

# First Degree Programme (Choice Based Credit and Semester System) in B A HISTORY



UNIVERSITY OF KERALA  
THIRUVANANTHAPURAM  
KERALA

Syllabus for 2022 Admission onwards  
(Core, Complementary, Open and Elective Courses)

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Prepared by  
BOARD OF STUDIES  
(HISTORY PASS)  
&  
FACULTY OF SOCIAL SCIENCES (HISTORY)

We honestly believe that the discipline of History, the queen of the social science disciplines, carries a social purpose in disseminating scientific and critical understanding of the past through methodologies and theoretical insights that make the subject most congruous for any society in their present. There is really nothing called knowing the past for its own sake. When people say they are curious about the past they must ask themselves the reason for their curiosity. The process of knowing history begins with an ontology of the self. That is so because all curiosity emanates from a social and political context within which the seeker of information is located. Therefore, the questions and answers of history do not exist outside a systemic context. The social identity of everyone and their relationship with the omnipresent power in social relations are central to the context. That is why the history of class, caste, religion and gender is important. There are many social identities we often assume unconsciously; the job of history is to encourage the self- interrogation of these identities. This self-interrogation leads us to the problematic of power. Knowingly or unknowingly the existence of humans is governed by their relationship with power and one of the most important tasks of history is the investigation of this relationship. The origins, evolution, change, and permanence of economic, social, and political power comprise the stock of human history. Undergraduate students of history are often not conscious of this relationship because of the false conscious inculcated in their minds by society and its conformist schooling system. The purpose of teaching of history and social science disciplines in the realm of higher education is to enable the students to unlearn the false consciousness that they received through primary socialization and the conformist schooling system and to re-learn in scientific and systematic way. The present syllabi are prepared keeping this social as well as academic purpose.

## **Board of Studies – History (Pass) University of Kerala**

**Mini Mathew** (Chairperson)

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Department of History, St.Cyril's College, Adoor

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Associate Professor, Department of History,  
Govt. College, Attingal

**Dr. S Venumohan**

Assistant Professor, SDE, University of Kerala

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**Invited Resource Persons (Subject Experts) at the Revision  
Workshop held at the Department of History, University of Kerala.**

**Dr. M T Narayanan**

Formerly Professor Department of History,  
Sree Sankaracharya University, Kalady. Ernakulam

**Dr. K S Madhavan**

Professor, Department of History,  
University of Calicut, Malappuram.

**Dr. Sebastian Joseph**

Associate Professor, P G and Research Department of History,  
Union Christian College, Aluva.

**Dr. P Jinimon**

Assistant Professor and Head Department of History,  
University of Kerala.

**Dr. Sajna A**

Assistant Professor, Department of History,  
University of Kerala.

## Course Structure

The First-Degree programme in History comprises of fourteen core courses, one project, two choice-based courses (an Open course in semester V and one industry-based course in semester VI), one core specific foundation course (Semester III) in addition to the complementary courses and language courses.

One of the significant reforms in the undergraduate education is to introduce the learning outcomes -based Curriculum framework (LOCF) which makes it student centric, interactive and outcome oriented with well-defined aims, objective and goals to achieve. The University Grants Commission (UGC) took the initiative of implementing the LOCF in the Colleges and the Universities of the Country. Accordingly, the University of Kerala has decided to implement the LOCF in all its departments under the auspices of Internal Quality Assurance Cell (IQAC). A series of teacher training workshops were organized by IQAC and the office of the credit and semester system (CSS), and the departments have revised the syllabus accordingly, through workshops and in consultation with academic experts in the field.

### OBTLT Abbreviations

#### OBTLT Outcome Based Teaching and Learning Education

CL	Cognitive Level
RE	Remember
UN	Understand
AP	Apply
AN	Analyse
EV	Evaluate
CR	Create
KC	Knowledge Category

## Programme Outcomes

<b>Po 1 Critical Thinking</b>	To explain how and why important events happen in history
<b>Po 2 Problem Solving</b>	Acquire the ability to define issues related to society that span distinct eras and to generate alternate solution.
<b>Po 3 Social interaction</b>	An exposure to various social and cultural ideas in the past help a student to gain critical insight about the social reality as a whole
<b>Po 4 Global perspective</b>	Familiarization with the main currents in Indian and world History.
<b>Po 5 Effective citizenship</b>	Students have to learn about institutions, ideas, power structures, constitutional rights, duties, different forms of Government. All these helps to instil among the students of history a sense of effective citizenship
<b>Po 6 Environment and sustainability</b>	Acquire an understanding of the concept of sustainable development, and to preserve non-renewable cultural resources through policy, law and public education
<b>Po 7 Analytical Thinking</b>	Preparation of project is an inseparable part of History Programme. Students have to collect sources and analyse the data to draw conclusions. The qualitative and quantitative and analytical skills are enhanced.
<b>Po 8 Ethics</b>	Develops the right perceptions on society, social rights and of ethical problems, and have critical understanding on culture and values.
<b>Po 9 Effective Communication</b>	The ability to formulate effective and convincing written and oral arguments.
<b>Po 10 Self -Directed and Lifelong learning</b>	Understand different disciplines from a historical perspective, and develop interdisciplinary approaches in thinking and practice to apply concepts and theories to the real world and ultimately their everyday lives



## Programme Specific Outcomes

1	PSO1	Students become familiar with the political processes and structures; society, economy and culture; political Ideas and institutions of past and historical thought and historiography evolved at both Indian and global contexts.
2	PSO2	To understand the methodologies and approaches used by modern historians, or on the ways in which history has been written in the past, and to acquire the required knowledge, awareness and skills for historical research.
3	PSO3	To understand events, concepts, ideologies and hegemonic relationships that evolved historically and to critically approach and introspect the unconsciously assumed power relations and identities.
4	PSO4	To understand the elements of the transition of the world from pre-modern to modern and to realise how this transition happened and how far it changed the world.
5	PSO5	By analysing relationship between the past and the present, students will be able to comprehend the social, cultural and administrative processes in pre - modern Kerala.
6	PSO6	Students will also be able to gather ideas on different regional powers and the socio economic and cultural aspects of South India.
7	PSO7	To apprehend the roots of colonialism and capitalism and to analyse the impact of colonial rule
8	PSO8	To understand the process of nation making and to visualise the ideological underpinnings behind the national movement
9	PSO9	To understand the socio-economic development in post independent India and to conceive the notion of secular and democratic form of India
10	PSO10	To realise the prospects of career related courses and to assist students with educational and career planning

	COURSE NO	COURSE TITLES	INSTR: HRS	NO. OF CREDITS
I	EN 1111	Language Course I (English-1)	5	4
	M/H 1111	Language Course II (Addl. Language)	4	3
	EN 1121	Foundation Course I	4	2
	HY 1141	<b>Core I:</b> Discipline of History and Social Sciences: Methodology and Perspectives.	6	4
	HY 1131.1 (EC/IH/SG)	<b>Complementary I:</b> History of National Movement in India Part I. For Economics, Islamic History and Sociology	3	2
	HY 1131.2 (EN/PL)	<b>Complementary II:</b> History of Modern World Part I For English & Political Science	3	2
		Total	25	17
II	EN 1211	Language Course III (English II)	5	4
	EN 1212	Language Course IV (English III)	4	3
	M/H 1211	Language Course V (Addl. Language II)	4	3
	HY 1241	<b>Core II:</b> Global History: Socio- Cultural Formations in the Early World.	6	4
	HY 1231.3 (EC/IH/SG)	<b>Complementary III:</b> History of National Movement in India Part II For Economics, Islamic History and Sociology	3	3
	HY 1231.4 (EN/PL)	<b>Complementary IV:</b> History of Modern World Part II For English & Political Science	3	3
		Total	25	20
III	EN 1311	Language Course VI (English)	5	4
	M/H 1311	Language Course VII (Addl. Language III)	5	4
	HY 1321	<b>Core Specific Foundation:</b> Reconstructing the Past	4	3
	HY 1341	<b>Core III:</b> Understanding State and Society in Early India	5	4
	HY 1331.5 (EC/IH/SG)	<b>Complementary V:</b> History National Movement in India Part III For Economics, Islamic History and Sociology	3	3
	HY 1331.6 (EN/PL)	<b>Complementary VI:</b> History of Modern World Part III For English & Political Science	3	3
		Total	25	21
IV	EN 1411	Language Course VIII (English V)	5	4
	M/H 1411	Language Course IX (Addl. Language IV)	5	4
	HY 1441	<b>Core IV:</b> State and Society in Pre- Colonial India.	5	4
	HY 1442	<b>Core V:</b> Social Formations in Early South India	4	3
	HY 1431.7 (EC/IH/SG)	<b>Complementary VII:</b> Contemporary India For Economics, Islamic History and Sociology	3	3
	HY 1431.8 (EN/PL)	<b>Complementary VIII:</b> Contemporary World For English & Political Science	3	3
		Total	25	21

