. The Letter Q: Ely Shipley <<https://www.poets.org/poetsorg/text/letter-q-ely-shipley>>
4. Maxine Hong Kingston “No Name Woman”

READING LIST:

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

FURTHER READING:

Achebe, Chinua. *Things Fall Apart*. Penguin, 1994.

Angelou, Maya. *I know Why the Caged Bird Sings*. Bantam, 1971.

Austen, Jane. *Pride and Prejudice*. Penguin, 2003.

Bond, Ruskin. “The Night the Roof Blew Off” *Tigers Forever: Poems and Stories*. RatnaSagar, Delhi, 1996.

Chekhov, Anton. *Selected Stories of Anton Chekhov*. Trans. Richard Pevear and Larissa Volokhonsky. RHUS, 2000.

Childs, Peter and Roger Fowler. *The Routledge Dictionary of Literary Terms*. Routledge, 2006.

Dasan, M, et al ed. *Oxford India Anthology of Malayalam Dalit Writing*. OUP India, 2012.

Eagleton, Terry. *How to Read a Poem*. Blackwell, 2007.

Fry, Stephen. *The Ode Less Travelled: Unlocking the Poet Within*. Arrow, 2007.

Garner, James Finn. *Politically Correct Bedtime Stories*. Wheeler, 1995.

Golding, William. *Lord of the Flies*. Penguin, 1954.

Hemingway, Ernest. “Hills like White Elephants” *Men without Women*. Amereon, 1940.

McCarthy, Michael and Felicity O'Dell. *English Collocations in Use Advanced Book with Answers: How Words Work Together for Fluent and Natural English (Vocabulary in Use)*. Cambridge UP, 2017.

McCarthy, Michael and Felicity O'Dell. *English Phrasal Verbs in Use Advanced*. Cambridge UP, 2007.

Noys, Benjamin. *Introducing Theory: A Practical Guide*. Continuum, 2007.

Orwell, George. *1984*. General Press, 2017.

Popkin, Cathy, ed. *Anton Chekhov's Selected Stories* (Norton Critical Edition). WW Norton&Co Inc, 2014.

Roy, Arundhati. *The God of Small Things*. Penguin, 2017.

Seidman, Steven, Nancy Fischer and Chet Meeks. *Introducing the New Sexuality Studies*. Routledge, 2011.

Shakespeare, William. *Hamlet*. Barron's Educational Series, 1986.

Shamsie, Kamila. *Home Fire*. Bloomsbury, 2017.

Shekhar, HansdaSowvendra. *The Adivasi will not Dance: Stories*. Speaking Tiger Publishing Private Limited, 2017.

Swan, Michael. *Practical English Usage*. Oxford, 2017.

Wilde, Oscar. “The Happy Prince” *The Young King and Other Stories*. Penguin, 2000.

Wilkie-Stibbs, Christine. *The Outside Child: In and out of the Book*. Routledge, 2008.

Woolf, Virginia. “Jane Eyre and Wuthering Heights”. *The Norton Anthology of Literature by Women: The Tradition in English*, edited by Sandra M. Gilbert and Susan Gubar, W.W.Norton&Company, 1985, pp. 1345-49.

Web Resources:

Adichie, Chimamanda Ngozi. “The Danger of a Single Story.” *TED: Ideas Worth Spreading*, 7 Oct. 2009.
www.youtube.com/watch?v=D9Ihs241zeg.

Ananthamurthy, UR. “Dalit Contribution to Indian Literature.” *YouTube*, 9 Dec. 2010,
www.youtube.com/watch?v=SajALSSbNKw.

“Collocations in English: Vocabulary Lesson.” *YouTube*, 10 Nov. 2014.

www.youtube.com/watch?v=ssTWkruGar8.
 “100 Common Phrasal Verbs.” *YouTube*, 19 July 2016,
 www.youtube.com/watch?v=TIUwXYEtL_o
 “English Grammar: Connectors and Linkers.” *YouTube*, 14 Apr. 2016,
 www.youtube.com/watch?v=mkccaI0A7N8.
 “Phrasal Verbs in Daily English Conversations.” *YouTube*, 25 Sept. 2013,
 www.youtube.com/watch?v=WHwxdT302I.
 “Rashomon.” *YouTube*, 12 Oct. 2017, www.youtube.com/watch?v=18MNCJ8YWg4.
 “Transitive and Intransitive Verbs:English Grammar.” *YouTube*, 26 Nov. 2015,
 www.youtube.com/watch?v=SpL2o3jjfoA.
 “Useful Everyday Life Collocations in English Lessons.” *YouTube*, 22 Mar. 2017,
 www.youtube.com/watch?v=DmRaYqWGms.

APPRECIATING POETRY

COURSE CODE	ENG2B02
TITLE OF THE COURSE	APPRECIATING POETRY
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	2
NO. OF CREDITS	5
NO. OF CONTACT HOURS	108 (6 hrs per week)

AIM OF THE COURSE: The course is a wide spectrum of poems across the globe. The course aims at the transaction of the suggested texts so that the learners understand the trends in poetry of the past and the present. It also aims to foster the ability in students for appreciating poetry as an art form.

OBJECTIVES OF THE COURSE:

- a. To introduce the students to the basic elements of poetry, including the stylistic and rhetorical devices employed in poetry, and to various genres of poetry.
- b. To facilitate students to attain various perspective in reading poetry like gender, race, caste, ethnicity, religion, region, environment and nation.
- c. To familiarize the learners with different forms of poetry written in British and American literature.
- d. To create an awareness among the learners about different forms and themes of poetry produced across the globe in the history of literature.

COURSE DESCRIPTION:

A. COURSE SUMMARY

Module 1: 16 hrs
Module 2: 40 hrs
Module 3: 30 hrs
Module 4: 10 hrs
Evaluation: 12 hours

Total 108 hours

B. COURSE DETAILS:

Module 1: Poetry- Some Key Concepts

Basic Elements of Poetry: Prosody: Rhythm, Meter – Rhyme - hard rhyme, soft rhyme, internal rhyme - Alliteration, Assonance – Diction.

Figures of Speech: Metaphor, Simile, Personification, Oxymoron, Metonymy, Synecdoche, Transferred Epithet.

Poetic Forms: Lyric, Ode, Sonnet, Haiku, Ballad, Couplet, Villanelle, Dramatic Monologue, Elegy, Satire, Mock Epic, Free Verse, Tanka, Jintishi, Ghazal, Rubai, Prose poetry, Narrative poetry, Performance Poetry.

Module 2: Poetic Forms

1. Sonnet: William Shakespeare: Shall I Compare thee to a Summer's Day
(Sonnet XVIII), John Milton: On His Blindness
2. Ballad: John Keats: La Belle Dame sans Merci
3. Ode: P B Shelley: Ode to a Skylark
4. Elegy: W H Auden: In Memory of W. B. Yeats
5. Villanelle: Dylan Thomas: Do not go Gentle into that Good Night
6. (Dramatic) Monologue: Robert Browning: My Last Duchess
7. Metaphysical: John Donne: A Valediction Forbidding Mourning
8. Heroic Couplet: Alexander Pope: Extract from *Essay on Man* (Epistle I, Section II), "Presumptuous man! The reason wouldst thou find..."
9. Free Verse: Stanley Kunitz: The Layers
10. Song: Leonard Cohen: I'm your Man

Module 3: World Poetry

1. Childhood: Rainer Maria Rilke: Childhood
2. Love and Loss: Pablo Neruda: Tonight I Can Write the Saddest Lines
3. Protest: Nazim Hikmet: Some Advice to those who will Serve Time in Prison
4. Family: Langston Hughes: Mother to Son
5. Survival: Namdeo Dhasal: Stoneman, My Father & Me
6. Alienation: Diane Glancy: Without Title
7. War: Yehuda Amichai: Anniversaries of War
8. Environment: Joao Cabral de Melo Neto: Landscape of the Capibaribe River
9. Commitment and Passion: Charles Baudelaire: Be Drunk
10. Cultural Difference: Bassef Ikpi: Homeward

Module 4: Appreciation of Poetry

Students can be briefed about how to analyze a poem. A few poems other than those given for the detailed study can be given to the students for practical analysis.

*NB: The learners are asked only short essay/s (paragraph/s) questions for appreciation (based on unseen poems) in the end semester examinations.

READING LIST:

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

FURTHER READING:

1. Liberal Humanism: Dominant aspects of Liberal humanism with examples
 2. Literary Theory: Dominant aspects of literary theory with examples.
- Linguistic Turn – Critical turn – Paradigm shift

Module 2: Structuralism, Poststructuralism and Psychoanalysis

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

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

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

Module 4: Feminism and Queer Theory

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

Module 5: Postmodernism, Postcolonialism, and Ecocriticism

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

READING LIST:

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

FURTHER READING

Hans Bertons. *Literary Theory*.
 Terry Eagleton. *Literary Theory: An Introduction*.
 Aijaz Ahmad. *In Theory: Classes, Nations, Literatures*.
 Jonathan Culler. *Literary Theory: A Very Short Introduction*.
 Terry Eagleton. *After Theory*.

VOICES OF WOMEN

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

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

OBJECTIVES OF THE COURSE:

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

COURSE DESCRIPTION:

A. COURSE SUMMARY:

Module 1: 18 hrs
Module 2: 18 hrs
Module 3: 30 hrs
Module 4: 12 hr5
Evaluation: 12 hrs

Total: 90 hrs

B. COURSE DETAILS:

Module 1: Essays

1. Chimamanda Ngozi Adichie: We Should All Be Feminists
2. Virginia Woolf: Shakespeare's Sister

Module 2: Poetry

1. Eunice D Souza: Bequest
2. Amy Lowell: Vintage

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

Module 3: Fiction

Novel: Kate Chopin : The Awakening

Short stories

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

Module 4: Drama and Film

Thozhilkendrathilekku

At Five in the Afternoon : dir. Samira Makhmalbaf

Mustang : dir Denize Gamze Erguven

READING LIST:

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

FURTHER READING:

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

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

FURTHER READING:

Boccaccio, Giovanni. *The Decameron*.

Virgil. *Aeneid*. Trans. Edward McCrorie. USA: University of Michigan Press, 1996.

Maupassant, Guy De. *Complete Maupassant Original Short Stories* at *Project Gutenberg* www.gutenberg.org
Open Anthology of Early World Literature in English Translation hosted at the Columbia State University website

Songling, PU. *Strange Stories from a Chinese Studio* trans. Herbert A Giles. London: Thos. De La Rue &co, 1880.

www.rumi.org.uk and www.khamush.com

The Internet Classics Archive at classics.mit.edu

Pushkin, Alexander. *The Complete Works of Alexander Pushkin from Eugene Onegin to The Queen of Spades*.

FILM STUDIES

COURSE CODE	ENG6B13
TITLE OF THE COURSE	FILM STUDIES
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 hrs (5 hrs per week)

AIM OF THE COURSE: To introduce students to films studies as a discipline and to develop in them analytical and critical skills so that they can appreciate cinema as an independent art form.

OBJECTIVES OF THE COURSE:

- f. To appreciate film as an art form and its aesthetics.
- g. To understand how film connects with history, politics, technology, psychology and performance.
- h. To critically appraise the nature of representation on screen and how class, race ethnicity and sexuality are represented.
- i. To develop analytical skills so that the student can produce informed and thorough close readings of films.

COURSE DESCRIPTION:

A. COURSE SUMMARY:

Module 1: 18 hrs
Module 2: 20 hrs
Module 3: 20 hrs
Module 4: 20 hrs
Evaluation: 12 hrs
Total: 90 hrs

B. COURSE DETAILS:

Module 1:

A. Introduction to the basic terminology of filmmaking:

Mise-en-scene, long takes, shallow focus, deep focus, Shots: (close up, medium shot, long shot). Camera Angle: Straight on Angle Shots, High Angle Shots, Low Angle shots. Shot-Reverse Shot.

Editing: chronological editing, Continuity Editing, Cross cutting, Montage, continuity cuts, jump cuts, match cuts, Compilation cuts, 30 degree rule, 180 degree rule.

Sound: Diegetic and Extra-diegetic sound, Speech and Music.

Colour: Black and White Cinema, Technicolour, Eastman Colour.

B. Introduction to film genres:

The Major genres: Narrative, Avant-garde, Documentary, Feature Films, Short Films.

Other genres: Thriller, Melodrama, Musical, Horror, Western, Fantasy, Animation, Film noir, Expressionist, Historical, Mythological, Science fiction, Road movies, Digital films, Tele-films, 3-D films.

C. Introduction to major movements and theories

The silent era, Classic Hollywood cinema, Italian Neo-Realism, French New wave, Asian Cinemas, Third Cinema and Indian cinema.

Introduction to the basic concepts of film theories: Realism, Formalism, Auteur theory, Apparatus Theory, Suture Theory, Culture Industry, Male Gaze, Film Semiotics.

Module 2: Selected Essays on Film

1. Andre Bazin: The Evolution of the Language of Cinema (from *What is Cinema*)
2. Gilbert Harman: Semiotics and the Cinema: Metz and Wollen
3. Laura Mulvey: Visual pleasure and Narrative Cinema
4. Bill Nichols: The Voice of the Documentary

Module 3: Case Studies of Early Classics

1. Charlie Chaplin: The Gold Rush
2. Francois Truffaut: 400 Blows
3. Federico Fellini: 8 1/2
4. Andrei Tarkovsky: The Mirror

Module 4: Case Studies of Contemporary Classics

1. Milos Forman: One Flew over the Cuckoo's Nest
2. Adoor Gopalakrishnan: Elipathayam (The Rat Trap)
3. Ousmane Sembene: Guelwaar
4. Kim Ki-duk: Spring, Summer, Winter, Autumn and Spring

READING LIST:

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

FURTHER READING:

Virgina Wright Wexman *A History of Film* Delhi, Pearson
Susan Heyward *Key concepts in Cinema Studies* London Routledge
Amy Villarejo. *Film Studies : The Basics* London & New York Routledge. 2007
I Warren Buckland *Teach Yourself Film studies* , London , Hadden
J Dudley Andrew *The major Film Theories: An Introduction* New Delhi Oxford
Leo Braudy & Marshall Cohen Eds. *Film Theory and Criticism* Oxford OUP
J Dudley Andrew *Concepts in Film theory*
Bill Nicols ed. *Movies and Methods*
Andre Bazin *What is Cinema* Berkeley U of California P
John Hill & Pamela Church Gilson (eds) *The Oxford Guide to Film Studies* OUP

NEW LITERATURES IN ENGLISH

COURSE CODE	ENG6B14
TITLE OF THE COURSE	NEW LITERATURES IN ENGLISH
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 hrs (5 hrs per week)

AIM OF THE COURSE: This course aims at introducing students to the body of literature, some of them still emerging, produced by writers from countries that were not a part of the canon of British Literature eg. writers

from Asia, Africa, the Caribbean's, Latin America, Canada and Australia. Writers from America are also included.

OBJECTIVES OF THE COURSE:

- a. To expose the students to diverse cultures and modes of expression.
- b. To enable them to explore issues of cultural plurality and hybridity
- c. To expose the learners to literary negotiations of colonization and decolonization, identity, inequality, marginalization and so on.

COURSE DESCRIPTION:

A. COURSE SUMMARY:

Module 1: 5 hrs
Module 2: 20 hrs
Module 3: 25 hrs
Module 4: 20 hrs
Module 5: 8 hrs
Evaluation: 12 hrs

Total: 90 hrs

B. COURSE DETAILS:

Module 1: Introduction

A brief introduction to the canon of English literature, Commonwealth literature, post Colonialism and the context of New Literatures

Module 2: Poetry

1. Alice Walker: Remember Me? (U.S)
2. A D Hope: Australia (Australia)
3. Derek Walcott: A Far Cry from Africa (Caribbean)
4. Faiz Ahmed Faiz: When Autumn Came (Pakistan)
5. Li Young Lee: I Ask my Mother to Sing (China)
6. Tenzin Tsundue : When it Rains in Dharamsala (Tibet)
7. David Diop: The White Man Killed my Father(West Africa)
8. Margaret Atwood: Helen of Troy Does Countertop Dancing (Canada)
9. Yasmine Gooneratne: There was a Country (Sri Lanka)

Module 3: Prose and Short Fiction

1. Gabriel Garcia Marquez: *The Handsomest Drowned Man in the World*
2. Alice Munroe: *Voices*
3. Robyn Davidson: *Tracks: One Woman's Journey across 1700 miles of Australian Outbreak*

Module 4: Drama

1. Wole Soyinka: *Death and the King's Horseman*
2. Eugene O'Neil: *Long Day's Journey into Night*

Module 5: Film

1. Kite Runner: dir Marc Forster
2. Embrace of the Serpent: dir Ciro Guerra

READING LIST:

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

FURTHER READING:

Gray, Richard. A Brief History of American Literature. London: Wiley-Blackwell, 2011.
Pierce, Peter. The Cambridge History of Australian Literature: Queensland: James Cook University, 2017.
Young, Robert C. Post Colonialism: A Very Short Introduction. London: Oxford, 2003.
Atwood, Margaret. Survival: A Thematic Guide to Canadian Literature. Toronto: Anansi, 2004.