V	HY 1541	<b>Core VI:</b> Major Trends in Historical Thoughts and Writings (Part I)	4	4
	HY 1542	<b>Core VII:</b> Capitalism and Colonialism: Forms of Resistance in India.	4	4
	HY 1543	<b>Core VII:</b> Pre- Modern Kerala	4	4
	HY 1544	<b>Core IX:</b> Making of a Nation in India	4	4
	HY 1545	<b>Core X:</b> Transition to Modern World	3	2
	HY 1551.1	<b>Open Courses:</b> Introduction to Women's Studies		
	HY 1551.2	Principles and Methods of Archaeology	3	2
	HY 1551.3	History of Human Rights Movement.		
	HY 1551.4	Indian Environmental History: An Opening Project/Dissertation		
		Historical Method-Mechanics Project Writing	3	0
	Study Tour			
	Total		25	20
V1	HY 1641	<b>Core XI:</b> Major trends in Historical Thoughts and Writings (Part II)	5	4
	HY 1642	<b>Core XII:</b> Modern Kerala	5	4
	HY 1643	<b>Core XIII:</b> Contemporary India	5	4
	HY 1644	<b>Core XIV</b> Twentieth Century World	4	3
	HY 1661.1	<b>Electives</b> Historical Tourism and Cultural Industry.	3	2
	HY 1661.2	History and Medicine		
	HY 1661.3	Media and History		
HY 1661.4	Introduction to Museology: Methods and Conservation Practices.			
HY1645	Project/Dissertation- Viva Voce.	3	4	
	Total		25	21
	Grand Total		150	120

**HY1141 Discipline of History & Social Sciences: Methodology and Perspectives**

Course outcomes:

SL No	Course Outcome No.	Course Outcome	Taxonomic Level
1.	CO1	To understand the myriad disciplines of Social Sciences with particular reference to History and its methodology.	Un, Ap
2.	CO2	To understand the autonomy of the discipline of history and the pluri- multi character of the discipline.	Un, Re
3.	CO3	To apply different theories in understanding past.	An, Un
4.	CO4	To analyze and evaluate the historical process in relation to power relations of the society.	Ap, An, Ev
5.	CO5	To Evaluate the methodology and objectivity of the discipline of history.	An, Un
6.	CO6	To create critical history introspecting power relations.	Ap, An, Ev, Cr

**Course content****Module I Understanding the concept of Discipline and History:**

- a) History as a discipline: Past, History, multiple/plural Histories.
- b) Defining History- perspectives of historians: Carlyle, Carr, Marc Bloch and Fernand Braudel.
- c) History and Social Sciences - Autonomy of History - Need for inter/trans disciplinary approaches: Sociology-Economics -Political Science - Anthropology.
- d) Problems in the construction of history: Bias and Prejudice-Nationality, Communalism, and Memory studies - Objectivity vs Subjectivity debate.

**Module II Methodology of historians:**

Method and methodology of History: Ontology - Epistemology - Theories of

History- Philosophy of History - Craft of historical research- Narrative in History- Positivist and Post Positivist approaches- Geo structural approach- Feminist and History from Below approaches.

### **Module III Understanding Social Sciences**

Emergence and nature of Social Sciences– relevance of the Social Science in understanding and solving contemporary problems – Discussions of basic principles and concepts.

### **Module IV Understanding Social Structure**

Class, Caste, Gender: Marx, Ambedkar and Graded inequality and other Sociological Perspectives.

#### **Essential Readings:**

- 1) E.H. Carr, *What is History*, Penguin, re-print edition 2008.
- 2) Abhijit Kundu (ed.), *The Social Sciences: Methodologies and Perspectives*, Pearson, Fourth Impression 2015.
- 3) Peter Burke, *The French Historical Revolution: The Annales School, 1929-89*, Polity press, 1990.
- 4) Maurice Aymard & Harbans Mukhia, *French Studies in History, Vol. 1 The Inheritance*-Orient Longman Limited (1988)
- 5) Maurice Aymard & Harbans Mukhia, *French Studies in History, Vol. 2, Departures*-Orient Longman (1990).
- 6) Marc Bloch, *Royal Touch: Sacred Monarchy and Scrofula in England and France*, Routledge & Kegan Paul, 1973.
- 7) Fernand Baudel, *The Mediterranean and the Mediterranean world in the Age of Philip II*, University of California Press, 1996.
- 8) Shashi Bhushan Upadhyay, *Historiography in the Modern World: Western and Indian Perspective*, Oxford University Press, 2016.
- 9) M.C Lemon, *Philosophy of History: A Guide for Students*, Routledge, 2003.
- 10) B. Sheik Ali, *History: Its Theory and Method*, Macmillan Publication, New Delhi, 1980.
- 11) E. Sreedharan, *A Textbook of Historiography*, Orient Longman, 2003. (Malayalam translation is also available)
- 12) John Perry, *Contemporary Society: An Introduction to Social Sciences*, Allyn & Bacon, 2009. (Chapter: Through the Lens of Science).

- 13) Elgin Hunt, *Social Science: An Introduction to the Study of Society*, Allyn & Bacon, 2008. (Chapter: Social Science and its Methods).
- 14) Donatella Della Porta & Micheal Keating, *Approaches and Methodologies in Social Sciences; Pluralistic Perspective*, Cambridge University Press, Delhi, 2008.
- 15) Sujata Patel, (et al), ed, *Thinking Social Science in India*, Sage Publication, New Delhi, 2002.
- 16) M.N. Srinivas, *Caste in India and Other Essays*, Asia Publishing House, 1962.
- 17) M. N. Srinivas, *Social Transition in Modern India*, Orient Longman, New Delhi, 2003.
- 18) *Dr. Babasaheb Ambedkar: Writings and Speeches*, Vol.1, Education Department, Govt. of Maharashtra, 1979, Re-print Dr. Ambedkar Foundation, 2014.
- 19) Kumkum Roy, "Kosambi and Question of Caste", *EPW*, Vol. 43, Issue No. 30, 26 Jul, 2008.
- 20) Dipankar Gupta, *Interrogating Caste: Understanding hierarchy and difference in Indian Society*, penguin, 2000.
- 21) Y Naveen babu, *From Varna to Jati: Political Economy of Caste in Indian Social Formation*, Danish Book, 2008.
- 22) Gail Omvedt, *Understanding Caste: From Buddha to Ambedkar and Beyond*, Orient Blackswan, 2016.
- 23) Gail Omvedt, *Dalits and Democratic Revolutions, Dr. Ambedkar and Dalit Movements in Colonial India*, Sage Publications New Delhi, 1994.
- 24) Uma Chakravarti, *Gendering Caste: Through a Feminist Lens*, Stree, 2003.
- 25) V. Geetha, *Patriarchy*, Stree, 2009.
- 26) J Devika, *Kulasthreeyum Chanthapennum*, (mal), Mathrubhumi, 2016.

**HY1241 Global History: Socio-Cultural Formations in the Early Period**

Course outcomes:

SL No	Course Outcome No.	Course Outcome	Taxonomic Level
1	CO1	To understand the theoretical and ideological background evolution of the world and human origin	Re, Un
2	CO2	To understand the social evolutions of the early world	Re, Un
3	CO3	To analyze the process cultural formations of the early world	Re, Un
4	CO4	To evaluate the genesis and growth of state and society early world	Re, Un

**Course content****Module I: Our World- Hominids to Sapiens**

Origin of the world - Theological and scientific interpretations - Human Origin- Charles Darwin - Spencer-Yual Novah Harari

**Module II: Social formations**

Evolution of tool technology from Palaeolithic to Mesolithic-Transition- Food production -Neolithic Revolution - Global Migrations -Transition to metal age: Chalcolithic Stage

**Module III: Emergence of Civilized Societies**

Concept of Culture and Civilisation- Development of Bronze technology- Emergence of civilised life- Egyptian Civilization- Political development- Art- Architecture and Religion.

Mesopotamia Civilization and agrarian system- Sumerian- Babylonian - Assyrian: Society- Religion- Law- Architecture- Administration and Education.

## **Module IV: Formation of State and Society**

Advent of Iron- Implications of Iron Technology- Formation of Greek Society - Agrarian Structure- Trade- Emergence of cities- Political Transformation- Homer Age- Evolution of classical Greece – Athens- Sparta- Development of Science-Art - Philosophy.

Roman Empire- Origin of Rome- Rise of Roman Republic – Age of the Roman Empire- Hierarchy in the society- slavery- Economy-Roman law - Cultural Contributions-Early Monotheisms- Rise of Christianity and Islam- Origin and decline of Feudalism.

### **Essential Readings:**

1. Arnold J Toynbee, *A study of History*, Vol I to XII, 1934-1961, Reprint; OUP USA, 1988
2. V Golden Childe, *What happened in History*, Penguin Pub, 1967.
3. Will Durant, *An Age of Faith*, 1950, reprint 1980.
4. Will Durant, *Our Oriental Heritage: The Story of Civilization*, Volume II.
5. Henri Frankfort, *The Birth of Civilization to the Near East*, Indiana Uni, Press, 1951.
5. David Nicholas, *The Evolution of the Medieval World, Society, Government and thought in Europe, 312-1500*, Routledge, 1992
6. James Edgar Swain, *A History of World Civilization*, McGraw Book, New York, 1938, reprint, S. Chand, New Delhi 2000.
7. Albert A Trever, *History of Ancient Civilization* Harcourt, Brace, 1936.
8. H G Wells, *The Outline of History*, George Newness Revised Edition 1971.
9. Manoj Sharma, *History of World Civilization*, Anmol Pub, New Delhi, 2005.
10. Yuval Nova Harari: *Sapiens: A Brief History of Mankind*, Penguin, 2011.