ELECTIVE COURSES

LITERATURE OF THE MARGINALIZED

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

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

ENG4 A06: Songs and Stories of Our World

Course Code	ENG4 A06
Title of the Course	SONGS AND STORIES OF OUR WORLD
Semester in which the course is to be taught	4
No. of Credits	4
No. of Contact Hours	90 (5 hrs/wk)

LEARNING OUTCOMES

At the end of the course, the students will

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

COURSE SUMMARY

Module I	24 Hours
Module II	24 Hours
Module III	15 Hours
Module IV	15 Hours
Evaluation	12 Hours
Total	90 Hours

COURSE DETAILS

Module I: Poetry

1. *The Odyssey* Book I, Lines 1-20 (Excerpts) – Homer
2. “In Kyoto” and “The Old Pond” (Haiku) – Basho
3. “I Have a Broom” – Zhai Yongming
4. “Won’t you celebrate with me” – Lucille Clifton
5. “To See Him Again” – Gabriela Mistral

6. “A Century Later” – Imtiaz Dharker
7. “Text” – Carol Ann Duffy
8. “Revolving Days” – David Malouf
9. “Threshold” – Ocean Vuong

Module II: Stories

1. “Uncle Podger Hangs a Picture” – Jerome K. Jerome
2. “War” – Luigi Pirandello
3. “The Green Leaves” – Grace Ogot

Module III: Plays

1. *The Tempest Act 3 Scene 1* (The Log Scene) – William Shakespeare (Video)

Module IV: Prose and Speech

1. “Getting Up on a Cold Morning” – Leigh Hunt
2. “Crediting Poetry” (Excerpts) – Seamus Heaney

READING LIST

Core Text:

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

Further Reading:

Ferguson, Margaret, Tim Kendall, and Mary Jo Salter (Editors). *The Norton Anthology of Poetry*. W. W. Norton and Company, 6th Edition, 2018.

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

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

A Concise Companion to Literary Forms. Emerald, 2013.
 Bernard Blackstone. *Practical English Prosody: A Handbook for Students*. Longman, 2009.
 C. T. Thomas Ed. *Chaucer to Housman Vol I*. New Delhi: B.I. Publications 1990.
 Katherine Washburn and John S. Major Ed. *World Poetry: An anthology of Verse from Antiquity to Our Time*.
 New York: W. W. Norton, 1998.
 Margaret Ferguson, Mary Jo Salter and Jon Stallworthy. *The Norton Anthology of Poetry*. 5th Ed. New York: W.
 W. Norton, 2005.
 Neil Corcoran. *English Poetry since 1940*. London: Longman, 1993.
 Neil Roberts. *A Companion to Twentieth Century Poetry*. Malden, Blackwell, 2003.
 Philip Hobsbaum. *Metre, Rhythm and Verse Form*. London: Routledge, 2006 .
 Rajiv Patke, *Postcolonial Poetry in English*. Oxford: OUP, 2006.
 R. P. Draper. *An Introduction to Twentieth Century Poetry in English*. Basingstoke, Palgrave, 1999.
 Tom Furniss and Michael Bath. *Reading Poetry- An Introduction*. London: Prentice Hall, 1996.

APPRECIATING PROSE

COURSE CODE	ENG3B03
TITLE OF THE COURSE	APPRECIATING PROSE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	3
NO. OF CREDITS	4
NO. OF CONTACT HOURS	72 (4 hrs per week)

AIM OF THE COURSE: The course aims to enable the learners to appreciate and to critically analyze prose writings of different types and from diverse contexts – social, political, historical and national

OBJECTIVES OF THE COURSE:

- To familiarize the students with different types of prose writing.
- To introduce to them the basic concepts of style and literary devices in prose.
- To acquaint them with cultural diversity and divergence in perspectives.
- To develop their critical thinking abilities and write creatively and critically.

COURSE DESCRIPTION:

A. COURSE SUMMARY

Module 1: 30 hrs
 Module 2: 30 hrs
 Evaluation: 12 hrs

Total: 72 hrs

B. COURSE DETAILS:

Module 1: Introduction to Prose

Etymology – Prose varieties –Fiction/Short Story/Tales -Autobiography/Biography -Newspaper/Journal Articles -Philosophical/Scientific Essays –Travelogues –Speech. Functions of prose. Evolution of Prose - Early translations- King Alfred- the Anglo Saxon Chronicle- homilies- bible translations-secular prose-Morte D’arthur- Elizabethan prose-tracts, pamphlets and treatises- eighteenth century prose – Victorian and modern prose.

- Essay – formal/impersonal essay and informal/personal essay
- Types of formal essays: periodical essay, critical essay
- Personal essays /Life Writing: biography, autobiography, memoir and diaries.

Module 2:Reflections and speeches

1. Francis Bacon : Of Studies
2. Charles Lamb : Dream Children :A Reverie.
3. G. K Chesterton : On Running After One’s Hat
4. Albert Camus : Nobel Acceptance Speech
5. Arundhati Roy : Come September
6. Pico Iyer : In Praise of the Humble Comma
(Biography/Autobiography/Memoir)
7. Chinua Achebe : The Education of a British Protected Child(extract from the text.)
8. Marcel Junod : The First Atom Bomb. (extract from Warrior Without Weapons, translated by Edward Fitzgerald.)
9. Usha Jesudasan : Justice vs Mercy

READING LIST:

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

FURTHER READING:

A Concise Companion to Literary Forms. Emerald, 2013.(Chapter IV)
Dr. Takashi Nagai : *Letter from Nagasaki* & Dr. Tamiki Hara : *Letter from Hiroshima*
Doris Lessing: *On not winning the Nobel Prize* (Nobel Lecture, December 7,2007)
Bertrand Russell: *Ideas that have helped mankind.*
Marilynne Robinson : *When I Was a Child*
Thomas de Quincey : *The Literature of Knowledge and The Literature of Power*
J.B Priestley : *On Doing Nothing*
Robert Lynd : *On Forgetting*
AG. Gardiner : *On Living Again*

Thomson, A. J. and Martinet. *A Practical English Grammar Combined Exercises Vol. 1 & 2*. . Oxford University Press.

Quirk, Randolph. *The Use of English*. Longman, 1968.

Sailaja, Pingali. *Indian English*. Edinburgh University Press, 2009.

APPRECIATING FICTION

COURSE CODE	ENG4B05
TITLE OF THE COURSE	APPRECIATING FICTION
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	4
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 hrs (5 hrs per week)

AIM OF THE COURSE: The course aims to instil in the learners a love of fiction, to stimulate their imagination and to foster intercultural dialogue

OBJECTIVES OF THE COURSE:

- a. To help students discover the pleasures in reading fiction.
- b. To aid students gain an insight into the human condition and the complexities of life.
- c. To acquaint the students with different types of fiction and analyze them.

COURSE DESCRIPTION:

A. COURSE SUMMARY:

Module 1:	20 hrs
Module 2:	35 hrs
Module 3:	15 hrs
Module 4:	8 hrs
Evaluation:	12 hrs

TOTAL 90 hrs

B. COURSE DETAILS:

Module 1: Understanding Fiction

What is fiction - Plot- Character- Atmosphere- Narrative Techniques- Points of view-Difference between long and short fiction- Different types of fiction

Module 2: Short Fiction

1. O Henry- The Cactus
2. Maxim Gorky- Her Lover
3. James Joyce- Eveline
4. Ray Bradbury- Sound of Thunder
5. Sally Morgan- The Letter

6. Arun Joshi- The Homecoming
7. Ken Liu- The Paper Menagerie

Module 3: Long Fiction

George Orwell- *Animal Farm*

Module 4: Film

Moby Dick: dir John Huston

READING LIST:

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

FURTHER READING:

- Craft, Stephen and Helen D Cross. *Literature, Criticism and Style: A Practical Guide to Advanced Level English Language*. Oxford: OUP,2000.
- Watt, Ian. *The Rise of the Novel*. University of California Press, 2001.
- Booth, Wayne C. *Rhetoric and Fiction*. University of Chicago Press, 1983
- Lubbock, Percy. *Craft of Fiction*. Penguin 2017.
- Lazar ,Gillian. *Literature and Language Teaching: A Guide for Teachers and Learners*. Cambridge University Press, 2008.
- Guerin, Wilfred L et al. *A Handbook of Critical Approaches to Literature*. New Delhi: OUP, 2007.
- Borges, Jorge Luis and Andrew Hurley. *Collected Fictions*. The Penguin Press,1954.
- Camus, Albert. *The Stranger*. New York: Vintage Books,1954
- Evans, Arthur B eds. *The Wesleyan Anthology of Science Fiction*..Middletown, Conn: Wesleyan University Press, 2010
- Gorky, Maxim. *The Collected Short Stories of Maxim Gorky*. Citadel Press, 1988
- Joyce, James - *Dubliners* at Planet eBook
- Liu, Ken. *The Paper Menagerie and Other Stories*. London, Sydney, New York: Saga Press, 2016
- Maupassant, Guy De. *Complete Maupassant Original Short Stories* at Project Gutenberg www.gutenberg.org
- Morgan, Sally. *My Place*. New York: Seaver Books, 1987.
- O' Henry .*Works by O Henry*- at Project Gutenberg www.gutenberg.org
- Orwell, George –1984. London: Secker and Warburg, 1949
- Poe, Edgar Allan –*The Complete Tales and Poems of Edgar Allan Poe*. New York: Vintage Books,1975
- Salinger, J D.*The Catcher in the Rye*. Boston: Little, Brown,1951
- Tagore, Rabindranath. *The Hungry Stones and Other Stories*.atProject Gutenberg. www.gutenberg.org
- Tolstoy, Leo. *The Death of Ivan Ilyich and Other Stories*. New York: New American Library, 1960

Hancock, Mark. English Pronunciation in Use
Hall, Christopher J. An Introduction to Language and Linguistics
Odden, David. Introducing Phonology
Matthews, P.H. Linguistics: A Very Short Introduction
Yule, George The Study of Language.

INDIAN WRITING IN ENGLISH

COURSE CODE	ENG5B10
TITLE OF THE COURSE	INDIAN WRITING IN ENGLISH

SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 hrs (5 hrs per week)

AIM OF THE COURSE: To enable students to appreciate Indian literature in English and to explore its uniqueness

OBJECTIVES OF THE COURSE:

- a. To provide an overview of the various phases of the evolution of Indian writing in English
- b. To introduce students to the thematic concerns, genres and trends of Indian writing in English
- c. To expose students to the pluralistic aspects of Indian culture and identity

COURSE DESCRIPTION:

A. COURSE SUMMARY

Module 1:20 hrs

Module 2:15 hrs

Module 3:25 hrs

Module 4:18hrs

Evaluation: 12 hrs

Total: 90 hrs

B. COURSE DETAILS:

Module 1: Poetry

1. Rabindranath Tagore: Two verses - one each from The Gitanjali and The Gardener.
2. Sarojini Naidu: The Coromandel Fishers.
3. Kamala Das: Introduction.
4. Arun Kolatkar: Old Woman.
5. Agha Shahid Ali: Country without a Postcard.

Module 2: Prose

1. B R Ambedkar: Speech at Mahad.
2. Salman Rushdie: Imaginary Homelands.

Module 3: Fiction

1. R K Narayan: The Fortune Teller
2. Tamsula Ao: Laburnum for my Head.
3. Jhumpa Lahiri: The Interpreter of Maladies

Module 4: Drama and Film

1. Girish Karnad: Fire and Rain.
2. Charulatha: dir. Satyajit Ray.

READING LIST:

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

FURTHER READING:

- Iyengar, Sreenivasa. *Indian Writing in English*. Delhi: Sterling, 1984.
Naik, M.K. *A History of Indian English Literature*. Delhi: Sahitya Academy, 1982.
Mehrotra, A.K. *A Concise History of Indian Literature in English*. Delhi: Permanent Black, 2008
Naik, M.K. *Perspectives on Indian Poetry in English*. Delhi: Abhinav Publication, 1984
N.V. Bhairava and V. Sarang ed. *Indian English Fiction 1980-1990: An Assessment*. Delhi: Permanent Black, 1994.
Naik, M.K. and S.M. Panekar ed. *Perspectives on Indian Drama in English*. Delhi: Permanent Black, 1977.
Nelson, F.S., *Reworlding: The Literature of Indian Diaspora*. New York: Permanent Black, 1992.
Williams, H.M. *Indo Anglian Literature, 1800-1970*. Bombay: Orient Longman, 1976.
Amga, H.I., *Indo-English Poetry*. Jaipur: Surabhi Publication, 2000.
Roy, Anuradha. *Patterns of Feminist Consciousness in Indian Women Writers: Some Feminist Issues*. Delhi: Prestige Books, 1999

VOICES OF WOMEN

COURSE CODE	ENG6B11
TITLE OF THE COURSE	VOICES OF WOMEN
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6

READING LIST:

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

FURTHER READING:

Kamala Bhasin---What is Patriarchy?

Nivedita Menon--Seeing like A Feminist

Naomi Wolf--Beauty Myth

Alice Walker ---Color Purple

Caryl Churchill---Vinegar Tom

Deepa Mehta's films---Earth, Fire, Water

Rina Das' Film---The village Rockster

CLASSICS OF WORLD LITERATURE

COURSE CODE	ENG6B12
TITLE OF THE COURSE	CLASSICS OF WORLD LITERATURE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs per week)

AIM: To hone the sensibility of the student to appreciate the great classics, to understand their universal quality and thereby achieve a broader perspective of life

OBJECTIVES OF THE COURSE:

- a. To acquaint the students with the classic literatures and thereby composite cultures of the world
- b. To enable students to develop cross cultural perspectives
- c. To enhance the literary sensibility of students

COURSE DESCRIPTION:

A. COURSE SUMMARY:

Module 1: 10 hrs
Module 2: 30 hrs
Module 3: 18 hrs
Module 4: 20 hrs
Evaluation: 12 hrs

Total: 90 hrs

B. COURSE DETAILS:

Module 1: Introduction to the ancient world

Introducing epics of the world and conventions: The Iliad, Odyssey, Aeneid, The Epic of Gilgamesh, The Mahabharata and Ramayana – Introduction to Greek theatre and Indian theatre

Module 2: Poetry

1. Dante: Divine Comedy Canto IV
2. Goethe: The Violet
3. Alexander Pushkin: A Flower Shrivelled Bare of Fragrance
4. Rilke: Adam
5. Omar Khayyam: The Rubaiyat: 68-72
6. Rumi: Let Go of Your Worries, Look at Love, I died from Minerality
7. Matsuo Basho: In the Twilight Rain

Module 3: Drama and Film

1. Sophocles: Oedipus Rex
2. Bhasa: Urubhangam
3. Les Miserables: dir. Bille August

Module 4: Fiction

1. Maupassant: Mother Savage
2. Tolstoy: The Three Questions
3. Firdausi: Shahnamah: The Story of Sohrab and Rustum
4. Ryunosuke Akutagawa: In a Grove
5. PU Songling: The Painted Wall

READING LIST:

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

FURTHER READING:

Boccaccio, Giovanni. *The Decameron*.

Virgil. *Aeneid*. Trans. Edward McCrorie. USA: University of Michigan Press, 1996.

Maupassant, Guy De. *Complete Maupassant Original Short Stories* at *Project Gutenberg* www.gutenberg.org
Open Anthology of Early World Literature in English Translation hosted at the Columbia State University website

Songling, PU. *Strange Stories from a Chinese Studio* trans. Herbert A Giles. London: Thos. De La Rue &co, 1880.

www.rumi.org.uk and www.khamush.com

The Internet Classics Archive at classics.mit.edu

Pushkin, Alexander. *The Complete Works of Alexander Pushkin from Eugene Onegin to The Queen of Spades*.

FILM STUDIES

COURSE CODE	ENG6B13
TITLE OF THE COURSE	FILM STUDIES
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 hrs (5 hrs per week)

SHAKESPEARE

COURSE CODE	ENG6B20
TITLE OF THE COURSE	SHAKESPEARE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	3
NO. OF CONTACT HOURS	54 hrs (3 hrs per week)

AIM OF THE COURSE: To initiate students to read and appreciate the master

OBJECTIVES OF THE COURSE:

- a. To expose students to the universality of Shakespeare and his relevance for all times
- b. To appreciate the polyphonic quality of Shakespeare's works and to learn the different modes of approaching Shakespeare
- c. To develop the students' skill of formulating his/her own critical position

COURSE DESCRIPTION:

A. COURSE SUMMARY

Module 1: 10 hrs

Module 2: 10 hrs

Module 3: 10 hrs

Module4: 12 hrs

Evaluation: 12 hrs

Total: 54 hrs

B. COURSE DETAILS:

Module 1: Relevance of Shakespeare

The influence of Shakespeare in the 21st century – Popular quotes – How to do things with Shakespeare: New Approaches, New essays (2 essays)

Module 2: The Different Artist

The four phases of Shakespeare's dramatic career – Shakespearean tragedy – Shakespearean comedy – Shakespeare's characters

Module 3: Representative Works for non-detailed study

The Twelfth Night

The Tempest

Module 4: Excerpts for Detailed Study

The Trial Scene in 'The Merchant of Venice' Act IV Scene 1 lines 1- 163

Antony's speech in 'Julius Caesar' Act III Scene 2

READING LIST:

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

FURTHER READING:

Maguire, Laurie. Ed. How to do Things with Shakespeare: New Approaches, New Essays. Wiley-Blackwell, 2007.

Stern, Tiffany. Watching as Reading: The Audience and Written Text in Shakespeare's Playhouse

Coldiron, A.E.B., Canons and Cultures: Is Shakespeare Universal?

Peralta, Eyder. Things We Say Today and Owe to Shakespeare. NPR Series, 2011.



DEPARTMENT OF COMMERCE & MANAGEMENT STUDIES
PAZHASSI RAJA COLLEGE, PULPALLY
(Affiliated to University of Calicut)
P.O. Pulpally, Wayanad - 673579

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Date :

List of courses addressing cross cutting issues with the syllabus

Programme	Category	Sl No	Course Code	Course Name	Regulation Year	Semester
BBA	Gender	1	AUD4E06	Gender Studies	2019	4
	Environment and Sustainability	2	AUD1E01	Environmental studies	2019	1
	Human Values	3	AU3E03	Human Rights	2019	3
	Professional Ethics	4	BBA1B01	Management Theory and Practises	2019	1

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PULPALLY - 673579

UNIVERSITY OF CALICUT

SCHEME & SYLLABUS of

AUDIT COURSE-ENVIRONMENTAL STUDIES

(CBCSS-UG – REGULATION-2019)

2019 Admission Onwards

AUD1E01 ENVIRONMENTAL STUDIES

Module 1:

Introduction – Environment in the Indian context: Concept of an ecosystem, Multidisciplinary nature of environmental studies. Components of environment- Atmosphere, hydrosphere, lithosphere and biosphere. Definition, scope and importance. Concept of sustainability and sustainable development.

Module 2: Natural Resources : Renewable and non-renewable resources : Natural resources and associated problems. a) Forest resources : Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. b) Water resources : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. c) Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies. d) Food resources : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. e) Energy resources : Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies. f) Land resources : Land as a resource, land degradation, man induced landslides, soil erosion and desertification. • Role of an individual in conservation of natural resources. •Carbon footprint Water conservation, rain water harvesting, watershed management

Module 3: Structure and function of an ecosystem. • Producers, consumers and decomposers. • Energy flow in the ecosystem. • Ecological succession. • Food chains, food webs and ecological pyramids. • Introduction, types, characteristic features, structure and function of the following ecosystem :- a. Forest ecosystem b. Grassland ecosystem c. Desert ecosystem d. Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Module 4: Biodiversity and its conservation • Introduction – Definition : genetic, species and ecosystem diversity. • Biogeographical classification of India • Value of biodiversity : consumptive use, productive use, social, ethical, aesthetic and option values • Biodiversity at global, National and local levels. • Hot-spots of biodiversity. • Threats to biodiversity : habitat loss, poaching of wildlife, man-wildlife conflicts. • Endangered and endemic species of India • Conservation of biodiversity :

Module 5: Environmental Pollution Definition • Cause, effects and control measures of :- a. Air pollution b. Water pollution c. Soil pollution d. Marine pollution e. Noise pollution f. Thermal pollution g. Nuclear hazards • Solid waste Management : Causes, effects and control measures of urban and industrial wastes. • Role of an individual in prevention of pollution.

Module 6: Environmental Policies and practices: Climate change, Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents.

Essential Reading

1. Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd., Ahmedabad – 380 013, India, Email:mapin@icenet.net (R) c)

2. Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
3. Carson, R. 2002. Silent Spring. Houghton Mifflin Harcourt.
4. Gadgil, M., & Guha, R.1993. This Fissured Land: An Ecological History of India. Univ. of California Press.
3. Gleeson, B. and Low, N. (eds.) 1999. Global Ethics and Environment, London, Routledge.
4. McNeill, John R. 2000. Something New Under the Sun: An Environmental History of the Twentieth Century.
5. Singh, J. S., Singh, S. P. and Gupta, S. R. 2014. Ecology, Environmental Science and Conservation. S. Chand Publishing, New Delhi.
6. Sodhi, N. S., Gibson, L. & Raven, P. H. (eds). 2013. Conservation Biology: Voices from the Tropics. John Wiley & Sons.
7. Warren, C. E. 1971. Biology and Water Pollution Control. WB Saunders.

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

CREDITS :4

Course outcomes

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

MODULE -I

HUMAN RIGHTS; Meaning, Evolution and Importance

Approaches; Western, Marxian, Feminist and Third World

MODULE - II

U N O AND HUMAN RIGHTS

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

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

MODULE- II

HUMAN RIGHTS IN INDIA

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

(b) Some important Legislations

1) Protection of Civil Rights Act-1955

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

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

4) The Rights of Persons with Disabilities Act-2016

5) Right to information Act 2005

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

MODULE- IV

CHALLENGES TO HUMAN RIGHTS

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

BOOKS AND REFERENCES

- 1 Andrew Clapham, Human Rights: A Very Short Introduction, Oxford University Press, New York, 2007
- 2 Darren J O Byrne,(ed), Human Rights: An Introduction, Pearson, New Delhi,2004
- 3 Chiranjeevi Nirmal, Human Rights in India, Oxford University Press, New Delhi,1997.
- 4 Pavithran K S,(ed), Human Rights in India: Discourse and Contentions, Gyan books, NewDelhi,2018
- 5 Ujwal Kumar Singh, (ed), Human Rights and peace: Ideas, Laws, Institutions and Movements, Sage, New Delhi,2009

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

AUD4E06-Gender Studies

Audit Course for UG Programme in CBCSS

Semester IV

Credits -4

Aim

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

Objectives

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

Course - Outcomes

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

Module I

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

Suggested Readings

1. *50 Key concepts in Gender Studies*, Jane Pilcher and Imelda Whelehan, Sage Publications, 2005
2. *Understanding Gender*: Kamala Bhasin, Women Unlimited, New Delhi, 2003.
3. *What is Patriarchy?* Kamala Bhasin, Women Unlimited, New Delhi, 2003.
4. ജനതയുടെ ലിംഗസമത്വം/ആധുനികതയുടെ വളം ചിഹ്നങ്ങൾ, ജനതയുടെ ലിംഗസമത്വം, മലപ്പുറം
5. *Exploring Masculinity*, Kamala Bhasin, Women Unlimited, New Delhi, 2003.

Module II

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

1. *An overview of the status of women in India:* Neera Desai and Maithreyi Krishnaraj, P 296-319, *Class, Caste, Gender- Readings in Indian Government and Politics-5*, Ed. Manoranjan Mohanty, Sage Publications, New Delhi, 2004
2. '*Towards Equality*', Report of the Committee on the Status of Women in India, 1975
3. തറവാട്ടിൽ പാതകവള ഉന്നമനം ഉണ്ടാക്കുന്നു ? , കലിനായകനുമായ ഉന്നമനം ഉണ്ടാക്കുന്നു ? , ഡോ. രാജു , സമൂഹ മെമ്പർ ഡവലപ്മെന്റ് സെല്ലിൽ , തിരുവനന്തപുരം

Module III

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

1. History of Doing, Radha Kumar, Kali for Women, New Delhi
2. *Mapping of Women's Movement*, Threfall. M. (Ed.). Verso, London
3. *Women, Ecology and Culture:* Gabriele Dietrich, P. 72- 95, Gender and Politics in India, Kali for Women
4. തിരുവനന്തപുരം നഗരസഭയിൽ , മനുഷ്യ ശക്തികളെക്കുറിച്ച് , മെമ്പർ ഡവലപ്മെന്റ് സെല്ലിൽ പരിഷ്കരിച്ചത്
5. Saksham Report on Measures for Ensuring the Safety of Women and Programmes for Gender Sensitisation on Campuses, 2013, https://www.ugc.ac.in/pdfnews/5873997_saksham-book.pdf

Module IV

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

Suggested Readings

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

Suggested Activities

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

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

References

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

UNIVERSITY OF CALICUT

SCHEME & SYLLABUS of

AUDIT COURSE-DISASTER MANAGEMENT

(CBCSS-UG – REGULATION-2019)

2019 Admission Onwards

AUD2E02 DISASTER MANAGEMENT

Module 1:

Introduction – Hazard and Disaster. Concepts of Hazard, Vulnerability, Risks. Different Types of Disaster : A) Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc B) Man-made Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures(Building and Bridge), War & Terrorism etc. Slow Disasters (famine, draught, epidemics) and Rapid Onset Disasters(Air Crash, tidal waves, Tsunami) Causes, effects and practical examples for all disasters.

Water and Climate Disaster: flood, hail storms, cloudburst, cyclones, heat and snow avalanches, cold waves, droughts, sea erosion, thunder and lightning. Geological Disaster: landslides, earthquakes, Tsunami, mine fires, dam failures and general fires. Biological Disaster: epidemics, pest attacks, cattle epidemic and food poisoning. Nuclear and Industrial Disaster: chemical and industrial disasters , nuclear accidents. Accidental Disaster: urban and forest fires, oil spill, mine flooding incidents, collapse of huge building structures.

Module 2:

Natural disasters- Earthquakes, Tsunami, Floods, Drought, Landslides, Cyclones and Volcanic eruptions. Their case studies. Coastal disasters. Coastal regulation Zone.

Risk and Vulnerability Analysis 1. Risk : Its concept and analysis 2. Risk Reduction 3. Vulnerability : Its concept and analysis 4. Strategic Development for Vulnerability Reduction

. Disaster Prevention and Mitigation. Refugee operations during disasters, Human Resettlement and Rehabilitation issues during and after disasters, Inter-sectoral coordination during disasters, Models in Disasters.

Module 3:

Disaster Preparedness and Response Concept and Nature Disaster Preparedness Plan Prediction, Early Warnings and Safety Measures of Disaster. Role of Information, Education, Communication, and Training,

Disaster Management : Role of Government, International and NGO Bodies. Role of IT in Disaster Preparedness Role of Engineers on Disaster Management. Response Disaster Response : Introduction Disaster Response Plan Communication, Participation, and Activation of Emergency Preparedness Plan Search, Rescue, Evacuation and Logistic Management Role of Government, International and NGO Bodies Psychological Response and Management (Trauma, Stress, Rumor and Panic) Relief and Recovery Medical Health Response to Different Disasters.

Module 4:

Rehabilitation, Reconstruction and Recovery Reconstruction and Rehabilitation as a Means of Development. Damage Assessment Post Disaster effects and Remedial Measures. Creation of Long-term Job Opportunities and Livelihood Options, Disaster Resistant House Construction Sanitation and Hygiene Education and Awareness, Dealing with Victims' Psychology, Long-term Counter Disaster Planning Role of Educational Institute.

Module 5:

The vulnerability atlas of India. Disaster Prevention and Mitigation. Agencies involved in Disaster Management. Warning and Prediction

Essential Reading:

1. Pandey, M., 2014. Disaster Management, Wiley India Pvt. Ltd., 240p.
2. Tushar Bhattacharya, Disaster Science and Management, McGraw Hill Education (India) Pvt. Ltd
3. Jagbir Singh, Disaster, Management: Future Challenges and Opportunities, K W Publishers Pvt. Ltd.
4. J.P. Singhal, Disaster Management, Laxmi Publications
5. C. K. Rajan, Navale Pandharinath, Earth and Atmospheric Disaster Management : Nature and Manmade, B S Publication
6. Shailesh Shukla, Shamna Hussain, Biodiversity, Environment and Disaster Management, Unique Publications



DEPARTMENT OF ECONOMICS

PAZHASSIRAJA COLLEGE PULPALLY

Wayanad District, Kerala, 673579

Affiliated to University of Calicut

Reaccredited by NAAC with A+ Grade

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LIST OF COURSES ADDRESSING CROSS CUTTING ISSUES WITHIN THE SYLLABUS

Programme	Category	Sl. No	Course Code	Course Name	Regulation Year	Semester
MA Economics	Gender	1	ECO4 E03	Demography	2019	IV

PRINCIPAL IN-CHARGE
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PULPALLY - 673579

The Head

Department of Economics
Pazhassiraja College
Pulpally, Pin 673579

Elective Course VII
MA ECONOMICS (CBCSS)
IV SEMESTER
ECO4 E03 - DEMOGRAPHY
(Credit 4)

COURSE OBJECTIVES

1. The course intended to provide knowledge around the connection between Population growth and economic development.
2. The course is helpful to understand the population growth across the world and its socio-economic implications.
3. The course also stands distribution of population and its pattern according to their age and gender and addressing the major determinants of population growth such as fertility rate, birth rate, death rate, marriage, contraception, family size, education, mortality, migration etc.
4. The course offers a strong background on the theory of population and historical change in population growth and helps the students to analyze and projecting the population growth and its impact in future.

DETAILED COURSE

Module I: Concepts and Measures of Population Changes

Meaning and scope of demography- Components of population growth and their interdependence- Measures of population change- Growth, structure and distribution and sources of population data- Demographic data in India- Censuses, Civil Registration System and Sample Surveys- Sample registration- Methods and drawbacks- Measures of fertility and mortality- Standardized birth rates and death rates- Concepts of life table- Meaning of its column and uses- Population distribution- Population projections-Stable, stationary and quasi stable population.

Module II: Sex and Age Structure

Patterns of sex and age structure in developed and less developed countries- Determinants of sex and age structure- Demographic effects of sex and age structure- Ageing and younging of population.

Module III: Fertility

Fertility: Levels and trends-Factors affecting fertility in developed and LDCs- Differential fertility- Ecological factors- Regional differences- Urban-rural-Socio-economic factors-

Educational attainment, economic status, occupation of husband, employment status of wife, religion, caste, race, etc.

Module IV: Nuptiality and Mortality

Nuptiality: Concepts-Analysis of marital status from census-Mean age at marriage- Synthetic and decadal synthetic cohort methods- Mean age at widowhood and divorce- Trends in age at marriage-Change in age pattern of marriage.

Mortality: Levels and trends of mortality in developed and LDCs-Sex and age patterns of mortality- Fetal and infant mortality-Still birth, abortion and prenatal mortality-Levels and trends of infant mortality-Factors affecting-Mortality differentials-Rural, urban, geographical, occupational, ethnic, etc.- Factors in mortality declines in developed and LDCs.

Module V: Migration

Basic concepts and definitions- Importance of migration in the study of population- Types of migration- Internal, international, temporary migration- Effects of immigration and emigration- Socio-economic aspects of migration- Theories concerning internal migration- Costs and benefits of internal migration and outmigration.

References

1. U.N: The Determinants and Consequents of Population Trends.
2. A.A. Bhende and T. Kanikar: Principles of Population Studies- Himalaya, 1982.
3. D.J.Bogue: Principles of Demography- Wiley, 1971.
4. B.D.Misra: An Introduction to the Study of Population- South Asian Publishers, 1980.
5. S.Nagarwal: India's Population Problem- Tata McGraw Hill, 1985.
6. Government of India: Census of India and Related Monographs and Reports.
7. U.N: Methods of Measuring Internal Migration- 1979.

COURSE OUTCOME

- CO1.** The students become aware of population growth, its distribution and pattern across the world.
- CO2.** It helps the students to create a strong back ground on the theory of
- CO3.** The course supports the students to analyze and projecting the population growth and its impact on economic developments in future
- CO4.** It makes awareness among the student to take population control measures.
- CO5.** The course make able the students to find out and manage the resource requirements for improving the welfare of the population, improve their efficiencies and encourage them to contribute for economic development



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LIST OF COURSES ADDRESSING CROSS CUTTING ISSUES WITHIN THE SYLLABUS

Programme	Category	Sl. No	Course Code	Course Name	Regulation Year	Semester
BA Economics & BA Econometrics and Data Management	Gender	1	ECO5 B08	Indian Economic Development	2019	V
	Environment and sustainability					

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PULPALLY - 673579

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Pazhassiraja College
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Semester V

Course Category	Core Course 8
Course Title and Code	Indian Economic Development ECO5 B08
No. of Credits	4
No. of Contact Hours	6 Hours per week

INDIAN ECONOMIC DEVELOPMENT

Preamble: The course is designed to expose the learners to some of the key issues facing the Indian economy both at national and regional levels. In this process, as young adults, students are expected to be sensitised about these issues, appreciate and learn to critically assess the role of the government in various economic spheres. The learners are also exposed to numerical information relating to various aspects of Indian economy and India's economic policies. They are expected to develop analytical skills, interpret the economic events and visualise the economic future of India. For all these to happen, teachers are requested to take special care to instruct the students to read the suggested reference books, collect clippings and articles from newspapers and magazines and also develop the habit of following economic survey, economic review and RBI Bulletin. Besides, as against the conventional assignments, each module has '**Suggested Additional Activities**' at the end. Teachers need to encourage the learners to explore beyond the texts while attempting these activities.