Semester: III,

**Core Specific Foundation Course** Instructional Hours: 4, Credits: 3.

### **HY 1321 Reconstructing the Past**

Course Outcomes:

SL No.	Course Outcome No.	Course Outcome	Taxonomic Level
1.	CO1	To learn the theory and practice of historical research as practiced by professionals	Re, Un
2.	CO2	To understand the method of writing history.	Un, Re
3.	CO3	To analyse the various tools pertaining to the writing of history.	Re, Un, Ap
4.	CO5	To construct original historical arguments based on primary source material research	Un, C

#### **Course content**

##### **Module I Research Design**

a) Concept and Importance in Research – Features of a good research design- Induction and Deduction- Types of research: descriptive, analytical, quantitative and qualitative, Forms of Writing, Research Paper – Project Report- Dissertation or Thesis.

b) Selecting Historical Problem - Literary review and identification of a Historical Problem – making hypotheses and drafting Synopsis

##### **Module II Searching for historical sources**

a) Define historical facts- Primary and Secondary Sources; -Archaeology - Epigraphy- Numismatics, Archival Studies, Government and Private- Museums -Folklore oral tradition – Literature-, History – Local History – Micro History- Life history

- b) E-Sources— Internet as a knowledge repository - academic search techniques presence - case study of academic websites- Infilbnet, Shodhganga, www.cds.edu/working-papers,N -LIST, E-archives

### **Module III Authenticity of data**

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

### **Module IV: Techniques of Historical Writing**

- a) Method of Citation Footnotes- Endnotes-MLA, APA, Chicago Style, Bibliography- Types of bibliography and its importance, Appendices - Tables - Charts - Diagrams - Photos - Maps - Glossary - Abbreviations - Index.  
B) Reference Management Software like Zotero/Mendeley

### **Essential Readings:**

1. G.R. Elton, *The Practice of History*, Fontana Books, UK,1967
2. Joseph Gibaldy, *MLA Handbook for the Writers of Research Papers*, The Modern Language Association of America.
3. Sharron Sorenson, *How to Write Research Paper*, Macmillan,1995
4. Marc Bloch, *The Historian's Craft*, Manchester University Press, 1992
5. Gottschalk L, *Generalisation in the Writing of History*,
6. Rajaramanan.V, *Introduction to Information Technology*,2013
7. E H Carr, *What is History*, Penguin Books, London, 1961.
8. Jeremy Black & Donald M. MacRaild, *Studying History*, Palgrave Mac Millan, New York, 2007.
9. Arthur Marwick, *Nature of History*, Macmillan Education, UK, 1989.
10. Arthur Marwick, *New Nature of History*, Macmillan Education, UK, 2001.
11. R.G. Collingwood, *The Idea of History*, OUP, 1974.
12. Fernand Braudel, *On History*, University of Chicago Press, 1982.
13. Paul Thomson, *Voice of the Past*, OUP Oxford, 2000.
14. Keith Jenkins, *Rethinking History*, Routledge, 2003.
15. John Tosh, *Pursuit of History*, Routledge, 2013. Jo
16. John Scott, *A Matter of Record*, Polity Press, 1990.
17. Anthony Brundage, *Going to the Sources: A Guide to Historical Research and Writing*, John Wiley & Sons, 2013

18. John Lewis, Gaddis, *The Landscape of History: How Historians Map the Past*, OUP, 2004
19. Jorma Kalela, *Making History: The Historian and the Uses of the Past*, Palgrave Macmillan, 2012
20. K N. Chitnis, *Research Methodology in History*, Atlantic, 2006.

## HY1341 Understanding State and Society in Early India

### Course Outcomes

SL.No.	Course Outcome No.	Course Outcomes	Taxonomic Level
1.	CO1	Locate major pre-historic settlements and evolution of early farming communities	Un, Re
2.	CO2	Examine the evolution of Varna and Jati based social structure in Early India.	An, Ap
3.	CO3	Critique the social base of heterodox religions of 6 <sup>th</sup> Century BC and its influence in power relations.	An, Un
4.	CO4	Appraise the cultural achievements of the Guptas	Ev, Un, Ap
5.	CO5	Differentiate Tamil literary traditions and locate Tinai's across time and region.	An, Un

### Course content

**Module I:** Understanding Early India- archaeological sources – Vedic literary traditions- popular expressions- Jatakas and Sangam- Pre-historic cultures- man and environment- hunting gathering- early farming communities- Neolithic Revolution- Chalcolithic communities- copper hoards- bronze age technology- Harappan urbanism- extent- material advancement- script- the unicorn- theories on decline.

**Module II:** Aryan identity- debate- Vedic and post Vedic- forms of property- mode of political expansion- social stratification- varna and jati- PGW culture- agrarian expansion- second urbanisation- Mahajanapadas- material background- NBPW phase.

**Module III:** Dissent and Protest- heterodox religions- social base of Buddhism- Jain philosophy- nature of Mauryan State- debate- policy of Dhamma- proliferation of caste- economic processes- Gupta Age- cultural reflections- schools of architecture- debate on Indian Feudalism- institution of land grants.

**Module IV:** Tamilakam- megalithic culture- Tinai concept- muvendar- politics of raids- Roman trade.

**Essential Readings:**

- 1.A.L. Basham, *The Illustrated Cultural History of India*, OUP, 2009.
- 2.Dilip Kumar Chakravarthi (ed.), *The Archaeology of Ancient Indian Cities*, OUP, New Delhi, 1995
- 3.B. D. Chattopadhyaya, *The Making of Early Medieval India*, Oxford University Press, New Delhi, 1994
- 4.D. N. Jha, *Economy and Society in Early India: Issues and Paradigms*, Munshiram Manoharlal Publishers, New Delhi, 1993
- 5.D. D. Kosambi, *An Introduction to the Study of Indian History*, Sage Publications, New Delhi, 1956
- 6.D.D. Kosambi, *The Culture and Civilization of Ancient India in Historical Outline*, Vikas, New Delhi, 1994.
- 7.Harbans Mukhia (ed.), *Feudalism Debate*, Manohar, New Delhi, 1999
- 8.K. A.N. Sastri, *A History of South India*, OUP, New Delhi, 2008.
- 9.Romila Thapar, *The Penguin History of Early India; From the Origins to AD 1300*, Penguin Books, New Delhi, 2003.
- 10.Romila Thapar, *Interpreting Early India*, OUP, New Delhi, 1999.
- 11.Romila Thapar, *Ashoka and the Decline of the Mauryas*, OUP, New Delhi, 2012.
- 12.Romila Thapar, *From Lineage to State*, OUP, New Delhi, 1984.
- 13.R S Sharma, *Material Culture and Social Formations in Ancient India*, Mac Millan, New Delhi, 2007.
- 14.R. S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*, Mac Millan, New Delhi, 2010
- 15.Shareen Ratnagar. *Understanding Harappa: Civilization in the Greater Indus Valley*. New Delhi: Tulika, 2001.

16. Shereen Ratnagar, *Harappan Archaeology: Early State Perspectives*, Primus Books, New Delhi, 2016
17. Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century*, Pearson, New Delhi, 2009
18. Upinder Singh, *Political Violence in Ancient India*, Harvard University Press, London, 2017
19. Uma Chakravarthi, *The Social Dimensions of Early Buddhism*, OUP, New Delhi, 1997.
20. Rajan Gurukkal, *Rethinking Indo-Roman Classical Trade*, OUP, 2016
21. KesavanVeluthat, *The Early Medieval in South India*, OUP, New Delhi, 2009.

**HY1441 State and Society in Pre-Colonial India**

## Course Outcomes

SL No.	Course Outcome No.	Course Outcome	Taxonomic Level
1.	CO1	To get an overview of the political, cultural, social and economic life in Medieval India	Un, Re
2.	CO2	To focus on the regional cultures during the period.	Un, Re
3.	CO3	To appraise the linkage effect of the Medieval Period in subsequent centuries	Re, Ev
4.	CO4	Interpret the social cultural and administrative features during the Medieval Period	Un, Ap
5.	CO5	Develop practical skills helpful in the study and understanding of historical events.	Un, Ap, C

**Course content**

**Module I** Historiography and sources- Sultanate and Mughals- Foreign traveller accounts.

**Module II** Rajput polity in North India (10<sup>th</sup>-12<sup>th</sup> centuries)-Turkish advance towards India- Establishment of Delhi sultanate- Polity- Administration- Agriculture-Trade-Industry-Social Life-Nobility- Village Life- Peasants- Women- Caste-Literature- Art-Bhakti and Sufi Movement.

**Module III** Establishment of Mughal Empire- Greater Mughals- Crisis of Mughal Empire- Society- Rural Life-Towns- Artisans-Peasantry- Traders- Religious Life- Women-Literature- Art.