Report Based on Study Tour: A study tour is recommended because it may add direct experience to learners about different economic culture of the country. All the final year students need to prepare a report of the tour that includes the places they visited, its importance etc and submit it to the Head of the Department soon after the completion of the tour.

Module I : Development Policies And Experience(1947-1990).

Low Level of Economic Development under the Colonial Rule- Development and Structural Change of Indian Economy Since Independence: Economic policies Perused between 1950's and 1980's: Mixed Economic framework; Market intervention policy and import substitution; Objectives and strategy of planning: Failures and achievements of plans – Performance of 11th plan – Current plan.

Suggested Additional Activities

1. Find out and prepare a list of items that India used to import and export during 1950-51 and 1990-91
 - a. Observe the difference
 - b. Do you see the impact of self-reliance? Discuss. Details can be collected from latest Economic Survey.
2. Find out the Deputy Chairman and members of the first Planning Commission of India

3. Find out the commodities which India Government permitted to import till 1980.
4. Explain how import substitution can protect domestic industry?

Module II : Economic Reforms since 1991

Background for the introduction of New Economic Reforms of 1991; Liberalisation, Privatisation and Globalisation: An Appraisal- Indian Economy during Reforms with Special focus on trends in FDI, FII and Disinvestment- Centre-State Financial Relations: Finance Commission, its structure and Functioning (with emphasis on Latest Finance Commission). Role of NITI Aayog

Suggested Additional Activities

1. Prepare arguments for and against subsidies. Explain your view.
2. Do you think only loss making companies should be privatised? Why?
3. Construct a pie chart for the sectoral contribution of GDP for the period 1950-51 and 2012-13. What would you observe? Is there a structural change? Explain in your own words
4. Prepare a list showing the latest data on the number of banks- nationalized, private, foreign and New Generation Banks.
5. Discuss the different formulae used for Finance Commission awards.
6. Find out who all are there in the First Finance Commission of India

Module III: Gross Domestic Product and Sectors.

a. Indian Agriculture: The place of Agriculture in the National Economy; Recent Trends in Investment, Credit and Agricultural Subsidy Policy, Agricultural Marketing and Price- New Agricultural Strategy of 1960s (Green Revolution)- Food Security, PDS and TPDS in India; The Need, Scope and Appraisal of Land Reforms in a Developing Country like India.

b. Indian Industries: Review of Industrial Growth under Planning- Industrial Structure: Traditional, SSI, Village, Cottage and Modern Industries- Industrial Sickness-Industrial Policy Resolutions: 1956, 1977, 1980, 1991; an Analysis of Current Industrial Policy- Infrastructure Development in India.

Suggested Additional Activities.

1. Why, despite the implementation of green revolution, 65% of our population continued to be engaged in the agricultural sector till 1990?
2. Why was public sector given a leading role in industrial development during the plan period?
3. Losses incurred by public sector undertakings are to be met out of the public budget"-Do you agree with this statement? Discuss.
4. Find out the method of estimating inflation in India. Compare it with other countries.

Module IV: Current Challenges Facing the Indian Economy.

a. Poverty: Who are Poor?, Causes and Measurement of Poverty, Number of Poor in India; Policies and Programmes Towards Poverty Alleviation with Special Emphasis on Recent Policies like- Food as a Right: The Food Security Act of 2013 & MGNREGS.

b.Unemployment: Nature, Trends and Estimates of Unemployment in India, Informalisation of Indian Work Force; Employment Prospective of the latest Five Year Plan; Recent Schemes to Reduce Unemployment and Underemployment.

Suggested Additional Activities.

1. Find out from your parents and teachers types of tax payments they are making. Classify the taxes and observe the differences.
2. On the basis of the definition of poverty line, analyse whether categorization of people into BPL/APL is done in the correct way. Explain in your own words.
3. Analyse whether the dream programme of MGNREGP is carrying out in the right way.If.No",suggest ways to make the programme more effective.
4. In some communities, you might have noticed that even if the males do not earn high income, they do not send women to work. Why?
5. Prepare a list of recent schemes and objectives to strengthen the rural areas from the government website <http://www.rural.nic.in>

Module V: Kerala's Economic Development

Growth and Structure- Primary, Secondary and Tertiary Sectors-Economic Development Vs Social Development-Poverty Profile of Kerala- Indicators of Human Development: PQLI and HDI- Demographic Transition of Kerala- Trends in Employment and Unemployment in Kerala- Sustainability of –Kerala Model of Development|| with a Special Mention on Recent Sen-Bhagawati Debate- Decentralised Planning and Development of Kerala- Land Reforms in Kerala- Migration: Concepts in Migration- Emigration to the Gulf- Remittance and its Impact on the Economy of Kerala- Return Migration: Causes, Problems and Policies.

Suggested Additional Activities.

1. Find out the history of emigration from Kerala.
2. Foreign remittance is the backbone of Kerala"s socio-economic development".Discuss.
3. What is Nitaqat and Saudization? In what ways it is harmful to the economy of Kerala.
4. Find out the reasons for the existing controversy in poverty estimation.
5. Observe the functioning of „ayalkoottams" (SHGs) in your locality and write how far its successful in empowering women.

References:

1. Economic development in India-Problems and Prospects,N.P.Abdul(Ed), Regal Publications, NewDelhi
2. Indian Economy, Gopalji Gupta, PEARSON, NewDelhi.
3. Ahulwalia, I.J. and I.M.D. Little (Eds) (1999), *India's Economic Reforms and Development*, (Essays in honour of Manmohan Singh), Oxford University Press, New Delhi.
6. Bardhan, P.K. (1999), *The Political Economy of Development in India*, Oxford University Press, NewDelhi
7. Chakravarty S, (1987), *Development Planning: The Indian Experience*, Oxford University Press, and New Delhi

BA Economics Curriculum: CBCSS 2019

8. Acharya Shanker, Mohan Rakesh (Eds) (2011), *India's Economy: Performance and Challenges*, Oxford University Press, New Delhi
9. Uma, Kapila (2013), *Indian Economy: Performance & Policies*, Academic Foundation, New Delhi.
10. Amit Badhuri, *Development with Dignity* (2005), NBT New Delhi.
11. Brahmananda, P.R. and V.R. Panchmukhi (Eds) (1987), *The Development Process of Indian Economy*, Himalaya Publishing House, Bombay.
12. M.P. Todaro, *Economic Growth* (2nd Edition), PEARSON, New Delhi
13. Jalan, B. (1992), *The Indian Economy – Problems and Prospects*, Viking, New Delhi.
14. Joshi, V. and I.M.D. Little (1999), *India: Macro Economics and Political Economy, 1964-1991*, Oxford University Press, New Delhi.
15. Kaushik Basu (Ed) (2004), *India's Emerging Economy*, Oxford University Press, New Delhi.
16. Centre for Development Studies, 1977, *Poverty, Unemployment and Development Policy: A case study of selected issues with reference to Kerala*, Orient Longman, Bombay.
17. B.A. Pakash (Ed) 2004, *Kerala's Economic Development: Performance and Problems in the post liberalization period*, Sage Publications, New Delhi.
18. B.N Ghosh & Patmaja D. Namboodiri, 2009 (Eds), *The Economy of Kerala Yesterday, Today and Tomorrow*, Serial Publications, New Delhi.
19. K.C. Zachariah, K.P. Kannan, S. Irudaya Rajan, 2002 (Ed). *Kerala's Gulf Connections*, C.D.S, Trivandrum.
20. Rajasenan, D. and Gerard De Groot (Ed) 2005, *Kerala Economy: Trajectories, Challenges and Implications*, CUST, Kochi.

DEPARTMENT OF BVOC FOOD SCIENCE

LIST OF COURSES WITH CROSS CUTTING ISSUES

Programme	Category	Sl no;	Course code	Course name	Regulation	Semester
BVOC FOOD SCIENCE	Gender	1	AUD4EO4	Gender studies	2021	4
		2	ENG2A03	Readings from the Fringes	2021	1
		3	ENG2A04	Readings on Kerala	2021	2
	Environment and Sustainability	4	ENG2A03	Readings from the Fringes	2021	1
		5	A11	Biodiversity- Scope & Relevance	2021	3
		6	A13	Natural Resource Management	2021	4
		7	Audit Course 1	Environmental Studies	2021	1
		8	AUD2E02	Disaster Management	2021	2
		9	SDC5FS24	Byproduct Utilization & Waste Management	2021	5
		Human Values	10	AUD3E03	Human Rights	2021
	11		ENG2A03	Readings from the Fringes	2021	1
	12		ENG2A04	Readings on Kerala	2021	2
	13		SDC3FS13	Sanitation & Hygiene	2021	3
	Professional ethics	14	A14	Intellectual Property Rights	2021	4
		15	A12	Research Methodology	2021	3
		16	SDC4FS19	Food Toxicology	2021	4
		17	SDC5FS23	Food Laws & Regulations	2021	5
		18	SDC5FS26	Quality Assurance & Certifications in Food Industries	2021	5
		19	SDC5FS25	Food Adulteration	2021	5

DEPARTMENT OF BVOC - FOOD SCIENCE, PAZHASSIRAJA COLLEGE PULPALLY


 Assistant Professor & Head
 Dept. of Vocational Studies (Food Science)
 Pazhassiraja College - Pulpally
 Wayanad - 673579





READING FROM THE FRINGES- ENG2A03

Aim of the Course:

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

COURSE OBJECTIVES

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

COURSE OUTCOME

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

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

COURSE DETAILS:

Module 1: Constitution, Democracy and Freedom

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

Module 2: Ecology and Science

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

Module 3: Gender Equality

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

Module 4: Human Rights

1. "Entre-vous to Adulthood" from One Little Finger - Malini Chib
2. "The Body Politic" (Poem) - Hiromi Goto
3. "Love- lines in the time of Chaturvarna" (Article) - Chandra

READINGS ON KERALA- ENG2A04

Aim of the Course:

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

COURSE OBJECTIVES

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

COURSE OUTCOME

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

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

COURSE DETAILS:

Module 1: Formation

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

Module 2: Evolution

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

Module 3: Stimulation

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

Module 4: Propagation

1. “Myth and Literature” (Speech) -M T Vasudhevan Nair
2. “Rain at Heart” (Poem) –Sugathakumari
3. “Fifty years of Malayalam Cinema” (Prose) - VC Harris
4. “Malayalam’s Ghazal” (Poem) – Jeet Thayil
5. “Agni” (Story) - Sithara A
6. "Pictures Drawn on Water"(poem) - K.Satchidanandan

AUDIT COURSE 1 (AEC /AC): (ENVIRONMENT STUDIES)

Module 1

Introduction – Environment in the Indian context: Concept of an ecosystem, Multidisciplinary nature of environmental studies. Components of environment- Atmosphere, hydrosphere, lithosphere and biosphere. Definition, scope and importance. Concept of sustainability and sustainable development.

Module 2

Natural Resources : Renewable and non-renewable resources : Natural resources and associated problems (a)Forest resources : Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forest and tribal people. (b) Water resources : Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems. (c)Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources, case studies. (d) Food resources : World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. (e) Energy resources : Growing energy needs, renewable and non renewable energy sources, use of alternate energy sources. Case studies. (f) Land resources : Land as a resource, land degradation, man induced landslides, soil erosion and desertification. Role of an individual in conservation of natural resources. Carbon footprint
Water conservation, rain water harvesting, watershed management

Module 3

Structure and function of an ecosystem,; Producers, consumers and decomposers,Energy flow in the ecosystem,Ecological Succession,Food chains, food webs and ecological pyramids. Introduction, types, characteristic features, structure and function of the following ecosystem : (a) Forest ecosystem (b)Grassland ecosystem (c)Desert ecosystem (d)Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)

Module 4

Biodiversity and its conservation,Introduction – Definition : genetic, species and ecosystem diversity,Biogeographical classification of India, Value of biodiversity : consumptive use, productive use, social, ethical, aesthetic and option values, Biodiversity at global, National and local levels.,Hot-spots of biodiversity,Threats to biodiversity : habitat loss, poaching of wildlife, manwildlife conflicts,Endangered and endemic species of India,Conservation of biodiversity
Module 5 Environmental Pollution Definition,Cause, effects and control measures of :- (a) Air pollution (b)Water pollution (c) Soil pollution (d) Marine pollution (e) Noise pollution ((f) Thermal pollution (g)Nuclear hazards , Solid waste Management : Causes, effects and control measures of urban and industrial wastes.Role of an individual in prevention of pollution.

Module 6

Environmental Policies and practices: Climate change, Climate change, Global warming, acid rain, ozone layer depletion, nuclear accidents

AUDIT COURSE

2 nd Semester

DISASTER MANAGEMENT (AUD2E02)

MODULE 1

Introduction – Hazard and Disaster.

Concepts of Hazard, Vulnerability, Risks. Different Types of Disaster : A) Natural Disaster: such as Flood, Cyclone, Earthquakes, Landslides etc B) Manmade Disaster: such as Fire, Industrial Pollution, Nuclear Disaster, Biological Disasters, Accidents (Air, Sea, Rail & Road), Structural failures (Building and Bridge), War & Terrorism etc. Slow Disasters (famine, draught, epidemics) and Rapid Onset Disasters (Air Crash, tidal waves, Tsunami) Causes, effects and practical examples for all disasters. Water and Climate Disaster: flood, hail storms, cloudburst, cyclones, heat and snow avalanches, cold waves, droughts, sea erosion, thunder and lightning. Geological Disaster: landslides, earthquakes, Tsunami, mine fires, dam failures and general fires. Biological Disaster: epidemics, pest attacks, cattle epidemic and food poisoning. Nuclear and Industrial Disaster: chemical and industrial disasters, nuclear accidents. Accidental Disaster: urban and forest fires, oil spill, mine flooding incidents, collapse of huge building structures.

MODULE 2

Natural disasters- Earthquakes, Tsunami, Floods, Drought, Landslides, Cyclones and Volcanic eruptions. Their case studies. Coastal disasters. Coastal regulation Zone. Risk and Vulnerability Analysis 1. Risk : Its concept and analysis 2. Risk Reduction 3. Vulnerability : Its concept and analysis 4. Strategic Development for Vulnerability Reduction . Disaster Prevention and Mitigation. Refugee operations during disasters, Human Resettlement and Rehabilitation issues during and after disasters, Inter-sectoral coordination during disasters, Models in Disasters.

MODULE 3

Disaster Preparedness and Response Concept and Nature Disaster Preparedness Plan Prediction, Early Warnings and Safety Measures of Disaster. Role of Information, Education, Communication, and Training, Disaster Management : Role of Government, International and NGO Bodies. Role of IT in Disaster Preparedness Role of Engineers on Disaster Management. Response Disaster Response : Introduction Disaster Response Plan Communication, Participation, and Activation of Emergency Preparedness Plan Search, Rescue, Evacuation and Logistic Management Role of Government, International and NGO Bodies Psychological Response and Management (Trauma, Stress, Rumor and Panic) Relief and Recovery Medical Health Response to Different Disasters.

MODULE 4

Rehabilitation, Reconstruction and Recovery Reconstruction and Rehabilitation as a Means of Development. Damage Assessment Post Disaster effects and Remedial Measures. Creation of Longterm Job Opportunities and Livelihood Options, Disaster Resistant House Construction Sanitation and Hygiene Education and Awareness, Dealing with Victims' Psychology, Longterm Counter Disaster Planning Role of Educational Institute.

MODULE 5

The vulnerability atlas of India. Disaster Prevention and Mitigation. Agencies involved in Disaster Management. Warning and Prediction

ESSENTIAL READING: 1. Pandey, M., 2014. Disaster Management, Wiley India Pvt. Ltd., 240p. 2. Tushar Bhattacharya, Disaster Science and Management, McGraw Hill Education (India) Pvt. Ltd 3. Jagbir Singh, Disaster, Management: Future Challenges and Opportunities, K W Publishers Pvt. Ltd. 4. J.P. Singhal, Disaster Management, Laxmi Publications 5. C. K. Rajan, NavalePandharinath, Earth and Atmospheric Disaster Management : Nature and Manmade, B S Publication 6. Shailesh Shukla, ShamnaHussain, Biodiversity, Environment and Disaster Management, Unique Publications

AUDIT COURSE –
3rd SEMESTER
(AUD3E03) Human Rights

SYLLABUS

Module I - INTRODUCTION TO HUMAN RIGHTS

Evolution, Nature, Philosophical and Historical foundation of Human Rights, National Human Rights Commission, State Human Rights Commission

Module II –

CONSTITUTION OF INDIA AND FUNDAMENTAL RIGHTS Right to Equality, Right to Freedom, Right against Exploitation, Right to Freedom of Religion, Cultural and educational rights, Rights to Constitutional Remedies.