## **Module IV** State and Society in Deccan and South India under Cholas and Vijayanagara- Segmentary Model- Marathas.

### **Essential Readings**

1. A.L Srivastava, *History of India (1000-1707)*, Shiva Lal Agarwala & Co, Agra, 1977.
2. Anil Chandra Banerjee, *The State and Society in Medieval India, 1206-1526*, A. Mukherjee & Co. Pvt. Ltd, 1958.
3. Burton Stein, *Peasant, Society and State in South India*, Oxford University Press, 1980.
4. Irfan Habib (ed), *Medieval India*, Vol.I, OUP Delhi 1992.
5. Irfan Habib- *The Agrarian System of Mughal India- 1520-1707*-OUP Delhi 1999.
6. Jagadish Narayan Sarkar, *History of History Writing in Medieval India: Contemporary Historians: An Introduction to Medieval Indian Historiography*, Ratna Prakashan, 1977.
7. K.A.N. Sastri- *A History of South India*, OUP, Delhi,1957
8. Mohammad Habib, *Historiography of Medieval India*, Manak Publications, 2003.
9. Mohibul Hasan, *Historians of Medieval India*, Meerut Menakshi Prakashan, 1968.
10. P.N. Ojha- *Some Aspects of North India Social Life -1556-1707*, NagariPrakashan, Patna 1961
11. R.C. Majumdar &A.D. Pusalkar-*The Delhi Sultanate-The History and Culture of Indian People, Series, Vol6* Vidyabhavan, Bombay ,1960
12. R.C. Majumdar, JN Chaudhari & S Chaudhari-*The Mughal Empire, Vol 7-The History and Culture of the Indian People Series,Vol. 6*, BharathiyaVidyaBhavan, Bombay 1960
13. R.S. Sharma, *Indian Feudalism*, Macmillan, 2006.
14. Raj Kumar, *Medieval Art and Culture*, Anmol Publications Pvt, Limited, 2000.
15. Sathish Chandra, *History of Medieval India*, Orient Black Swan, Delhi 2009.
16. ...., *Medieval India: From Sultanate to the Mughals 1526-1748*, Har Anand Publications, New Delhi, 2006.
17. Bakshi S.R, *Advanced History of Medieval India*, Anmol, India 2002.
18. Basham A.L, *Cultural History of India*, Oxford University Press, Incorporated, 1975.
19. D C Sircar (ed.), *Land System and Feudalism in Ancient India*, Calcutta, 1960.
20. K Antonova, et al, *A History of India*, Vol. I, Moscow, 1979.
21. K.A.N. Sastri, *History of South India*, Oxford University Press, 1976.
22. K.A.N. Sastri, *The Cholas*, University of Madras, 1935.
23. Kesavan Veluthatt, *The Political Structure of Early Medieval South India*, Oxford



University Press, 2010.

24. Muhammed Habib and K.A. Nizami (ed), *The Delhi Sultanate, Vol:5-2 parts-* People Pub House, Delhi, 1992.
25. P.N. Chopra, *Society and Culture in the Mughal Age*, Shiva Lal Agarwala, 1963
26. Sathish Chandra-*Essays on Medieval Indian History*, OUP, Delhi 2003
27. Shireen Moosvi, *People, Taxation, and Trade in Mughal India*, Oxford University Press.
28. Srivastava M.P, *Social and Cultural Trends in Islamic India, 1206-1719 A.D.* Vohra Publishers, New Delhi,1989
29. Stein, Burton, '*Politics, Peasants and the Deconstruction of Feudalism in Medieval India*', *Journal of Peasant Studies*,12, No. 2-3, 1985.
30. T K Ravindran," *Myth of Indian Feudalism*", *Osmania Journal of Historical Research*, Vol.I. No. 1 July- December 1982.

## HY1442 Social Formations in Early South India

### Course Outcomes

S No.	Course Outcome No.	Course Outcome	Taxonomic Level
1.	CO1	Understand the socio, economic and cultural condition of the pre modern South India	Un, Re
2.	CO2	To identify the sources for the history of South India	Un, Re
3.	CO3	Discuss the contribution of Pallavas and Cholas to South Indian art and architecture.	Un, Re
4.	CO4	To examine features of social formation in early South India.	An, Un
5.	CO5	To appraise the transformation from Argo-pastoral to agrarian social formation by exploring areas like economy, society and historical process of state formation.	Ev, Un

### Course content

#### **Module I Ecological formation and Agrarian society in the Iron Age**

Emergence of South Indian societies –Neolithic communities – Megalithic Culture – Archaeological evidence

Geography and ecology of early Tamilakam–Tinai- people and their life activities–agro pastoralism to agriculture– Emergence of new agrarian Order – Agrarian settlements

#### **Module II Transition from chiefdom to Kingship**

Polity and economy of early historical period- Political forms – Kizhar, velir-Ventar- from clan chiefs to Muventar, Nature of warfare - Manram and Potiyil Ur, kuti and Nadu- Nadu and Nattar Assemblies- functions of the Nadu-Vellan vagai -Ur- new social formation- Brahmadeya village- Devadana – social stratification and hierarchy -Women in early south Indian society

### **Module III Early medieval South India: Economy, Society and Polity**

Agrarian expansion- bramadeyas and natus -land, labour and production process- kutis and bonded labourers – al and atimai- Exchange and trade – Local trade, inter regional trade and urbanization –overseas trade  
State under the Pallavas, Pandyas, Cholas and the Chera Perumal- empire, segmentary state and centralised monarchy

### **Module IV The Cultural Contributions of the South**

Cultural forms- Art and Architecture under the Pallavas and Cholas.

#### **Essential Readings:**

1. Burton Stein – Economic functions of a Medieval South Indian temple, *Journal of Asian Studies*, 1960
2. B.K.Gururaja Rao- *Megalithic culture in South India*, University of Mysore, 1972.
3. Dr. Meenakshi.C - *Administration and social life under the Pallavas*, university of Madras, Madras 1977.
4. K.K.Pillai – *A Social History of the Tamils*, MJP Publishers, Chennai, 2008.
5. Krishnasamy Aiyangar S - *Beginnings of South Indian History*, CBH Publications, 2018.
6. Rajan Gurukkal – *Social formations of Early South India*, oxford University press, New Delhi,2010.
7. Sastri K.A.N – *A History of South India*, oxford University press, New Delhi,1975.
8. Noboru Karashima – *South Indian Society in Transition-Ancient to Medieval*, oxford University press, New Delhi, 2009.
9. Noboru Karashima – *A concise History of South India – Issues and Interpretations*, oxford University press, New Delhi,2014.
10. Noboru Karashima – *South Indian History and Society*, OUP India, 2001.

**HY 1541 Core Major Trends in Historical Thoughts and Writings - Part I**

## Course outcomes

SL No.	Course Outcome No.	Course Outcomes	Taxonomic Level
1.	CO1	To understand the myriad forms of representing past and differentiating history from the other forms of representation of past.	Un, Ap
2.	CO2	To analyse the genesis and development of historical thought and writing in different times and spaces or societies.	Un, An
3.	CO3	To analyse the philosophical foundations of the discipline of history and its changing nature in accordance with time and space.	An, Un
4.	CO4	To evaluate the types of historical literature.	Ap, An, Ev
5.	CO5	To create scientific and analytical history.	Cr, An

**Course content****Module I Pre-Modern Historical Writings: Western Traditions**

Early Forms of representing the Past-Historical writings: Graeco- Roman legacy - Church Historiography

**Module II Pre-Modern Historical Writings: Non-Western Traditions**

Chinese tradition- Arab historical sense and Ibn Khaldun- Notions of past in ancient India- Debates - embedded and externalised histories- *Carita* literature- Jain and Buddhist traditions- *Rajatarangini*.

### **Module III Sultanate and Mughal Historiography**

Indo-Persian Historical Writings: Sultanate Historiography- Hasan Nisami, Amir Khusaru, Ziauddin Barani - Historiography under the Mughals- Major changes under Akbar -Abul Fazl- Abul Faizi- Abdul Qadir Badauni.

### **Module IV Renaissance and After**

Humanism, Rationalism, Empiricism- Leonardo Bruni - Flavio Biondo - Francis Bacon - Descartes - Vico.

#### **Essential Readings:**

1. E.H. Carr, *What is History*, Penguin, re-print edition 2008.
2. R.G. Collingwood, *The Idea of History*, OUP, 1994.
3. Arthur Marwick, *Nature of History*, Palgrave Macmillan, 1970.
4. Arthur Marwick, *The New Nature of History*, Palgrave Macmillan, 2001
5. Alun Munslow, *A History of History*, Routledge, London-New York, 2012.
6. ...., *Authoring the Past: Writing and Rethinking History*, Routledge, London - New York, 2012.
7. ...., *Deconstructing History*, Routledge, New York, 1997, 2006.
8. M.C Lemon, *Philosophy of History: A Guide for Students*, Routledge, 2003.
9. ...., *The Discipline of History and the History of Thought*, Routledge, 1995.
10. Keith Jenkins, *Re-thinking History*, Routledge Publication, London, 2003.
11. Keith Jenkins, ed, *The Post-Modern History Reader*, Routledge Publication, London, 2000.
12. Aviezer Tucker, *Our Knowledge of the Past: A Philosophy of Historiography*, CUP, 2004.
13. Michael Bentley, (ed.), *Companion to Historiography*, Routledge, 1997.
14. Ernst Breisach, *Historiography: Ancient, Medieval and Modern*, University of Chicago Press, 1995.
15. Georg G. Iggers, Edwaed Wang, *Global History of Modern Historiography*, Pearson, 2012.
16. Shashi Bhushan Upadhyay, *Historiography in the Modern World: Western and Indian Perspective*, Oxford University Press, 2016.
17. D.K Ganguli, *History and Historians of Ancient India*, Abhinav Publications, New Delhi, 1987.

18. A.C.S Peacock, *Mediaeval Islamic Historiography and Political Legitimacy*, Routledge, 2007.
19. V.S Pathak, *Ancient Historians of India*, Asia Publishing House, New Delhi, 1963.
20. Ibn Khaldun, *The Muqaddimah*, trans.by Franz Rosenthal, Amazon Asia-Pacific Holdings Private Limited, 2015.
21. J.N Sarkar, *History of History Writing in Medieval India*, Calcutta, 1977.
22. Mohibbul Hasan, *Historians of Medieval India*, Meenakshi Prakashan, 1968.
23. Peter Hardy, *Studies in Indo- Muslim Historical writings*, Munshiram Manoharlal Publications, London, 1960.
24. E.B. Fryde, *Humanism and Renaissance Historiography*, The Hambledon press, 1983.
25. Eric W. Cochrane, *Historians and Historiography in the Italian Renaissance*, The University of Chicago Press, 1985.
26. B. Sheik Ali, *History: Its Theory and Method*, Macmillan Publication, New Delhi, 1980.
27. E. Sreedharan, *A Textbook of Historiography*, Orient Longman, 2003.

**HY 1542 Capitalism and Colonialism: Forms of Resistance in India**

## Course outcomes

Course Outcome No.	Course Outcome	Taxonomic Level
CO1	To understand the theoretical and ideological background of colonialism and capitalism	Re, Un
CO2	To understand the socio-economic and cultural impingement of colonial intervention	Re, Un
CO3	To analyze the process of colonizing India against the backdrop of theoretical insights	Re, Un
CO4	To evaluate the genesis and growth of critical intervention of the colonial subjects towards the British Raj	Re, Un

**Course content****Module I: Conceptualizing Capitalism and Colonialism**

Theories on Capitalism and Colonialism: Karl Marx, Rosa Luxemburg, Theories on colonialism/imperialism – Lenin, J A Hobson, Rudolf Hilferding, - Dependency and World System theories- Paul A. Baran, Andre Gunder Frank, Immanuel Wallerstein and Samir Amin.

**Module II: Colonization and Indian Responses**

Expansion of Capitalism to Indian subcontinent- Mercantilist, Free Trade and Finance Capital. Responses from different regions- Plassey, Buxar, Anglo-Mysore and Anglo-Maratha Wars

**Module III: British Raj in India**

A. The Imperial Ideology: Parliamentary system and the empire- Surveys, Census and Ethnographies- Colonial governmentality – Police and Army- Indian Civil Service- Bureaucracy and Judiciary- Civilizing the colonies, missionaries, education and health.

B. Empire and economy- Extracting Land Revenue -Permanent, Ryotwari and Mahalwari., Commercialization of Agriculture, Impoverishment of peasantry, Emergence of modern industries and colonial industrial policy, Impact of railways, Replacement of traditional trade and commerce and Declining of Traditional crafts, Drain of wealth-Emergence of Indian Capitalist.

#### **Module IV: Early Resistance to Colonial Governance**

Civil Rebellions and Tribal Uprisings- Peasant rebellions, Poligars, Santhals. Revolt of 1857- Backdrop, Impacts and Different perceptions.

#### **Suggested Readings:**

1. Anthony Brewer, *Marxist Theories of Imperialism: A Critical Survey*, Routledge, 2002.
2. V. I.Lenin, *Imperialism, the Highest Stage of Capitalism*, People's Publishing House, 2011.
3. Utsa Patnaik & Prabhat Patnaik, *Capital & Imperialism: Theory, History and the Present*, Monthly Review Press, New York, 2021.
4. Thomas Piketty, *Capital and Ideology*, Cambridge, 2020
- Paul A. Baran, *Political Economy of Growth*, Monthly Review Press,1968
5. Andre Gunder Frank, *Capitalism and Underdevelopment in Latin America*. Monthly Review Press, 1967.
6. Immanuel Wallerstein, *The Modern World System*, Vol 1-3, University of California, 2013.
7. Samir Amin, *Unequal Development: An Essay on the Social Formations of Peripheral Capitalism*, Monthly Review Press, 1976.
8. <https://www.marxists.org/index-mobiles.htm>
9. Bernard S Cohn, *An Anthropologist Among the Historians and Other Essays*, OUP, 1998.
10. -----, *Colonialism and Its Forms of Knowledge: The British in India*, OUP, 2002. Philippa Levine, *The British Empire: Sunrise to Sunset*, Pearson, 2007.
11. Frederick Quinn, *The French Overseas Empire*, Praeger, 2001.
12. Michael Mann, *South Asia's Modern History: Thematic Perspectives*, Routledge, 2014
13. Aditya Mukherjee, *The Return of the Colonial in Indian Economic History: The Last Phase of Colonialism in India*, Presidential Address, Indian History Congress, New Delhi, 2007.
14. Aditya Mukherjee, *Empire: How Colonial India Made Modern Britain*, *Economic and Political Weekly*, Vol.45, No.50, December 2010
15. Bipan Chandra, *History of Modern India*, Orient Blackswan, 2012.
16. -----, *Rise and growth of Economic Nationalism in India*, Anamika, 2016.



- 17.-----, *India's Struggle for Independence*, Penguin Books, 1989.
18. -----, *Nationalism and Colonialism in Modern India*, Orient Blackswan, 1981
19. -----, *Communalism in Modern India*, Har Anand, 2008.
20. -----, *Indian National Movement: The Long-Term Dynamics*, Har Anand, 2008.
- Tirthankar Roy, *The Economic History of India 1857-1947*, OUP, 2006.
21. Sekhar Bandhopadhyay, *From Plassey to Partition: A History of Modern India*, Orient Blackswan Pvt Ltd, 2004.
22. G Aloysius, *Nationalism Without a Nation in India*, OUP, 1998.
23. S. N. Sen, *Indian History and Culture*, MacMillan India Ltd, 2007.
24. Paul Brass, *The Politics of Indian Since Independence*, Cambridge, 1994.
25. Ranajith Guha(Ed.), *A Subaltern Studies Reader*, OUP, 1997.
26. Peter Hardy, *Muslims of British India*, Cambridge, 1972.
27. Irfan Habib, Dharma Kumar and T Raychoudhari, *Cambridge Economic History of India*, Vol.I& Vol II, Orient Blackswan., 1982 & 1983.
28. Sumit Sarkar, *Writing Social History*, OUP, 1998.
29. -----, *Modern Times: India 1880s-1950s*, Permanent Black, 2015.
30. A. R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, 2011.

**HY 1543 Pre-Modern Kerala****Course outcomes**

Course Outcome No.	Course Outcome	Taxonomic Level
CO1	To understand the historical and cultural evolution through the sources of Kerala history	Un, An
CO2	To understand geographical feature and unique ness of Kerala	Un, An
CO3	To evaluate the concept of cultural symbiosis and its impact on material culture and society of Kerala	An, Ev
CO4	To understand and evaluate the significance of the social reform movements in Kerala	Un, An

**Course content****Module I Historiography and Sources of Kerala History**

- a. Pre-Modern Historical Consciousness - Myths, legends - *Keralolpathy* - *Mushakavamsa Kavya* - *Tuhafat-ul-Mujahideen*
- b. Literary sources - Sanskrit - Tamil - Malayalam literature - Travelogues - Arab - Chinese accounts - Colonial Initiatives - Surveys, Manuals, Gazetteers
- c. Archaeological Sources- Monuments, Epigraphy, Numismatics
- d. Archival Sources - Grandhavaries.
- e. Historiography: Elamkulam Kunjanpillai - M G S Narayanan - Kesavan Veluthatt - Rajan Gurukkal - Raghava Warrior - K N Ganesh.
- f. Geo- Environmental features - Pre-historic Cultures - Megalithic Culture - Recent Excavations- Pattanam.

## **Module II Social Formations in Early Kerala**

- a. Tinai – Economy, Society and Life activities
- b. Polity -Ays - Ezhimala and Chera.
- c. Trade and exchange - Overseas trade - impact
- d. Belief Systems - Jainism, Buddhism, Judaism, Brahmanism. Christianity and Islam.

## **Module III Early Medieval Polity and Economy**

- a. Emergence of Agrarian Settlements - Brahmin Settlements- Nadus- land relations, ,Karalar, Kudis and Atiyar- Brahmasams, Devaswams and Cherikkal lands
- b. Perumals of Mahodayapuram- Political structure- Social Stratification and Caste System.

## **Module IV: Rise of New Political Formations**

- a. Emergence of Naduvazhi Swaroopams- Zamorin of Calicut - Cultural Contribution.
- b. Travancore - Marthanda Varma – Trippadidanam.
- c. Cochin - Sakthan Thampuran-
- d. Medieval socio-economic forms-Janma- Kana -Jati system.