Module III –

INTERNATIONAL HUMAN RIGHTS Evolution of human rights and duties on the international plane, The United Nations Charter and the development of human rights Provisions of the Charter, Universal Declaration of Human Rights 1948, International Covenant on Civil and Political Rights 1966 and other major UN instruments on human rights (Conventions on Women's Rights, Rights of the Child, Torture)

Module IV –

HUMAN RIGHTS COMMISSION FOR WOMEN AND CHILDREN Women Rights - National Commission for Women (NCW), Kerala Women Commission (KWC), Legal Aid for Women, Laws for protection of women Child Rights - National Child Rights Protection Council, National Commission for Protection of Protection of Child Rights (NCPCR), Legal Aid, LokAdalats, Public Interest Litigation Laws for the Protection and Care of Children

Module V –

HUMAN RIGHTS FOR MINORITIES, SC AND ST Special Laws and Policies: National Commission for Minorities Act (1992). Minority Rights in India, The Nation- Building Project and Minorities, Communal Mobilization and Minority's Rights. National Commission for Scheduled Tribes (NCST), National Commission for Scheduled Castes (NCSC)

Course No. 4.1

Course Code: A13

Course Title: Natural Resource Management

Unit 1: Introduction to natural resources (Hours: 8)

Definition of natural resources. Types of natural resources. Need for protecting natural resources

Unit 2: Sustainable utilization (Hours: 8)

Concept of sustainable utilization. Economic, ecological and socio-cultural approaches.

Unit 3: Land (Hours: 8)

Agricultural, pastoral, horticultural and silvicultural land utilization. Soil degradation and soil management.

Unit 4: Water (Hours: 8)

Fresh water (rivers, lakes, groundwater); Marine; Estuarine; Wetlands; Threats and management strategies.

Unit 5: Biological Resources (Hours: 8)

Biodiversity-definition and types; Significance; Threats; Management strategies. Bioprospecting. National Biodiversity Action Plan.

Unit 6: Forests (Hours: 8)

Definition. Types of forests. Forest cover and its significance (with special reference to India); Major and minor forest products; Forest depletion. Forest Management.

Unit 7: Energy (Hours: 8)

Renewable and non-renewable sources of energy.

Unit 8: Contemporary practices in natural resource management (Hours: 8)

Environmental Impact Assessment, Remote Sensing, Geographic Information System, Participatory Resource Appraisal. Ecological footprint with emphasis on carbon footprint. Resource Accounting. Waste management.

Unit 9: National and international efforts in natural resource management and conservation (Hours: 8)

Course No. 4.2

Course Code: A14

Course Title: Intellectual Property Rights

Module 1: Overview of intellectual property (Hours: 4)

Introduction and the need for intellectual property right (IPR). IPR in India – Genesis and Development. Some important examples of IPR.

Module 2: Patents (Hours: 10)

Macro-economic impact of the patent system. Patent and kind of inventions protected by a patent. Patent document. How to protect your inventions? Granting of patent. Rights of a patent. How extensive is patent protection? Why protect inventions by patents? Searching a patent. Drafting of a patent. Filing of a patent

Module 3: Copyright (Hours: 10)

What is copyright? What is covered by copyright? How long does copyright last? Why protect copyright? Related rights: What are related rights? Distinction between related rights and copyright. Rights covered by copyright.

Module 4: Trademarks (Hours: 14)

Definition of trademark. Rights of trademark. Kinds of signs that can be used as trademarks. Types of trademark. Function that a trademark performs. How is a trademark protected? How is a trademark registered? How long is a registered trademark protected for? How extensive is trademark protection? What are well-known marks and how are they protected? Domain name and how does it relate to trademarks?

Module 5: Geographical Indications (Hours: 4)

What is a geographical indication? How is a geographical indication protected? Why protect geographical indications?

Module 6: Industrial Designs (Hours: 10)

What is an industrial design? How can industrial designs be protected? What kind of protection is provided by industrial designs? How long does the protection last? Why protect industrial designs?

Module 7: Biotechnology and IPR (Hours: 20)

Rationale for Intellectual Property Protection in biotechnology. Concept of Novelty in Biotechnological Inventions. Concept of Inventive Step in Biotechnological Inventions. Microorganisms as Biotechnological Inventions. Patenting biological inventions. Patenting microorganisms. Patenting other biological processes and products. Protection of new varieties of plants. Justification for Protection. Biotechnology and International Treaties such as Convention on Biological Diversity and TRIPs.

SUGGESTED READING 1. T. M Murray, M.J. Mehlman. 2000. Encyclopaedia of Ethical, Legal and Policy issues in Biotechnology, John Wiley & Sons. 2. P.N. Cheremisinoff, R.P. Ouellette and R.M. Bartholomew.1985. Biotechnology Applications and Research, Technomic Publishing Co., Inc. 3. D. Balasubramaniam, C.F.A. Bryce, K. Dharmalingam, J. Green and K. Jayaraman, 2002. Concepts in Biotechnology, University Press (Orient Longman Ltd.).

Course No. 3.2

Course Code: A12

Course Title: Research Methodology

Unit I (Hours: 13)

Topic selection - Planning research – defining objectives - Preparation of work plans.

Identification of suitable methodology - Preparation of project proposal –Summer Schools – Training in research institutes

Unit II (Hours: 14)

Collection of literature- News articles – Newsletters – Magazines – Books - Journals. Digital library and search of articles - Keywords and search - Internet – Google Scholar – PubMed – Infilbnet – Medline – Agricola – Science direct -Open access Journals - virtual sources – other sources. Short communications –review articles

Unit III (Hours: 15)

Collection of protocols and selection of suitable methods according to work plan. Observational and experimental research. Data analysis – Construction of tables – headings - footer - Tabulation – Presentation of results - Use of statistical software to analyze the results- SPSS. Thesis structure –Components - Writing Introduction – review of literature – Materials & Methods – Presentation of results – Discussion of Results based on literature – Arriving at conclusions – Preparation of Summary/abstract – Arrangement of Bibliography and how to quote reference in thesis - Appendix.

Unit V (Hours: 15)

Publishing of Articles in newspapers /newsletters - Selection of journals – ISSN Number – Peer reviewed . Journals – Science citation index – impact factor and importance. Manuscripts preparation for Journals – components – Plagiarism - Submission and Publication – reprints and pdf formats. Paper presentation in Conferences.

SUGGESTED READING

1. Anderson, Durston & Polle 1970: Thesis and assignment, writing. Wiley Eastern Limited.
2. Booth W. C. et al. 2016. The Craft of Research. University of Chicago Press.
3. Rajendrakumar C. 2008. Research Methodology. APH publishing Corporation.
4. Kothari C. R. 2004. Research Methodology. New Age International Publishers.

Course No. 3.1
Course Code: A11
Course Title: Biodiversity- scope and relevance

Unit 1 Defining Biodiversity (Hours: 12)

The concept of biodiversity. Biodiversity crisis. Importance of biodiversity in daily life. Biodiversity and climate change. India as mega biodiversity nation. Hot spots of biodiversity in India.

Unit 2 Components of Biodiversity. (Hours: 12)

Genetic diversity, species diversity and ecosystem diversity. Brief outlines of the magnitude of bacterial, fungal, protist, animal and plant diversity.

Unit 3 Loss of Biodiversity (Hours: 12)

Factors causing loss of genetic-, species- and ecosystem diversity. Processes responsible for species extinction. Threatened species and IUCN Red List categories. Loss of agrobiodiversity. Significance of wild relatives of cultivated plants and domesticated animals.

Unit 4 Values and uses of biodiversity (Hours: 12)

Ethical and aesthetic values of biodiversity. Direct and indirect economic benefits of biodiversity. Bio-prospecting – micro-organisms and plants as a source of novel enzymes, antibiotics, antiviral agents, Immunosuppressive agents and other therapeutic agents.

Unit 5 Inventorying and Monitoring of Biodiversity (Hours: 12)

The need for inventorying and monitoring of biodiversity. Methods of inventorying and monitoring of biodiversity and their limitations.

Unit 6 Conservation of biodiversity (Hours: 12)

Conservation of genetic-, species- and ecosystem diversity. In situ and ex situ conservations: biosphere reserves, national parks, wild-life sanctuaries, gene banks, seed banks, botanical gardens, microbial culture collections.

SUGGESTED READING

1. Patent, D. H., Munnoz W. 1996. Biodiversity. Clarion Books.
2. Maiti, P. K., Maiti, P. 2011. Biodiversity: Perception, Peril and Preservation. Prentice Hall India.

Course No. 3.5
Course Code: SDC3FP13
Course Title: Sanitation And Hygiene
Credits: 4
Total Contact Hrs: 60 Hrs

Objectives

To know the principles and applications of sanitation in food industry

Course Outcomes

- To acquire the knowledge of the importance of sanitation and hygiene in food industries
- To know about different hazards in food industries.
- To get an idea of about various sanitation methods.
- To familiar some of the food sanitizing agents .

Syllabus Content

Module I Sanitation; Introduction 12 Hrs

Definition and Application to Food Industry and Food service. Microorganisms and sanitation. Sources of food contamination. Prevention and control of contamination of food. Physical and chemical Disinfectants, Antiseptics, Bactericidal and Bacteriostatic agents used in food industry.

Module II Food Sanitizers 12 Hrs

Sanitizers, Chemical and physical properties of sanitizers, Mechanism of activity of most frequently used sanitizers. Cleaning compounds, Chemical and physical characteristics of detergents. Sanitizing methods, handling precautions.

Module III Sanitation equipments and systems in Food Industry 12 Hrs

Mechanized sweepers and scrubbers, high pressure cleaners, CIP and COP equipment. Membrane Cleaning. Quality of water used for food processing, Water quality standards. Waste product handling, Suspended solids, Total solids, BOD & COD requirements. Wastewater treatment and disposal.

Module IV Food handling and personal hygiene 12 Hrs

Food handling and personal hygiene. Hygienic food handling. Hand washing. Food service control points. Regulatory requirements. Hygiene monitoring tests (HMT). Food contact

surfaces. Biofilms .Environmental sanitation- premises, equipment, furnitures and fixtures. Safety at work place.

Module V Insect & Pest Control 12 Hrs

Pest control, insect, rodents, other pests. Sanitary Design and Construction for Food Processing., Sanitation programme and Quality assurance. Sanitation Regulation and Standards.

References :

1. Frazier, W.C. Food Microbiology. 4th edition. Mc Graw Hill. New York, 2008
2. Pelzar, H.J. and Rober, D. Microbiology 5th edition Mc Graw Hill. NewYork, 2009
3. Prescott, L.M., Harley, J.P. and Klein, D.A. Microbiology. 4th edition McGraw-Hill, NewYork. 1999
4. Hola, J. Hygiene in food processing

Course No. 4.5

Course Code: SDC4FP19

Course Title: Food Toxicology

Credits: 4

Total Contact Hours: 60 hrs

Objectives

To acquire knowledge about the injurious effects on living systems of chemicals present in foods through various ways.

Course Outcomes

- To familiar with the basic chemical and biological aspects of toxins during processing.
- To develop an understanding of the chemical and biological principles that determine toxicity. “food processing as a toxin generator”.
- Familiar with their properties, modes of action of toxins.

Module I 15 hrs

Definition scope and general principles of food toxicology; manifestation of toxic effects; classification of food toxicants; factors affecting toxicity of compounds; methods used in safety evaluation-risk assessments.

Module II 15 hrs

Toxicants and allergens in foods derived from plants, animals, marine, algae & mushroom; Microbial toxins; Food Poisoning; Food borne infections and disease.

Module III 15 hrs

Derived Food toxicants- Processing & Packaging; Toxicants generated during food processing such as nitrosamines, acrylamide, benzene, dioxins and furans; persistent organic pollutants.

Module IV 15 hrs

Toxicology & food additives; Toxicological aspects of nutrient supplements; Chemicals from processing such as fumigants, chlorinated solvents, autoxidation products, carcinogens in smoked foods and pyrolysis, agrochemicals; heavy metals; intentional and unintentional additives.

References:

1. Branen AL, Davidson PM & Salminen S. 1990. Food Additives. Marcel Dekker.
2. Concon JM. 1988. Food Toxicology - Principles & Concepts. Marcel Dekker.
3. Hathcock JN. (Ed.). 1982. Nutritional Toxicology. Vol. I. Academic Press.
4. Rechcigl M Jr. 1983. (Ed.). Handbook of Naturally Occurring Food Toxicants. CRC Press.
5. Shabbir S. 2007. Food Borne Diseases. Humana Press.
6. Steven T. 1989. Food Toxicology: A Perspective on Relative Risks.
7. Tweedy BG. 1991. Pesticide Residues and Food Safety. Royal Society of Chemistry.

Semester V

No. 5.1

Course Code: SDC5FP23

Course Title: Food Laws And Regulations

Credits: 4

Total Contact Hours: 60 hrs

Objectives

To Acquaint With Food Quality Parameters And Control Systems, Food Standards, Regulations, Specifications.

Course Outcomes:

To get an idea on laws and regulations for food industries for an entrepreneur.

To acquire a clear insight on the laws and regulations for a product.

Syllabus Content

Module I 3 Hrs

Introduction And Need Of Enforcing Food Laws.

Module II 15 Hrs

Mandatory Food Laws; The Food Safety And Standards Act 2006, Establishment Of The Authority, Composition Of Authoring Functions Of Chief Executive Officer, Scientific Panel, General Principles To Be Followed In Revised August 2016 Administration Of Act, General Provisions As To Articles Of Food, Special Responsibility As To Safety Of Food, Analysis Of Food Offences Of Penalties.

Module III 17 Hrs

Edible Oils Packaging (Regulation) Order, 1998, Environment (Protection) Act, 1986, Fruit Products Order, 1955 (Fpo), Meat Food Products Order, 1973 (Mfpo), Milk And Milk Product, Order, 1992 (Mmpo), Solvent Extracted Oil, De-Oiled Meal And Edible Flour (Control) Order, 1967.

Module IV 20 Hrs

Standards Of Weights And Measures Act, 1976, The Essential Commodities Act, 1955, The Export (Quality Control And Inspection) Act, 1963, The Insecticides Act, 1968, Vegetables Oil Products(Control) Order, 1998, Prevention Of Food Adulteration Act & Rules (Pfa Act), 1954 , Agmark Standards (Agmark), Codex Alimentarius Standards, Bis Standards And Specifications, Consumer Protection Act, 1986.

Module V 5 Hrs

Recommended International Code Of Hygiene For Various Products.

References:

1. Early R.1995.Guide To Quality Management Systems For Food Industries. Blackie Academic. •Krammer A•&Twigg Ba.1973. Quality Control In Food Industry. Vol. I, Ii. AviPubl

Course No. 5.4

Course Code: SDC5FP26

Course Title: Quality Assurance And Certification In Food Industries

Credits: 4

Total Contact Hours: 60

Objectives

To Acquaint The Students With The Certifications Involved In Raw Material Food And Industries And Different Organizational System Such As Haccp, Gmp/Ghp And Auditing And Surveillance

Course Outcomes:

- To familiar good manufacturing practices in the food industries.
- To know about the HACCP system and implementation in food industries.
- To get an idea about the importance of maintaining quality processing methods.

Syllabus Content

Module I 15 Hrs

Quality Inspection, Quality Control, Quality Management And Quality Assurance, Total Quality Management: Good Manufacturing Practices, Good Agricultural Practices, Good Laboratory Practices, Quality Management Systems Qss. Quality Circles,Sqc.

Module II 15 Hrs

Iso System – Principles, Implementation

Module III 15 Hrs

Haccp - Principles, Implementation, Plan Of Documentation, Types Of Records

Module IV 15 Hrs

Auditing , Surveillance, Mock Audit, Third Party Quality Certifying Audit, Auditors And Lead Auditors, Certification, Certification Procedures, Certifying Bodies, Accrediting Bodies, International Bodies

References:

1. Early R. 1995, Guide To Quality Management System For Food Industries, Blackie Academic

Course No. 5.3

Course Code: SDC5FP25

Course Title: Food Adulteration

Credits: 4

Total Contact Hours: 60

Objectives

To Introduce Students To Food Safety And Standardization Act And Quality Control Of Foods.

Course outcome

- To Educate About Common Food Adulterants And Their Detection.
- To Impart Knowledge In The Legislative Aspects Of Adulteration.
- To Educate About Standards And Composition Of Foods And Role Of Consumer.

Module I 15 Hrs

Food Adulteration – Introduction Of Food Adulteration, Definition. New Adulterants In Foods. Historical Food Legislation In India; Central Food Laboratory, Municipal Laboratories, Export Inspection Council Laboratory, Central Grain Analysis Laboratory, Standards Of Weights And Measures Act, Solvent Extracted Oil Deoiled Meal And Edible Flour Order, Export And Quality Control And Inspection Act And Other Acts And Orders.

Module II 15 Hrs

Food Safety And Standards Act 2006. Vertical Standards Vs Horizontal Standards, Food Safety Officer; Powers, Procedures, Role Of Food Analyst Most Important, International Laws; Codex Alimentarius, FDA, USDA, FAO and WHO, Other International Regulatory Bodies Like Efsa – European Food Safety Authority

Food Standards Of Australia And Newzealand ,Soudi Arabia Food Regulations

Module III 15 Hrs Consumer Protection; Role Of Voluntary Agencies Such As, Agmark, I.S.I. Quality Control Laboratories Of Companies ,Private Testing Laboratories, Quality Control Laboratories Of Consumer Co-Operatives, Standardization Of Foods; Definition, Standards Of Quality, For Cereals, Starchy Foods, Spices And Condiments, Sweetening Agents, Meat And Meat Products, Vinegar, Sugar And Confectionary, Beverages-Alcoholic And Non Alcoholic ,

Carbonated Water Etc., Milk And Milk Products , Oils And Fats , Canned Foods, Fruits And Vegetables Products.

Module IV 15 Hrs

Food Additives – Classification, Nature And Characteristics And Use Of Additives In Food Such As Antioxidants, Chelating Agents, Coloring Agents, Curing Agents, Emulsions, Flavors And Flavor Enhancers, Flour Improvers, Humectants And Anti Caking Agents, Nutrient Supplements, Non-Nutritive Sweeteners, Ph Control Agents, Stabilizers And Thickeners. Raising Agents – Types And Their Role In Food Processing., Artificial Colors, Artificial Flavors, Consumer Education , Consumers

Problems Rights And Responsibilities, Copra 1986, Tips For Wise Purchasing, Redressal Measures How To Give Complaints And Proforma Of Complaints

References:

1. A First Course In Food Analysis – A.Y. Sathe, New Age International (P) Ltd., 1999.
2. Food Safety, Case Studies – Ramesh. V. Bhat, Nin, 1992.



PAZHASSIRAJA COLLEGE, WAYANAD

DEPT. OF HISTORY

LIST OF COURSES ADDRESSING CROSS CUTTING ISSUES WITHIN THE SYLLABUS

Programme	Category	Sl. No	Course Code	Course Name	Regulation Year	Semester
BA HISTORY	Gender	1	HIS6B13	Gender Studies	2019	6 th Sem.
"	Environment and Sustainability	2	HISCC01/2023	Certificate Course in Environmental Studies	2023-24	--



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JOURNALISM AND MASS COMMUNICATION
PAZHASSIRAJA COLLEGE

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PULPALLY, KERALA, INDIA 673579



List of courses addressing cross cutting issues within the syllabus

Programme	Category	Sl. No	Course Code	Course Name	Regulation Year	Semester
BA Journalism and Mass Communication	Gender		JOU6B12	Media law and ethics	2019	6
	Environment and Sustainability		JOU3B03	Reporting for the print	2019	4
			JOU5B10	Advertising	2019	5
			JOU2B02	Media History	2019	2
			JOU5B09	Public relation and corporate communication	2019	3
			JOU6B13	Online journalism	2019	6
	Professional Ethics		JOU3B03 JOU304	Reporting for the print, Editing for the print	2019	3
			JOU5B08	Television production	2019	1
			JOU4B06	Radio Production	2019	4
			JOU5B11	Photo journalism	2019	5
		JOU6B12	Media law and ethics	2019	6	
		JOU6B14	Introduction to cinema	2019	6	

HOD

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BA Journalism and Mass Communication

Semester IV Course 16 Code JOU4B06

Radio Production

Contact Hours: 5 Credit: 4

Objective

The course is intended to explore the art of radio-production. The students are made familiar with the aesthetics of sound and its application in various programme formats.

Course Outcomes:

1. Develops an awareness on the role of radio as a mass medium
2. Gathers knowledge on the historical evolution of the medium.
3. Understands the technology behind radio production
4. Develops the ability to produce short radio programmes.

Module I

Characteristics of the medium, impact of digital technology on radio broadcasting, fall and rise of radio, broadcasting and narrowcasting, scope and challenges of radio as a mass medium.

Module II

Introducing radio formats: radio talk - interview - radio drama - chat shows - phone - in/phone - out programmes - running commentaries, news bulletins - features and documentaries - special abilities required for each format - writing for radio.

Module III

Radio news - news room management - news coverage - news formats - news presentations - structure and content of news bulletins.

Module IV

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BA Journalism and Mass Communication
Semester VI Course 24 Code JOU6B14

Introduction to Cinema

Contact Hours 5 Credits 4

Objective:

The course exposes the students to a brief theoretical background in order to facilitate film appreciation. The faculty may lead the students to the communication and social aspects of cinema

Course outcome

1. Prepare cinema literate students
2. Present the history of the medium so that the students can have a better knowledge about the present and the future.

Module 1:

Cinema – characteristics of the medium, early experiments: Eadweard Muybridge, W.K.L. Dickson, T.A. Edison, E.S. Potter

Module 2

World cinema and evolution of film language: D. W. Griffith, Charles Spencer Chaplin, Orson Welles, Ingmar Bergman and Akira Kurosawa.

A brief overview of German Expressionism, Soviet Montage, Italian Neo Realism – mise-en-scene, French New Wave.

Contemporary World Cinema- Alexandro Gonzalves Inareto, Jafar Panahi, Kim Ki Duk

Module 3

Indian Cinema- a brief history, major people- H. S. Bhatvadekar, D. G. Phalke, Satyajit Ray, Khatak, Studio system, FTII and India Cinema, Contemporary Indian Cinema: Bengali films, Tamil, Marathi.

Module 4

(Type text)

Malayalam Cinema- brief history, Studios and Malayalam Cinema, Parallel Cinema, Middle Cinema, Adoor Gopalakrishnan, John Abraham, G. Aravindan, T. V. Chandran and Current trends.

Module 5

New technologies and Film making and film viewing- Animation films, you tube, Online Cinema streaming, Film festivals- Cannes, Berlin, IFFI, IFFK.

Module 6

Ethics, certification of films and censoring, Practical - short film making/ Film review

List of Cinema

The list is not mandatory, but a model. The faculty is free to select other films of the directors mentioned.

The Great Train Robbery – E.S. Potter

Birth of a Nation - D. W. Griffith

Modern Times/ The Kid – Charlie Chaplin

Citizen Kane - Orson Welles

Birds – Alfred Hitchcock

Wild Strawberries - Ingmar Bergman

Seven Samurai - Akira Kurosawa.

Cabinet of Dr. Caligiri – Robert Weine

Battleship Potemkin – Sergie Eisenstien

Bicycle Thieves – Vittorio Desica

Breathless – Jean Luc Godard

Birdman - Alexandro Gonzalves Inareto,

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BA Journalism and Mass Communication

Semester VI Course 23 Code JOU6B13

Online Journalism

Contact Hours 5 Credits 4

Course Outcomes:

1. Understanding the effectiveness of Digital Medium.
2. To achieve the capacity to evaluate the role of Internet in the contemporary society.
3. To involve and participate in the functional world of Internet in personal capacity.

(The program intends to create a basic conceptual understanding about the function and use of Internet and does not engage in an act of transacting technical competence)

Module 1

Internet as a medium of communication - history and evolution of internet- Various popular formats of Online Media- Earlier forms of Communication that led to the invention of Internet.

Module 2

Features of online journalism –Interactive, Participative, Virtual- Continuity, Anonymity and Convergent Characteristics, Hypertext, Multimedia - Online Aesthetics – content, design, colours, font, templates, navigation bars, and hyperlinks

Module 3

Annotative reporting and strengths and limitations - Citizen Journalism, Absence of Gatekeeping/Gate viewing, Timely Feedback- Portals; Styles of Involvement like Blogging– Podcasting – Vodcasting.

Module 4

Internet culture, Subjectivity and Objectivity of Facts– Media both as Social and Personal, Cyberotime and Regulations, Article 66 A of IT Act

Module 5

World Wide Web - web pages - e-groups - e-governance – e learning- Online advertisements.

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BA Journalism and Mass Communication

Semester V Course Code: 19 JOU 5B 09

Public Relations & Corporate Communication

Contact Hours: 4 Credit 4

Objective:

To furnish the students with fundamentals of PR and Corporate Communication.

Course Outcomes:

1. Introduce the students the concept of Public Relations
2. Introduce a wider and new concept namely Corporate relations
3. Provide the students with practical experience in PR and Corporate communication

Module I

Public Relations – definitions, origin and development of public relations, objectives and functions of public relations – qualities of a PRO- key personalities, Ivy Lee, Edward L Burneys, Paul Garret. History, of PR in India.

Module II

Propaganda and public relations – publicity and PR – advertising versus public relations – PR campaigns – public opinion in PR- lobbying and pressure groups- PR and social responsibilities.

Module III

PR management tools, reputation management, media relations and crisis management tools, online PR and online PR tools. PR activities by Govt.: DAVP, IPRD, PR services and political parties; Code of ethics for PR, IPRA and PRSI

Module IV

Corporate communication - scope, nature, role and evolution of corporate communication - internal and external audiences, CSR.

Module V

Corporate identity- Key concepts of corporate identity, corporate identity planning, corporate image, corporate personality, corporate communication tools – house journals.

Module VI

Business communication, writing memos- report writing – writing proposals- preparing press releases, writing for the web, website and social media management.

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BA Journalism and Mass Communication

Semester V Course Code: 20 J0U5B10

Advertising

Contact Hours: 4 Credits: 4

Objective:

To enable students to critically analyze advertisements and also to give them an introduction to the world of advertising.

Course Outcome

1. To gain an overview of the world of advertising both in theory and practice.
2. To prepare advertising copies that can effectively and convincingly convey selling ideas, brands and images.
3. To effectively assess the effects of advertising on a larger perspective on a given society.

Module I

Definition, features, evolution and functions of advertising – kinds of advertising – product, consumer, co- operative, prestige, corporate, public service, national, regional, global – advertising agencies in India and World – trends in global advertising

Module II

Media planning, market analysis – product research, media reach and frequency, media schedule, segmentation, positioning, niche, media mix – ad campaign and its elements. Ad personalities: David Ogilvy, Alyque Padamsee and Piyush Pandey – top agencies in world, India, and Kerala

Module III

Brand awareness and attitudes- brand identity- brand equity- Brand image- brand loyalty- top national and international brands- Rossiter and Percy model

Module IV

Print ads- principles and components- classified and display ads, television advertising principles, components and production. Radio ads- principles, components and production. Internet ads- principles and components

Module V

Visualization – copy writing for print, radio, television and online advertisements

Module VI

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Effects of advertising – advertising and cultural values- cultural jamming –economic, social and ethical issues of advertising- professional organizations and code of ethics – ABC, ASCI, AAJ

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BA Journalism and Mass Communication
Semester VI Course 22 Code JOU6B12

Media Laws and Ethics

Contact Hours: 5 Credit : 4

Objective:

To give the students an exposure to the fundamentals of Media Laws.

Course Outcome

1. To gain basic understanding of the legal system and important media laws.
2. To assess the implications of freedom of speech and expression and perils of the restrictions on this freedom.
3. To obtain the capacity to examine the actual working of the media from an ethical perspective.

Module I

Basic Legal concepts - Judicial system in India - Indian Penal Code, role of Macaulay.
Fundamental rights - directive principles. Basic legal terms such as writ, FIR, habeas corpus, suo moto, judicial review, PIL, bail, amicus curie etc

Module II

Freedom of the press - evolution of the concept of freedom of the press, Types of censorships.
Freedom of speech and expression in Indian Constitution - article 19 (1) (a) and reasonable restrictions. India's ranking in the press freedom index.

Module III

Defamation - libel, slander and defenses of media professional - Privacy and Cyber laws - Right to Information Act - Whistle Blower's Protection Act.

Module IV

Press Laws: Official Secrets Act - PRB Act - Copyright Act - Contempt of Court Act - Young Person's Harmful Publication Act - Indecent Representation of Women's Act - Drug & Magic Remedies Act - Working Journalists Act - Wage Boards, Film Certification Rules - Intellectual Property Rights- Information Technology Act; Child rights and POCSO.

Module V

Media Ethics and Issues - code of ethics for media personnel - Press Council of India- Paid News and Cheque-book Journalism. Impact of Indian emergency (1975-77) on mass media. Internet censorship, data mining by internet service providers, privacy versus public good, privacy in the digital age, embedded journalism, ethics of sting journalism. Corporatisation of media.

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BA Journalism and Mass Communication
Semester V Course 21 Code JOU5B11

Photo Journalism

Contact Hours 4 Credits 4

Objective

A basic understanding of photography is imparted to the students. The course also aims at imparting the use of photography for journalistic purposes both in print and electronic media.

Course outcomes

1. To understand how photographs can be used to communicate in media
2. To enable the students to apply journalistic ethics to photo journalism
3. To produce a compelling and solid visual story telling medium

Module I

History of photography - role of photography in communication and journalism – The legends : Henri Cartier Bresson, Raghu Rai, Victor George, Homai Vyarawala

Module II

Definition, nature, scope and functions of photo journalism - qualifications and responsibilities of photojournalists – sources - covering issues - writing captions and cut-lines for photo

Module III

Types of photography - portrait, candid shot, news photo, photo feature, landscape, nature and wildlife, and sports. Photo editing

Module IV

Digital camera - digital technology - digital effects and techniques

Module V

Legal and ethical requirements. A critique on the contemporary regional, national and international photojournalism/ photojournalists

Books for Reference

1. Kobre, Kenneth *Photo journalism: The professionals' approach*, 5th Edition
2. Sammon, Rick *Complete guide to digital photography*
3. Muse, Ken *Basic photo text*
4. Pasricha, Nirmal *A professional's basic photography*
5. Wright, Terrence *The photography handbook*, 2nd Edition
6. Lester, Paul Martin *Visual communication : Images with messages*, 3rd Edition

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BA Journalism and Mass Communication
Semester V Course 18 Code J0U5R08
Television Production
Contact Hours 5 Credits 4

Objective:
By understanding the fundamentals of TV production, the students should be able to produce a TV programme.

Course Outcomes:

5. Prepare practically experienced TV journalists
6. Provide technical know-how to the students
7. Make the students aware of other TV programmes with a thrust on production

Module I

TV characteristics, potentials and limitations.

Module II

Technical details for a TV production camera—structure of a TV camera, types of TV cameras, Sound- types of microphones, lip- sync, audio console; Lighting – indoor and outdoor. Types- triangle lighting, studio lighting, white/black balancing.

Module III

Different TV programmes- news, interview and discussion, magazine, OB, TV documentary, quiz, reality shows, EFP

Module IV

Types of TV news- ENG; writing for visuals/ TV news scripting, editing – cutting the footages, voice over, news bulletin production, Teleprompter, news reading/ news anchoring/ incorporating live discussions and interviews

Module V

TV programme production – pre-production, production and post-production, Basics of visual language – types of shots, camera movements, camera angle. Creative editing tool- cut, fade in and out, dissolve, cross cut, jump cut, cut away, match cut.

Books for Reference

1. Herbert Zettl. Television Production Handbook, 7th Edition.
2. Ivan Cury. Directing and Producing for Television, A Format Approach
3. Anthony Friedmann. Writing for Visual Media, 2nd Edition

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**BA Journalism and Mass Communication,
Semester III Course 13 Code: JOUR303
Reporting for the Print
Contact Hours 5 Credits 4**

Objective:

To make students exposed to the concept of news, types of and news values
To introduce the students to news reporting practice.

Course Outcome:

1. Make students reporters having news sense
2. Prepare reporters with the acquaintance of Journalistic Principles
3. Provide practical experiences to the students

Module I

What is news – Definitions of News – News Values (Determinants): Proximity, prominence, oddity, conflict, controversy, consequence, timeliness and human interest - News and views

Module II

Qualities and responsibilities of a reporter – Nose for news- resourcefulness - Principles of reporting: Accuracy, objectivity, attribution, fairness and newsworthiness – Keeping deadlines- Source confidentiality.

Module III

Structure of News – Chronological and logical (inverted pyramid) formats in writing – Intro – Importance of Intro – types of Intro – Elements of News – 5 Ws and One H ingredients – Hard News – Soft News – human interest stories – Infotainment

Module IV

News sources – Expected and unexpected sources – finding out and making use of sources – tip off – News conferences and Meet- the- press – Interviews – pre interview home works for special interviews – hand outs and press releases – Other media – Internet - Social media – News agencies.

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List of courses addressing cross cutting issues within the syllabus

Programme	Category	Sl. No	Course Code	Course Name	Regulation Year	Semester
BA Journalism and Mass Communication	Gender		JOU6B12	Media law and ethics	2019	6
	Environment and Sustainability		JOU3B03	Reporting for the print	2019	4
			JOU5B10	Advertising	2019	5
			JOU2B02	Media History	2019	2
			JOU5B09	Public relation and corporate communication	2019	3
			JOU6B13	Online journalism	2019	6
	Professional Ethics		JOU3B03	Reporting for the print,	2019	3
			JOUB304	Editing for the print		
			JOU5B08	Television production	2019	1
			JOU4B06	Radio Production	2019	4
		JOU5B11	Photo journalism	2019	5	
		JOU6B12	Media law and ethics	2019	6	
		JOU6B14	Introduction to cinema	2019	6	

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DETAILED SYLLABUS

MA JOURNALISM AND MASS COMMUNICATION (CCSS) SEMESTER I MINIMUM CREDITS REQUIRED: 20

MCJ 1C 01

INTRODUCTION TO MASS COMMUNICATION (Core Course : 4 Credits)

Learning Objectives

- To familiarise students with the basic concepts of communication, specifically mass communication as a human/social/cultural process.
- To introduce communication models as a method for studying communication in a disciplinary framework.
- To present mass media system as a cultural institution and an industry, with special reference to the Indian context.
- To acquaint students with key theories, theoreticians and schools of thought in communication, their historical evolution and influence on various social domains.