## **Essential Readings**

1. A. P. Ibrahim Kunju, *Medieval Kerala*, International Centre for Kerala Studies, University of Kerala, Trivandrum, 2007
2. T K Ravindran, *Institutions and movements in Kerala History*, Charithram Publications in Trivandrum, 1978.
3. K. K. Kusuman (ed.), *Issues in Kerala Historiography*, Trivandrum, 1976.
4. A. SreedharaMenon, *A Survey of Kerala History*, DC Books, Kottayam, 2008.
5. A. SreedharaMenon, *Cultural Heritage of Kerala*, S.V. Publishers, Madras, 1996
6. Elamkulam Kunjan Pillai, *Studies in Kerala History*, Kottayam, 1970.
7. Francis Day, *Land of Perumals*, Asian Educational Services, Madras, 1990.
8. K. P. Padmanabha Menon, *History of Kerala (4 Volumes)*, Asian Education Services, New Delhi, 1986.
9. *Kerala through the Ages*, Government of Kerala, Trivandrum, 1980.
10. L.A. Krishan Iyer, *Kerala Megaliths and Their Builders*, University of Madras, 1967.

11. M.G.S. Narayanan, *Aspects of Aryanisation in Kerala*, Kerala Historical Society, Trivandrum, 1973.
12. -----, *Foundation of South Indian History*, Thiruvananthapuram 1975.
13. -----, *Perumals of Kerala*, Cosmo Books Thirure , 1996.
14. -----, *Cultural Symbiosis in Kerala*, Trivandrum, 1972.
15. -----, *Kerala Charithrathinte Adisthana Silakal*, NBS, Kottayam, 1985.
16. M G S Narayanan and Kesavan Veluthat, 'Bhakti Movement in South India', in S C Malik (ed), *Dissent Protest and Reform in Indian Civilization*, Shimla,1980.
17. Kesavan Veluthat, *Brahman Settlements in Kerala*, Calicut, 1978.
18. Kesavan Veluthat and P P Sudhakaran (eds), *Advances in History*, Calicut.
19. R Champakalakshmi , Kesavan Veluthat and T R Venugopal [eds], *State in Premodern Kerala* , Cosmo Books ,Thirure.
20. K. N. Ganesh, *Keralathinte Innalalal*, (Malayalam) Cultural Publications, Trivandrum, 1990 (also by Bhasha Institute, Thiruvananthapuram 2011).
21. -----, *Reflections on Pre- Modern Kerala*, Cosmo Books, Thirure, 2016.
22. -----, *Malayaliyute Desakalangaal*, Rasperry, Calicut 2016
23. -----, *State Formation in Kerala: A Critical Overview*, ICHR, Bangalore, 2010.
24. -----, "Lived Spaces in History: A Study in Human Geography in the Context of Sangam Texts", *Studies in History*, Volume 25. Issue 2, August 2009.
25. M. R. Raghava Varier and Rajan Gurukkal (eds.), *Cultural History of Kerala Vol. I*, Trivandrum, 1999.
26. -----, *Kerala Charithram* (Malayalam), Vallathol Vidyapedam, Sukapuram, 1991.
27. ----- .. -----, *Kerala Charithram*, Part II, Vallathol Vidyapedam, Sukapuram, 2012.
28. Rajan Gurukkal, *Social Formations of Early South India*, Oxford Publications, New Delhi, 2012.
29. -----, 'From Clan and Lineage to Hereditary Occupation to Caste, in Deve Nathan [ed], *From Tribe to Caste*, Shimla ,1997.
30. Rajan Gurukkal, Mithu, *Charithram Samuham*, SPCS, Kottayam, 2013.
31. M. R. Raghava Varier, *Village Communities in Pre-colonial Kerala*, Delhi, 1994.
32. P Shanghoonny Menon, *A History of Travancore from the Earliest Times*, Asian Educational Services, New Delhi, 1997.
33. P Rajendran, *The Pre - historic Cultures and Environment*, Classical Publishing Company, New Delhi, 1990.
34. -----, *Archaeology of Kerala*, Classical Publishing Company New Delhi, 1989.

35. Dr.Ajith Kumar [ed], *Archaeology in Kerala: Emerging Trends*, Department of Archaeology, University of Kerala, Thiruvananthapuram, 2012.
36. M. R. Manmathan (ed.), *Archaeology in Kerala: Past and Present*, Farook College Publications Division, Kozhikodu, 2007.
37. M P Mujeebu Rehman and K S Madhavan [Eds], *Explorations in South Indian History*, SPCS, Kottayam, 2014.
38. K S Madhavan, *Primary Producing Groups in Early and Early Medieval Kerala: Production Process and Historical Roots of Transition to Castes [300 -1300 C E]*, Unpublished PhD Thesis, University of CALICUT, 2012.
39. Sebastian Joseph [ed], *On Present* [in/g, D C Books, Kottayam, 2017.
40. P.K.S. Raja, *Medieval Kerala*, Nava Kerala Co-operative Publishing House, Calicut, 1966.

**HY 1544 Making of a Nation in India**

## Course outcomes

S No	Course Outcome No.	Course Outcome	Taxonomic Level
1	CO1	To understand the theoretical perceptions of nation and nationalism	Re, Un
2	CO2	To evaluate the making process of the nation in India	Re, Un
3	CO3	To analyze the ideological underpinnings behind the construction of nation in India on the backdrop of theoretical insights	Re,Un
4	CO4	To account a sound knowledge about changes that took place among the historians regarding the notion of national movement in India	Re, Ev

**Course content****Module I: Conceptualizing Nation (Process of Nation Making)**

What is a nation? - Earnest Renan, Earnest Gellner's idea of Cultural homogenization, Benedict Anderson - Imagined political communities- Hegal on Indian Nationalism- Colonial construction of Indian Nation Valentine Chirol, Anil Seal- National leaders' response- Gandhi and *Hind Swaraj*, Rabindra Nath Tagore's views on nationalism Nehru and B.R Ambedkar assessments on nationalism- Partha Chatterjee's notion on Nation as A Derivative Discourse, Sunil Khilani's Idea of India, G Aloysius and Nationalism without A Nation in India.

**Module II: Nation: Homogenization of Power within Culture**

- A. Rise of Political Consciousness: Pre-Congress organizations - Indian National Congress: Moderates and Extremists, Swadeshi Movement-Economic Nationalism-Home Rule.

- B. Colonial Modernity and Social Reform processes: Coalescence of National Movement and Social Reform - Social Identity Assertions and National Movement: Contestations and Negotiations- Phule, Ambedkar, Sree Narayana Guru, EVR and Muslim political awakening.

### **Module III: The Gandhian Strategies/Counter Strategies**

- A) Gandhian praxis: Khilafat and Non-cooperation, Constructive Programme, why non-cooperation movement? Role of different social groups conceives the idea of non-cooperation, role of middle class, urban class, peasants, women, rebellions in the countryside- Civil Disobedience movement, differentiate civil disobedience with non-cooperation movements- Gandhi – Ambedkar Debate: Round Table Conferences and Pune Pact-
- B) The Left Ideology and National Movement- Emergence of left ideology and praxis: Bhagat Singh, Surya Sen and the Revolutionaries-Peasant movements- Cawnpore conspiracy case- Meerut repression and civil disobedience 1929-34.

Left ideology within the Congress (1930-39): Towards National Front (1936-37)

### **Module IV: Towards Freedom**

- A. Quit India Movement- From Imperialist war to people's war 1939- 42 – Quit India alternative: The United Front 1942-1945- Subhash Chandra Bose and INA-Towards Freedom.
- B. The rise and growth of Communalism, Jinnah Golwalkar and extreme communalism- Freedom and Partition-The Long-Term Strategy of the National movement-The Indian National Movement the ideological dimension.