Learning Outcomes

At the completion of the course, the students shall be able to:

- Recognise the social relevance of mass communication.
- Analyse the dynamics of mass communication in a systematic way using appropriate models and theoretical frameworks.
- Critically evaluate the functioning of communication systems both as a cultural process and an industrial practice.

Module I

Key Concepts and Models of Communication

Defining communication and its elements and process, Types and levels of communication- interpersonal, group and mass communication, Origin and development of Communication as a discipline, Communication models: Aristotle, Lasswell, Shannon and Weaver, Dance, Berlo, Barnlund, Gerbner.

Module II

Mass Communication: Systems and Functions

Defining Mass Communication

Mass Communication Models-Westly McLean, Shramm, Riley and Riley and Matetzke.

Nature and characteristics of mass media – newspaper, magazine, radio, television, film and digital media. Functions of mass media, Media as a cultural institution, Media as an industry.

Normative Theories of the Press.

Module III

Mass Media and Mass Society

Theories of Mass Society – IbnKhalidun, Comte, Spencer, Tonnies, Durkheim, Habermas.
Mass as Audience and related theories: Stimulus Response Theory, Magic Bullet Theory, Individual Differences Theory, Social Differentiation Theory, Social Relationship Theory, Flow theories of Communication: One step, Two Step and Multi Step Flow, Gatekeeping, Rogers' Theory of Diffusion of Innovation.

Module IV

Mass Media and Meaning Making

Construction of meaning: Linguistic, Sociological and Social Psychological approach.
Mediated Reality: Persuasion, Propaganda, Balance Theory, Congruity Theory, Dissonance Theory, Social Learning Theory and Modeling Process, Agenda Setting Theory, Framing, Priming, Stereotyping, Formation of public opinion.

Module V

Effects Mass Media

Types of media effects, History of media effect studies, Theories of Effects: Uses and Gratification Theory, Dependency Theory, Spiral of Silence Theory, Cultivation Analysis.

CORE TEXTS

1. McQuail, D.& Windahl, S.(2013). *Communication Models for the Study of Mass Communications*.New York: Routledge.
2. DeFleur, M. & Ball-Rokeach, S. (1977).*Theories of Mass Communication*. New York: Longman.
3. McQuail, D. (2010).*McQuail's Mass Communication Theory*.New Delhi: Sage Publications.

SUGGESTED READINGS

1. Fiske, John. (2010).*Introduction to Communication Studies*.New York: Routledge.
2. DeVito, J.A.(1982). *Communicology: An Introduction to Human Communication*. US: HarperCollins Publishers.
3. Baran, S.J.& Davis, D.K. (2000).*Mass Communication Theory: Foundations, Ferment and Future*. US: Wadsworth.
4. Harris, R.J. & Sanborn, F.W. (2004).*A Cognitive Psychology of Mass Communication*. NJ:Routledge.

SUGGESTED LINKS

1. <https://www.communicationtheory.org/>
2. <https://www.poynter.org/>

MCJ 1C 02

REPORTING NEWS

(Core Course: 4 Credits)

Learning Objectives

- To explain basic concepts of news, news ethics and media writing trends with special focus on convergence journalism.
- To introduce news language and writing styles for the print, broadcast and new media.
- To present news management methods and new trends in the field.
- To acquaint students with various fields of specialized reporting.

Learning Outcomes

At the completion of the course the learners shall be able to

- Recognise news and report it professionally following the latest trends in the field and ethical considerations in place.
- Analyse the language of news and practice news writing
- Critically evaluate news management systems and related journalistic practices.

Module I

Basics of News Writing

Definition of News, News values, Soft news and Hard News, News and Media Convergence, Positive reporting.

Ethical Considerations: Balance, Bias, Quotes, Attribution, Objectivity v/s subjectivity, Plagiarism, Defamation- Libel & Slander, Copyright dimensions, Fake news, Fact verification.

Module II

Writing News

Principles of standard usage, principles of simple language, principles of meaningful language, principles of inclusive language.

Structuring story for the print, broadcast and digital media – inverted pyramid, hourglass, narrative story-telling and impersonal writing, elements (5Ws and 1 H) of news, writing leads and headlines and strategies for connecting paragraphs.

Module III

Sourcing News

Story Ideas, cultivating sources, off-the record, beats, press releases, government and non-government sources, wire copies, news agencies, crowd sourcing, citizen reporting, Interviewing and its techniques.

On-the-scene coverage, speeches, conferences, follow-up stories, roundups. Social media as news sources.

Module IV

News Management

Desk and field interaction, news bureau management, types of reporters- local, national, foreign and specialist reporters. Freelancing. Engaging special reporters. News syndication. Intimate and precision journalism, advocacy reporting, multicultural reporting, data journalism.

Module V

Feature and Specialised Reporting

Feature stories: definition, characteristics, treatment and feature leads. Types of features.

Specialized reporting: obituaries, profiles, crime, disasters and tragedy, reporting courts, parliamentary reporting, reporting sports, business and creative industry.

Developmental reporting: environment, science, technology, health and education.

CORE TEXTS

1. Whitaker, W. R. et al. (2013). *Media Writing: Print, Broadcast, and Public Relations*. London: Routledge.
2. Busa, G. (2013). *Introducing the Language of the News: A Student's Guide*. London: Routledge.
3. Rich, Carole. (2015). *Writing and Reporting News: A Coaching Method*. USA: Cengage Learning.

RECOMMENDED READINGS

1. Reporter without Borders: Safety guide for journalists, A handbook for reporters in high-risk environments, UNESCO.
2. Posetti, Julie: Protecting Journalism Sources in the Digital Age, UNESCO
3. Posetti, J. and Matthews, A. *A short guide to the history of 'fake news' and disinformation*. ICFJ.

SUGGESTED LINKS

1. <https://rsf.org/en/actions/reports-and-statistics>
2. <https://unesdoc.unesco.org/ark:/48223/pf0000248054>
3. https://unesdoc.unesco.org/ark:/48223/pf0000243986_eng

MCJ 1C 05

COMMUNICATION LAWS & ETHICS

(Core Course: 3 Credits)

Learning Objectives

- To provide an overview of the Indian legal system, Indian Constitution and to discuss in detail the freedom of speech and its limitations enshrined in it.
- To introduce the laws related to print, broadcasting and digital media, and intellectual property rights
- To discuss the ethical concerns in media operation with support of case studies.

Learning Outcomes

At the completion of the course, the learners should be able to:

- Have a thorough understanding of the constitutional provisions of media and communication.
- Understand the rules and regulations in relation to media and communication profession.
- Have discourses on media and communication ethics.

Module I

Indian Legal System

Defining Media Laws, Defining Media Ethics. Legal system in India- Hierarchical Patterns, An overview of Indian Constitution, Indian Constitution and Freedom of Expression - Ideals, Cases and Criticisms. Indian Penal Code and communication related provisions, Laws and cases of Defamation: Civil and criminal defamation, libel and slander, fair comment, right to privacy, indecency, obscenity and pornography, Laws related to the rights of women and children, Privileges of Judiciary and Legislative: Contempt of Court 1952 and its amendments. Privileges of Parliament and legal aspects of parliamentary reporting.

Module II

Information, Communication and Rights

Right to Information: Official Secrets Act 1923, Freedom of Information Bill, Right To Information Act, 2005. Case studies related to Right to Information, Intellectual Property: Copyright Act, Creative Commons and Free-Software Movement

Module III

Media Laws

PRB Act, 1867, Delivery of Books and Newspapers (Public Libraries) Act, 1954, Press Council Act and its amendments, Newspaper Price and Page Act, Working Journalists Act, 1955, Working Journalists (Fixation of rates and wages) Act, 1958. Related case studies. Cable network TV Act 1995. Broadcast media laws - AIR and DD codes for advertising, Cinematograph Act, Certification Rules. New Media Laws: IT Act and its amendments. Data policies.

Module IV

Ethical Issues in Mass Communication

Discourses on media ethics in contemporary society- sting operation, undercover reporting, fake news, data compromise etc along with related case studies.
Professional codes of conduct-Press, Electronic Media, Digital Media, Advertising and Public Relations, Media and code of conduct of general elections.

CORE TEXTS

1. Jain, M. P., Naidu, D. S., & Chelameswar J. (2018). Indian Constitutional Law. LexiNexis Vol I and II
2. Philip, M. (1987). Ethical Journalism: A Guide for Students, Practitioners, and Consumers. New York: Longman.

3. Das, B. D. (2010). Law of The Press (5th ed.). Lexis Nexis.

SUGGESTED READINGS

1. Moore, R. L. Mass Communication Law and Ethics. London: LEA.
2. Dixit, A. K. Press Laws and Media Ethics. New Delhi: Reference Press.
3. Overbeck, W. Major Principles of Media Law. UK: Thomson Wadsworth.

SUGGESTED LINKS

1. https://shodhganga.inflibnet.ac.in/bitstream/10603/40642/8/12_chapter3.pdf
2. <https://www.g-wlearning.com/journalism/9914/ch01/pdf/history.pdf>

SEMESTER II
MINIMUM CREDITS REQUIRED: 20

MCJ 2C 01

MEDIA, CULTURE AND SOCIETY

(Core Course: 4 Credits)

Learning Objectives

- To problematize the concept of culture with particular reference to communication.
- To understand how media systems are integrated into and shaped by larger systems of power, ideology and cultural understanding; how cultural processes and cultural commodities are produced, circulated and consumed.
- To introduce the vocabulary, methods and interpretative strategies generally used in cultural studies and related areas.
- To present the critical tools that explore how minorities are represented in the media and make them aware of the role of those representations in the reproduction of inequality and social injustice.

Learning Outcomes

At the completion of the course, students shall be able to

- Understand and apply key vocabulary, methods and interpretative strategies used in cultural studies and related areas.
- Have an informed and critical awareness of how media operates in a social system.
- Apply critical understandings of media cultures and institutions to reflect on their own use of media in professional, creative and personal practices.
- Develop a non-essentialist understanding of both their and other cultures, societies, regions and beyond.
- Critically analyse media representation of various segments of the society

Module I

Media/Culture

What's culture? Culture, Popular culture, Mass culture, High culture/low culture, Counterculture, Culture and civilisation, Leavisism, Culturalism, Culture as body of knowledge, Culture as mass deception, Culture industry, Culture as capital, Culture as an Anthropological category, Multiculturalism, Clash of civilization, Inter-cultural communication.

Module II

Media/Language/Ideology

Introduction to linguistics, Socio-linguistics, Structural linguistics, Ferdinand de Saussure, Structuralism, Culture and myth, Roland Barthes, Semiology, Post Structuralism, Jacques Derrida and Deconstruction, Jacques Lacan, Discourse and power (Michael Foucault and Edward W Said), Classical Marxism, The Frankfurt School, Althusserianism, Hegemony, Subaltern studies, Gender and mass culture, Feminist critique, Post-modernism and decline of metanarratives.

Module III

Media/Technology

Politics and Philosophy of technology, Media as technology, Technology as tool and method, Technology as worldview, Medium theory, Mechanical reproduction,

technological determinism, Medium as message, Media ecology, Science and Technology Studies, new 'wave' of technological revolution, information society paradigm, electronic governance and digital democracy, web activism, Machine learning, Data journalism, Implications of technology for everyday life and politics.

Module IV

Media/Representation

Representational paradigm, Systems of representation, Language and representation, Codes and conventions in representation, Representation theories; reflective approach, intentional approach, constructionist approach. Stereotyping, Culture/nature distinction, Binary oppositions, Other/Othering, Discourse/discursive formation, Inter-textuality, Subject position, Subjectivisation, Representation and symbolic power.

Module V

Media/identity/Marginality

Identity and belonging, Identity and social construction: Gender, Sexuality, Race, Class, Ethnicity, Religion, Caste, Nation and Region. Identity crisis, Displays of identity, Identity politics, fixity of identity and difference, Multiple identities, Intersectionality, Discrimination, Prejudice and bias, Marginalisation and exclusion, Media visibility and access

Module VI

New Media and Cyber Culture

ICT, Web 2.0, Cyberspace, Virtuality, Virtual community, Virtual reality, Information society/network society, Informationalized capitalism, Global Village and digital natives, digital divide, Convergence, Hypertextuality, Multimediality, Interactivity and audience involvement, Self presentation online and cyber identity, The marginalised and digital media, Cyber feminism, Social networks and media, Digital democracy, Resistance and digital activism, New social movements and e-mobilisation, Digital media and moral panic, Privacy and publicness in cyber space, Digital surveillance, Cybercrime, Games and gaming cultures and Simulation- Simulacra and Hyperreality

CORE TEXTS

1. Hodkinson, P. (2010). *Media, Culture and Society*, Sage
2. James W Carey, "A Cultural Approach to Communication", (1989), in *Communication As Culture: Essays on Media and Society*, Routledge, London, pp 13 - 36
3. Laura Mulvey "Visual Pleasure and Narrative Cinema" (1975) *Screen* 16.3 Autumn, 1975, pp. 6- 18
4. McQuail, D.& Windahl, S.(2013). *Communication Models for the Study of Mass Communications*.New York: Routledge.Martine, C. (2014). *Media and Culture: Mass Communication in Digital Age*. Sag

SUGGESTED READING

5. Fabos, Bettina et al. (2013) . *Media and Culture: An Introduction to Mass Communication*, Sag
6. Gripsrud, (2014) *Understanding Media Culture*. Bloosberry Academic
7. Martine, C. (2014). *Media and Culture: Mass Communication in Digital Age*. Sage

SUGGESTED LINKS

- 1 <https://journals.sagepub.com/home/mcs>
- 2 www.poynter.org

MCJ 2C 03

RADIO AND TELEVISION PRODUCTION

(Core Course: 4 Credits)

Learning Objectives

- To familiarise students with the basic concepts in broadcast media and related technology.
- To recognise and engage with various genres of radio and television programmes.
- To familiarise students with the process, work flow and methods of radio and television production.
- To impart training in producing various radio and television programmes.

Learning Outcomes

At the completion of the course learners shall be able to

- Have through understanding of the key concepts, technology and methods of broadcast media
- Script radio and television news programmes
- Independently produce radio and television news programmes

Module I

Introduction to Broadcast media

Broadcasting, Telecasting, Narrowcasting, Podcasting, webcasting, Terrestrial Transmission, broadcasting technology, programmes and policies, Code of Ethics and Broadcasting Standards, Newsroom Conference, sources of News, News agencies, Hoaxes, The Reporters, Personal Network, Other News Media, Planned Events, Staged Events, News and entertainment Channels, Morgue/Repository

Module II

Television Broadcasting

Types of Programmes, entertainment- Education Programme Formats, format of TV News packaging, News programmes and Streams, 24-Hour News, the Bulletin, non-news programmes, Documentary, Live programmes, Gossip Sitcoms, Soap Operas, Indore and Outdoor Reporting, Programme Structure and format in new era, ease to Camera

Module III

The Process

Voice of the station, Broadcast language, Broadcast News Style Book, piece to camera, Gatekeeping, Research, Reporting news, Reporting war, News Reading, Ad-libs, The gate, Beat reporting, Work to Sequence, rundown order, Television Scripting, shooting script, data and info graphics, TV news studio and Gallery, basic television production requirements, PCR, MCR, OBV.

Module IV

Radio Broadcasting

Types of Radio Programmes, bulletin, teaser, promo, Debates, Radio drama, Radio Interview, Discussions, Music and Phone-ins entertainment- Education Programme Formats, format of Radio News packaging, Programme Structure and format in new era, Live programmes, Gossip Sitcoms, Soap Operas, Indore and Outdoor Reporting, ease to Camera, non-news programmes in Radio. Genres and Language, Preparation of Commentary, Speed, Emphasis, Research, Narratives Devices, Earth station, Uplinks and downlinks, Transmission, On air, Corpsing, Prompting, Using the prompter.

Module V

The Process

Principles of recording, Basics of Radio Scripting, schedule, treatment, Voice modulation, Speed, Clarity, Body Language and appearance, News Anchors and Presenters, rapport, Qualities of a Newscaster, Professionalism, types of Microphones, Basic recording requirements,

Module VI

Production & Editing for Radio and TV

Basics of video and audio editing, ease of Multimedia production software, Production of new Bulletin for Radio and TV, Production of Interview, Documentary for Radio and TV, Non News Programme production.

CORE TEXTS

1. Stewart, P., & Alexander, R. (2016). 1. Broadcast Journalism, Techniques of Radio and Television News (7th ed.). Routledge.
2. Broussard, E. J., & Holgate, J. J. (1982). Broadcast News. MacMillan Publishing Company.