### **Essential Readings**

1. Aditya Nigam, *The Insurrection of Little Selves: The Crisis of Secular Nationalism in India*, OUP, New Delhi, 2006.
2. Anthony D Smith, *Theories of Nationalism*, (Torch Book Library Edition), New York: Harper and Row, 1971.
3. Anthony D Smith, *Nationalism*, Oxford, New York, OUP, 1994.
4. Arundhati Virmani, *A national flag for India: Rituals, nationalism, and the politics of*

- sentiment*. New Delhi, Permanent Black, 2008.
5. Ashis Nandy, *The Illegitimacy of Nationalism: Rabindranath Tagore and the Politics of Self*, New Delhi, OUP, 1994.
  6. Benedict Anderson, *Imagined Communities: Reflections on the Origins and Spread of Nationalism*, London, New edition, 2006(first Published 1983).
  7. Bipan Chandra, (et.al), *India's Struggle for Independence*, Penguin Books, 1989. -8. --  
-----, *History of Modern India*, Orient Blackswan, 2012.
  9. Christopher Pinney, *Photos of the Gods': The Printed Image and Political Struggle in India*, Reaktion Books, London, 2004.
  10. Dipesh Chakrabarty, *Provincializing Europe: Post-Colonial Thought and Historical Difference*, Princeton and Oxford, Princeton University Press, 2000.
  11. Eric Hobsbawm. *Nations and Nationalism Since 1780*, Cambridge University Press, London, 2014.
  12. Ernest Gellner, *Nations and Nationalism*, Cornell University Press, New York, 1983. Ernest Renan, *What is a Nation?* Columbia University Press, New York, 2018.
  13. G.Aloysius, *Nationalism without a Nation in India*, OUP, New Delhi, 1997.
  14. Irfan Habib, *The National Movement: Studies in Ideology and History*, Tulika Books, New Delhi, 2011.
  15. M M Khan, "Negotiating the Hindu State and Nationalism: Travails in the Making of a Community", in *Development, Democracy and the State Critiquing the Kerala Model of development* (ed) Ravi Raman, Routledge, London & New York, 2008.
  16. Jawaharlal Nehru, *The Discovery of India*, New Delhi, first Published 1946, OUP, 2002. Judith Brown, *Gandhi's Rise to Power*, Cambridge, 1974.
  17. M.K. Gandhi, *Hind Swaraj or Indian Home Rule*, Printed and Published by Jitendra T Desai, Navajivan Publishing House, Ahmedabad.
  18. Partha Chatterjee, *Nationalist Thought and the Colonial World: A Derivative Discourse?* London: Zed Books for the United Nations University, 1986.
  19. ...., *The Nation and Its Fragments: Colonial and Postcolonial Histories*, Princeton, Princeton University Press, 1993.
  20. Partha Sarathi Gupta, *Power, Politics and the People: Studies in British Imperialism and Indian Nationalism*, Permanent Black, New Delhi, 2001.



## HY1545 Transition to Modern World

### Course Outcome

SL. No	Course Outcome No.	Course Outcome	Taxonomic Level
1	CO1	To understand the theoretical and ideological background of transformation towards the modern world	Re, Un
2	CO2	To understand the socio-economic, cultural and political intrusions of the process of modern world	Re, Un
3	CO3	To analyze the process and global impacts of revolutions	Re, Un
4	CO4	To evaluate the genesis and growth of new nationalism and its aftermath	Re, Un

### Course content

#### **Module I Historical Process of Modern Age**

Changing Cultural Traditions - Art - Literature-Science - Knowledge - Reformation-Counter Reformation.

#### **Module II Towards Modernisation**

Industrial Revolution-Socio-economic and environmental transformation-Utilitarianism-Mercantilism-Commercial Revolution-Emergence of Working class.

#### **Module III French Revolution and it's Global impact**

Political tyranny-Social unrest- Intellectual trio-Road to Revolution- Political Changes-Declaration of Human Rights- Bourgeoisie ending; Napoleon Bonaparte.

## Module IV Imagination of Nation States

Rise of New nationalism in Europe-Visualising the nation- Unification of Germany- Unification of Italy.

### Essential Readings

1. Acton (1906), *Lectures on Modern History*, London, Macmillan and co. Ltd
2. Anderson, M.S, *Europe in the 18th Century*, Routledge, 2000.
3. Andrews Stuart, *Eighteenth century Europe*
4. *The Origins of Modern Europe*, Paperback, 1997.
5. Cipola Carlo: M., *Before the Industrial Revolution, European Society and Economy 1000-1700*, Paperback, 1994.
6. Elton G.R: *Reformation in Europe*, Abe Books, 1973.
7. Fisher H.A.L: (1938), *History of Europe*, London,
8. Eyre and Spottiswoode Hale J.R, *Renaissance Europe*
9. Hayes C.J.H: (1936), *A Cultural and Political History of Europe (Vol. I) (1500- 1830)*, London, Macmillan,
10. Hazen C.D (1937): *A History of Europe in Modern times*, Henry Holt and company.
11. Hilton Rodney: *Transition from Feudalism to Capitalism 1453- 1783*
12. Kriedte Peter: *Peasants, Landlords and merchant capitalist*
13. Miskimm Harry: *The Economy of Later renaissance*, Cambridge.
14. Phukan Meenaxi: *Rise of Modern West*, Trinity Press Pvt. Ltd. (2012)
15. Rice F.: *The Foundations of Early Modern Europe*
16. Scamell, V.: *The First Imperial age: European overseas Expansion, 1475-1715*, Routledge, 1989.
17. Schevil: *History of Modern Europe*, Charles Scribner's sons, (1898)
18. Aldrich, Robert., *Greater France: A history of French Overseas Expansion.*
19. Anderson, M.S *The Ascendancy of Europe: 1815-1914* (3rd Ed. 2003)
20. Bartlett. C.J. *Peace, War and the European Powers, 1814-1914* (1996) Paperback, 1996.
21. Brunn, Geoffery, *Europe and the French Imperium, 1799-1814* (1938), Harper & Bros, 1938
22. Bury. J.P.T Ed. *The new Cambridge Modern History: Vol. 10: The Zenith of European Power 1830-70* (1964)
23. Hayes C.J.H. *A political and Cultural History of Europe, 1830-1839*, JSTOR, 1981.

Semester: V.

Instructional Hours: 3, Credit: 0

## Historical Method: Mechanics of Project Writing

### Instructions

1. This paper is aimed at both theoretical and practical application of research method and methodology for consummating the project/dissertation. The practical application of theoretical part of method and methodology covered in the s1 core and s3 score specific foundation course also is to be done during the 3 instructional hours allotted for the Project Work during this Semester - V. There is no end semester examination for this paper.

### Course outcomes

SL. No	Course Outcome No.	Course Outcomes	Taxonomic Level
1	CO1	To understand the method of writing history	Re, Un
2	CO2	To understand the various tools pertaining to the writing of history an it's application in history writing	Un, An, Cr
3	CO3	To understand the new theories and concepts in historical methodology and its application in analysing and interpreting the past	Un, An, Cr

### Course content

#### Module I Preliminaries

Selection of a topic on the basis of criteria and framing of the topic are to be done with required theoretical orientation.

Problematization of existing knowledge in the domain.

Preparation of tentative bibliography using cards is to be done giving instructions.

## **Module II Presentation of Synopsis**

How to prepare a Synopsis – framing research question – Hypothesis- presentation of Synopsis by students.

## **Module III Critical Engagement on the Synopsis**

The statement of the problem – research question, Hypothesis are to be discussed among students and evaluated by the Supervising teacher – locating source material – instruction regarding these – Finalization of Topic - Tentative Chapterisation- writing the first draft.

### **Essential Readings**

1. Alun Munslow, *The Routledge Companion to Historical Studies*, Taylor & Francis, 2001.
2. Jonathan Anderson, et al, *Thesis and Assignment Writing*, John Wiley & Sons Inc .
2. Ralph Berry, *How to Write a Research Paper*, Pergamon Press, Oxford
3. Joseph Gibaldi, *MLA Handbook for the Writers of Research Papers*, New York, Modern Language Association, America, 1999.
4. Kate. L. Turabin, *A Manuel for Writers of Term Papers, Thesis and Dissertation*, University of Chicago Press, London.
5. B. Sheik Ali, *History: Its theory and Method*, Macmillan, New Delhi, 1980.
6. E. Sreedharan, *A Text Book of Historiography*, Orient Longman, 2003.
7. E.H. Carr, *What is History*, Vintage Publication, 1967.

**Semester V****Field Trip to Historical Sites**

A compulsory study tour programme to historically important sites in India is introduced during the fifth Semester. The rules and regulations for the study tour are as per government order(s) (Directorate of Collegiate Education). The students have to submit a detailed report of the same, instead of Assignment/Seminar for the Core course- for HY 1542 Capitalism and Colonialism: Forms of Resistance in India or for HY 1543 History of Pre -Modern Kerala or for HY1544 Making of a Nation in India.

**Pattern of Question Papers (2022 Admission onwards)**

Question Type	Total number of Questions	Number of Questions to be answered	Marks for each Questions	Total Marks
Very short answer type (One-word to Maximum of two sentences) [1 to10]	10	10	1	(10x10) 10
Short answer (Not To exceed one Paragraph [11to22]	12	8	2	(8x2) 16
Short essay (Not to exceed 120 words) [23 to 31]	9	6	4	(6x4) 24
Long essay [32-35]	4	2	15	(2x15) 30
Total	35	26		80

**HY 1641 Major Trends in Historical Thought and Writing -Part II**

## Course outcomes

SL No.	Course Outcome No.	Course Outcome	Taxonomic Level
1.	CO1	To understand the myriad developments in the historical thought and writing in the Modern West and Modern India	Un, An
2.	CO2	To analyse the colonial roots of Indian Historiography and evaluate the multiple Indian responses to it.	Un, An
3.	CO3	To evaluate the critical responses from the subaltern and Women's history approaches.	An, Ev
4.	CO4	To evaluate the Total History approach and post-modern turn in historical thinking and writing.	Ap, An, Ev
5.	CO5	To create critical history.	Cr, An

**Course content****Module I Modern Developments in the Western Historiography**

Oswald Spengler- Arnold Toynbee- Ranke - Positivism and Comte – Marx and Historical Materialism – History from below – Frankfurt School.