SUGGESTED READINGS

1. Dominick, J. R., Sherman, B. L., & Messere, F. J. (2011). Broadcast, Cable, The Internet And Beyond (7th ed.). McGraw-Hill Education.
2. Millerson, G. (n.d.). Effective TV Production (Media Manuals). Focal Press.
3. Lundstrom, L. I. (2016). Understanding Digital Television: An Introduction to DVB Systems with Satellite, Cable, Broadband and Terrestrial TV Distribution (1st ed.). Routledge.
4. Huber, D. M. (n.d.). Modern Recording Techniques (8th ed.). Focal Press.
5. Smith, M. T. (2013). Broadcast Sound Technology (1st ed.). Butterworth-Heinemann.

SUGGESTED LINKS

- 1 <https://www.mediacollege.com/>

MCJ 2C 04

DEVELOPMENT COMMUNICATION

(Core Course: 3 Credits)

Learning Objectives

- To familiarise students with the basic concepts in development, development communication, social change and empowerment and related areas.
- To introduce various approaches in communication for development and social change.
- To present development communication policies and action plans in various sectors in India.

Learning Outcomes

At the completion of the course, learners shall be able to

- Recognise key concepts, approaches and action plans in the field of development communication in the global and national scenario.
- Identify the potential of various communication methods for social change.
- Critically evaluate the communication practices implanted by various agencies for development and social change.

Module I

Key concepts in Development

Development: concept and definitions, reasons for underdevelopment, problems, Issues and approaches in development, Characteristics of developing countries, Indicators of development

Models of development – Adam Smith, Ricardo, Malthus, Rostow, Marx, Mahatma Gandhi, Dominant paradigm of development and its criticism

Module II

Development Communication

Development communication: Concept, definition – process – role of media in development communication – social, cultural and economic barriers. Development communication models of Lerner, Schramm, Rogers. Social Marketing Approach, Entertainment-education strategies.

Module III

Diverse Approaches

Alternative Paradigm: Participatory communication approach, participatory action research. An overview of folk and traditional media and their use in development. Empowerment Framework of Development – concept – definitions – dimensions. Sustainable development, Gender and Development.

Module IV

Indian Context

A brief history of development communication in India – KHEDA, SITE etc. Development communication policy in India – action plan – democratic decentralisation, Panchayati Raj, Rural development initiatives.

Development support communication: case studies in agriculture, health, education, family planning, science popularization.

CORE TEXTS

1. Melkote, S. R and Steeves, H.L. (2015). *Communication for Development – Theory and Practice for Empowerment and Social Justice*. New Delhi: Sage.
2. Slater, D. (2014). *New Media, Development and Globalization*. Cambridge: Polity Press.
3. Schramm, W. (1964). *Mass Media and National Development*. Stanford: Stanford University Press.

4. Mody, B. (Ed.). (2003). *International and Development Communication: A 21st Century Perspective*. London: Sage.
5. Mefalopulos, P. (2008). *Development Communication Sourcebook: Broadening the Boundaries of Communication*. The World Bank, Washington DC. (<http://siteresources.worldbank.org/EXTDEVCOMMENG/Resources/DevelopmentCommSourcebook.pdf>)

SUGGESTED READINGS

1. Development Communication: What the 'Masters' Say (Special Issue), *The Journal Of Development Communication*, 8(2), 179 Pp
2. Servaes, J. *Communication and Development. Some Theoretical Remarks*, Leuven: Acco
3. Servaes, J. *One World, Multiple Cultures. A New Paradigm on Communication for Development*. Leuven: Acco.
4. *Communications And Social Change: Forging Strategies For The 21st Century*. New York: Rockefeller Foundation.
5. Nair, K.S. & White, S.A. (1993). The Development Communication Process. In: NAIR, K.S. & White, S.A. (eds.), *Perspectives on Development Communication*, New Deli: Sage, pp. 47-70.
6. Wilkins, K.G. (1999). Development Discourse on Gender and Communication in Strategies for Social Change, *Journal of Communication*, 49:46-68.

SUGGESTED LINKS

1. http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/CI/CI/pdf/approaches_to_development_communication.pdf
2. <http://siteresources.worldbank.org/EXTDEVCOMMENG/Resources/DevelopmentCommSourcebook.pdf>

MCJ 3C 03

ONLINE JOURNALISM

(Core Course: 4 Credits)

Learning Objectives

- To introduce the basics of the internet technology and its application for mass communication
- To train the learners in basic web designing
- To introduce the process and methods of online news reporting and content development

Learning Outcomes

At the end of the course the learners shall be able to

- Recognise internet related concepts and application of the same in mass communication environment
- Develop content for the web and manage it using content management systems
- Identify the trends in online journalism and critically evaluate the form and content of online media platforms

Module I

Online Journalism- Basics

Online Journalism- definition, origin, development, and contemporary relevance; differences from traditional journalistic practices-Interactivity, sociability, multimedia content, autonomy, playfulness, privacy, personalization, digitization and convergence. Audiences of online Journalism. Socio cultural aspects of online journalism.

Module II

New Media Technology

Introduction to World Wide Web, Origin and development of the Web. LAN, MAN, WAN, E-mail, Web, ownership and administration of Internet, types of Internet connection, internet protocols, Introduction to HTTP, HTML, XML, Java script, jQuery, PHP, Content Management System, Apache, Joomla! etc. Browsing and browsers, bookmarks, searching through directory, search engines, Website development and maintenance-Inserting, linking, tagging,, Website promotion, Search Engine Optimization and Web Analytics

Module III

Writing and Editing for the Web

Information architecture, Online reporting- tools for news gathering. Writing for the Web – principles, limitations and new trends. Management and economics of online editions, online advertisements and their types. An overview of online editions of newspapers.

Module IV

Online Journalism- Process

Online audiovisual content – creating, editing and publishing. Ensuring interactivity, APIs and mesh-ups. User generated content and Web 2.0. Polls and Surveys online. Entrepreneurial Journalism Online

Module V

Trends in Online Journalism

News aggregation, online news curation, Social media marketing and social media optimisation. Blogging and micro blogging, Podcast and audio slideshows.

PG DEPARTMENT OF TRAVEL AND TOURISM
Coursewise List on Sustainability and Human Rights

2019 ONWARDS

Courses List on Sustainability.

1. TTM6B14 - Emerging concepts in Tourism.
2. TTM2B02 – Tourism Products.
3. MTM4E06 – Environment Ecology and Tourism.
4. MTM2C09- Tourism Planing and Destination Development.
5. MTM1C02 – Tourism Products and Resources.

Courses List on Human Rights

1. TTM5B11 – Principles and practices of Management.
2. MTM3C11 – HRM and Organizational Behaviour.

Ability Enhancement courses/Audit courses

1. Environmental Studies – 4
2. Disaster Management
3. Human Rights/IPR/Consumer Protection.
4. Gender Studies/Gerontology


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TTM6B14: Emerging Concepts in Tourism

Lecture Hours PerWeek: 6

Credits:4

Objective: This module gives knowledge to the students about the various emerging concept in Tourism.

Pedagogy: A combination of Lecture, Case Analysis, Group Discussion, Seminars, Assignments, Practical's and Assigned readings.

Module I

Space tourism – travel to outer space – international space station – space travelers–lunar tourism- Backpacker tourism-characteristics-Dark tourism-definition-characteristics-major attractions. Unethical tourism practices- Sex tourism and Child Sex Tourism- Terrorism and Political Crises affect Tourism- Climate change-definition and effects in tourism- Growth of tourism and challenges- Cyber Tourism-voluntary tourism- social tourism-rural tourism dimensions.

Module II

Health Tourism – Rejuvenation Therapy in Ayurveda – Kayakalpatreatmentgeneral idea about Panchakarma – Oil Massage, Dhara, Kizhi, Nasyam, Vasthi, Rasayana, Lehyam, Arishta etc.- Naturopathy Treatments – General idea about other systems of medicine such as Homeopathy, Acupuncture, Kalari and Marmachikilsa, Holistic Treatment like yoga & meditation.- Superspecialty Treatments for Medical Tourist such as Cardiac surgery, Organ transplantation, Keyhole Surgery, Cosmetic Surgery, Dental Tourism-Sidha& Unani – Cost effectiveness in India.

Module III

Professionalization of tourism – strategic management in tourism – impact of globalization on tourism and travel – tourism education and training – world tourism promotion by WTO and others – international alliance and foreign collaboration in tourism–

Module IV

Responsible tourism –Economic Responsibility-Social Responsibility-Environmental Responsibility-Remedial and precautionary measures against bad effects of tourism–tourism legislations–rules and regulations–benchmarking–standards in tourist services – public awareness – role of the govt – tourist Guides – tourist Police other emerging trends-responsible tourism activities ofKerala

Books Recommended for Reference:

1. Tourism Development Revisited, Edited by Sutheeshna Babu & Others. Sage Publication, Response Books, New Delhi –44

2. M.R.Dileep, (2018). Tourism-Concept, Theory and Practice, IK International, New Delhi. ISBN978-93-85909-67-2.


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3. Sampad Kumar Swain and Jitendra Mohan Mishra (2011). *Tourism: Principles and Practices*, Oxford University Press. NewDelhi
4. *Sustainable Dimensions of Tourism Management* Edited by M.R. Biju, Mittal Publications, New Delhi –59.
5. *Successful Tourism Management – Prannath Seth* sterling Publishers, Delhi –16.
6. *Strategic Management Theory – An Integrated approach* by Charles W L Hill and Gareth R. Johns. Houghton Mifflin, Boston.
7. *Managing Tourist Destinations – Krishnan K. Kamra*, Kanishka Publishers, NewDelhi.
8. *Strategic Management in Tourism – Mountinho L* Cabi Publishing Company,UK.
9. *Tourism Management – Principles and Practice – Dr. P.O. George* (Inpress).
10. www.incredibleindia.org
11. www.keralatourism.org
12. *Tourism Dimensions – S.P. Tewari*, Atma Ram & Sons – Delhi–

TTM2B02: Tourism Products

Lecture Hours PerWeek: 6

Credits:5

Objective: This course will provide knowledge about the Products and Resources in Tourism Industry.

Pedagogy: A combination of Lecture, Case Study, Group Discussion, Seminars, Assignments, Field Visit and Book Review.

Module I

Introduction: Tourism Resources-meaning, importance and characteristics. Classification of Tourism Resources-Physical Tourism Resources-types-Bio geographical resources-types-cultural tourism resources-types-Tourism Product: Concept and Definition, Tourism resources as tourism products. Nature and tourism: relationship-culture and tourism-relationship.

Module II

Leisure and business tourism-characteristics and differences- Mass tourism and Niche Tourism: characteristics and differences- Cultural Tourism-Historical tourism- Indigenous tourism- Film-induced tourism- Literary tourism- Music tourism- Ethnic tourism- Pilgrimage Tourism-Culinary Tourism-Industrial Tourism-Adventure tourism-types-Sports tourism-types.

Module III

Alternative tourism: Concept-definition-evolution-ecotourism-principles-practices-Geotourism-Green tourism- Sustainable tourism-definition and concept-principles-responsible tourism-

concept-definition-principles-Rural tourism and village tourism- Health tourism: concept-types-wellness tourism- medical tourism-scope of medical tourism in India-types of medical tourism packages- Spa tourism-Ayurveda tourism-concept-practices-packages-Ayurveda tourism in Kerala an overview-Backpacker tourism.

Module IV

Cruise tourism: Concept and definition- trends in Cruise tourism- On board facilities and services- types-Cruise Destinations-Cruise organization and personnel-Marketing and Distribution- environmental concerns-Other water transport services in Tourism-houseboats and ferries-overview of houseboat tourism in Kerala.

Module V

Road and rail tourism: Motor Coach Tourism-Automobile and tourism-Car Rentals-services offered-major car rental firms- Rail Tourism-High Speed trains- Luxury trains-rail tourism passes-Eurail Pass-luxury tourist trains- tourist trains in India-palace on wheels-The Deccan Odyssey-The Golden Chariot.


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Recommended Practical Activity.

***For the practical exposure of student's field visit to nearest destinations preferably to some Eco Tourism, Responsible Tourism, Village Tourism Centers etc.**

References:

1. M R Dileep, (2019). *Tourism, Transport and Travel Management*. Routledge, Oxon: New York: ISBN 978-1-138-55744-4
2. Dixit, M and Yadav, C S (2006): *Tourism in India*, New Royal Publisher, Lucknow
3. Gupta, SP, Lal, K, Bhattacharya, M. (2002): *Cultural Tourism in India*, DK Print, New Delhi.
4. Husain, M (2013) - *Geography of India*, Tata McGraw Hill, New Delhi
5. Scott, J., & Selwyn, T. (2010). *Thinking through tourism*. Oxford: Berg.
6. Fuller, G. (2012). *The trivia lover's guide to the world: Geography for the lost and found*.
7. Bisht, R S (2002), *National Parks of India*, Publication Division
8. Biju Abraham, K. Nagarajan & Alex K. Thottunkel. *Educreation Publishing*, New Delhi, ISBN 978-1-61813-456-1

TOURISM PRODUCTS AND RESOURCES

Objective:

The main objective of the course is to provide the concept of tourism products and an overview of the tourism products and resources.

Pedagogy: A combination of Lecture, Case Analysis, Group Discussion, Seminars, Assignments, Field visits, study tours, Industry visits, projects and assigned readings

Teaching Hours per Week: 05

Credits: 04

* Course Inputs *

Module I

Geography of India: Physical Setting-Mountain Ranges-Planes and Coastal regions- Neighboring Countries-Drainage system and watersheds-Physiographic Regions-Mechanism of Indian monsoons and rainfall patterns-Climatic Regions and Seasons-Natural Vegetation-Cultural Setting-Racial, linguistic and ethnic diversities- major tribes and tribal areas

Module-II

Archaeological Heritage Resources: Architecture: main types and trends - Buddhist, Jain, Hindu, Indo-Islamic, European and modern Architecture-Secular buildings and monuments- Indian Sculpture- Museums and Art Galleries – World Heritage Sites in India-Rock cut cave architecture-Major Historical Monuments in India.

Module-III

Indian Cultural Heritage Resources: Religious and cultural resources-Vedic, Vaishnava, Shaiva, Shaktha Traditions, Buddhism, Jainism, Islam, Christianity, Sikhism-Wellness and Ayurvedic Tourism-Yoga and meditation-Health Tourism Resources-Cuisine-Handicrafts-Folk Arts and Folklore- Indian Railway and IRCTC-Luxury Train Services of India

Module- IV

Performing art resources: Classical Music- Classical Dances- Folk Dances-Fairs and festivals- Painting-major schools of paintings.

Module-V

Natural tourism Resources – Wildlife Sanctuaries-c- Biosphere Reserves – Adventure Tourism resources – Beaches – Hill Stations-Deserts-Back Waters-Water Falls-Lakes and Lagoons-Mountains-Theme Parks-Gardens-Valleys and Gorges-Glaciers.

References:

1. Gupta, SP, Lal, K, Bhattacharya, M. Cultural Tourism in India (DK Print 2002)
2. Dixit, M and Sheela, C. Tourism Products (New Royal Book, 2001)
3. Mitra, Devla, Buddhist Architecture, Calcutta.
4. Michell, George, Monuments of India, Vol. 1. London.
5. Davies, Philip, Monuments of India, Vol. II., London.
6. Brown Percy, Indian Architecture (Buddhist and Hindu), Bombay.
7. Brown Percy, Indian Architecture (Islamic period), Bombay.
8. Vats Ayana, Kapila, Indian Classical Dance, New Delhi.
9. Swami, Prayaganand, History of Indian Music.
10. Robinet Jacob, Tourism Products of India, Anmol Publications
11. Lonely Planet- India

MTM2C09

TOURISM PLANNING AND DESTINATION DEVELOPMENT

Objective:

This paper aims to train and educate the students about importance of planning and management of tourism destinations.

Pedagogy: A combination of Lecture, Case Analysis, Group Discussion, Seminars, Assignments, projects and assigned readings.

Teaching Hours per Week: 05

Credits: 04

* Course Inputs *

Module -1

Concept of Destination Development: Meaning, Types and Characteristics of Tourism Destination– Destination Development, Evolution and growth of tourism in a Destination-TALC concept-Destination Image- Destination Marketing Organization (DMO): functions and roles- Destinations and Products – Destination Management Systems–Destination Planning Guidelines - Destination Zone, Planning Model.

Module -2

Tourism Policy: Concept and Meaning of Tourism Policy, Need for Tourism Policy, Significance of Tourism Policy, Objectives & Principles of Tourism Policy, Formulation of Tourism Policy, Approaches to Policy Implementation, Minimization of Policy Gap, Role of Implementing Agencies, Stakeholder-Driven Policy, Hurdles in Formulating and Implementing Tourism Policy, Linking Tourism Policy with Planning.

Module -3

History of Initiatives for Tourism Planning: Sargent &Jha Committee, National Tourism Policy of India-1982,1987& 2002, National Action Plan- 1992, Tourism Policy in Kerala, Rajasthan, Haryana, Jammu & Kashmir, Andhra Pradesh & Karnataka, Gujarat.