**Module II Colonial Roots of Indian Historiography**

James Mill and periodisation- Roots of Communalisation of History writing- Administrative historians - Indologists and Orientalism - Nationalist Response

**Module III The Indian Response**

Marxian trend in Indian Historiography: D D Kosambi and turn from the "official" Marxist version – Romila Thapar - Irfan Habib – Bipan Chandra. Subaltern Approaches.

Women's History: Veena Mazumdar-Uma Chakravarti – Tanika Sarkar.

## Module IV Annales and Post-Modern Trends

Annales Turn: Different generations - Idea of Total History - History of Mentalities- The Post-Modern Historiography and Michel Foucault

### Essential Readings:

- 1) E.H. Carr, *What is History*, Penguin, re-print edition 2008.
- 2) Ernst Breisach, *Historiography: Ancient, Medieval and Modern*, University of Chicago Press, 1995.
- 3) Georg G. Iggers, Edward Wang, *Global History of Modern Historiography*, Pearson, 2012.
- 4) Shashi Bhushan Upadhyay, *Historiography in the Modern World: Western and Indian Perspective*, Oxford University Press, 2016.
- 5) Satheesh. K. Bajaj, *Recent Trends in Historiography*, Anmol Publication, 1998.
- 6) J.W. Thomson, *A History of Historical Writings* (2 Vols), Macmillan, 1942.
- 7) Alun Munslow, *A History of History*, Routledge, London-New York, 2012.
- 8) ....., *Authoring the Past: Writing and Rethinking History*, Routledge, London - New York, 2012.
- 9) ....., *Deconstructing History*, Routledge, New York, 1997, 2006.
- 10) M.C Lemon, *Philosophy of History: A Guide for Students*, Routledge, 2003.
- 11) ....., *The Discipline of History and the History of Thought*, Routledge, 1995.
- 12) Keith Jenkins, *Re-thinking History*, Routledge Publication, London, 2003.
- 13) Keith Jenkins, ed, *The Post-Modern History Reader*, Routledge Publication, London, 2000.
- 14) Aviezer Tucker, *Our Knowledge of the Past: A Philosophy of Historiography*, CUP, 2004.
- 15) Michael Bently, (ed.), *Companion to Historiography*, Routledge, 1997.
- 16) Shashi Bhushan Upadhyay, *Historiography in the Modern World: Western and Indian Perspective*, Oxford University Press, 2016.
- 17) B. Sheik Ali, *History: Its Theory and Method*, Macmillan Publication, New Delhi, 1980.
- 18) E. Sreedharan, *A Textbook of Historiography*, Orient Longman, 2003.
- 19) Nicholas B. Dirks, *Castes of Mind: Colonialism and the Making of Modern India*, Princeton University Press, 2001.
- 20) Marnie Hughes, Warrington, *Fifty Key Thinkers on History*. Routledge, Third edition, 2015.
- 21) Martin Jay, *Dialectical Imagination: History of the Frankfurt School and the Institute of Social Research, 1923-50*, Heineman, 1976.
- 22) E P Thompson, *Making of the English Working class*,
- 23) Ranajith Guha, *Subaltern Studies I: Writings on South Asian History and Society*, 1982.

- 24) ....., *A Subaltern Studies Reader, 1986-1995*, University of Minnesota Press, 1997.
- 25) Kumkum Sangari, Sudhesh Vaid, *Recasting Women, Essays in Colonial History*, Rutgers, 1990.
- 26) Uma Chakravarti, *Gendering Caste: Through a Feminist Lens*, Stree, 2003.
- 27) V. Geetha, *Patriarchy*, Stree, 2009.
- 28) Mary E John, *Women's studies in India: A Reader*, Penguin Books, 2008.
- 29) J Devika, *Kulasthreeyum Chanthapennum*, (mal), Mathrubhumi, 2016.
- 30) ....., *Engendering Individuals*, Orient Longman, 2007.
- 31) Peter Burke, *The French Historical Revolution: The Annales School, 1929-89*, Polity press, 1990.
- 32) Maurice Aymard & Harbans Mukhia, *French Studies in History, Vol. 1 The Inheritance*-Orient Longman Limited, 1988.
- 33) ....., *French Studies in History, Vol. 2, The Departures*-Orient Longman (1990).
- 34) Marc Bloch, *Royal Touch: Sacred Monarchy and Scrofula in England and France*, Routledge & Kegan Paul, 1973.
- 35) Fernand Braudel, *On History*, University of Chicago Press, USA, 1982.
- 36) ....., *The Mediterranean and the Mediterranean world in the Age of Philip II*, University of California Press, 1996.
- 37) Keith Jenkins, *Re-thinking History*, Routledge Publication, London, 2003.
- 38) ....., ed, *The Post-Modern History Reader*, Routledge Publication, London, 2000.
- 39) Sara Mills, *Michel Foucault*, Routledge (Routledge Critical Thinkers, 2003).



**HY 1642 Modern Kerala**

## Course outcomes

Course Outcome No.	Course Outcomes	Taxonomic Level
CO1	To analyse the changing nature of Socio, political and economic structure of Kerala against the backdrop of Colonial Modernity.	Un, An
CO2	To evaluate the process of socio-cultural symbiosis and the negotiations and contestations of myriad social categories	An, Ev
CO3	To evaluate the process of democratization of Kerala society and polity.	An, Ev
CO4	To critically understand the Kerala Model Experience	An, Ev

**Course content****Module I Colonialism in Kerala**

Historiography: William Logan, K M Panikkar, T K Ravindran - K K Kusuman, K K N Kurup, K N Panikkar, Sanal Mohan, J Devika, Sebastian Joseph.

Advent of Europeans: Portuguese, Dutch, French and English

Colonial Experience: Impacts on society, economy and polity

Mysorean Intervention - Cultural Impact

Consolidation of British power in Kerala - Resistance Movements: Kunjali Marakkar, Attingal Revolt, Pazhassi and Kurichiya Revolts - Velu Tampi and Paliyath Achan

## **Module II Reform Movements and Social Transformations**

Consolidation of Caste System - Untouchability and other social evils - Colonial Modernity: Christian Missionaries and Educational and Social Reforms - Indigenous Reform Movements for social transformation: Vaikunda Swamikal, Sree Narayana Guru, Chattampi Swamikal, Ayyankali, Vakkom Moulavi, Pandit K P Karuppan, Sahodaran Ayyappan, V T Bhattatirippad - Poikayil Appachan.

Temple Entry Movements - Vaikom Satyagraha and T K Madhavan, Guruvayur Satyagraha and K Kelappan, Tiruvarppu and Suchindram Satyagrahas, Temple Entry Proclamation

## **Module III Movements for Democracy**

Early Political Movements - Malayali and Ezhava Memorials, Civic Rights Movement - Abstention Movement

Kerala and National Movement - Malabar Rebellion - Wagon Tragedy, Civil Disobedience - Payyannur Satyagraha

Communism in Kerala - Peasant and Labour Movements - Kayyur-Punnapra Vayalar.

Kerala women in freedom struggle.

## **Module IV Making of Modern Kerala**

Aikya Kerala Movement - First Communist Ministry: Educational Reforms - Land Reforms - Efforts for Sustainable Development - Kerala Model Development and People's Planning - Critical readings.

Naxal Uprisings: Pulpally, Thalasseri, Nagarur actions.

Development and Deprivation: Adivasi, Dalit and Coastal peoples' struggles - Muttanga- Chengara - Arippa - Jasmin Revolution in Plantations - Puthuvaippin - Alappad - Moolampilly- Chellanam.

Environmental Movements - Plachimada, Silent Valley - Gadgil Report and its implications - Need for effective disaster management.

Textile Workers Movements - Transgender LGBT Movements.

## **Essential Readings**

- 1 Elamkulam Kunjan Pillai, *Studies in Kerala History*, Kottayam, 1970.
- 2 A. P. Ibrahim Kunju, *Mysore- Kerala Relations in the 18th Century*, Kerala

- Historical Society, Thiruvananthapuram, 1975.
- 3 T K Ravindran, *Malabar Under Bombay Presidency: A Study of the Early British Judicial System in Malabar 1792-1802*, Mascot Press, Calicut, 1969.
  - 4 ....., *Cornwallis System in Malabar*, Parasparasahayi Co-op. Print. & Pub. Works, Calicut, 1969.
  - 5 ....., *Towards a Liberal Policy: A Study of the Munroe System in Malabar*, Asoka Printing and Press Calicut, 1969.
  - 6 ....., *Charitram Samskaram*, (in Malayalam), 1971.
  - 7 ....., *Asan and social revolution in Kerala: A Study of his Assembly Speeches*, Kerala Historical Society, Trivandrum, 1972.
  - 8 ....., *Vaikkam satyagraha and Gandhi* (also published as *Eight Furlongs of Freedom*), Sri Narayana Institute of Social and Cultural Development, Trichur, 1975.
  - 9 ....., *Charitram Enthu, Entinu?: Charitralakhananiyal*, (in Malayalam), :Poorna Publications, Kozhikkodu, 1975.
  - 10 ....., *Institutions and movements in Kerala History*, Charithram Publications in Trivandrum, 1978.
  - 11 ....., *Historical Views and Reviews*, College Book House, Trivandrum, 1980.
  - 12 ....., *Nehru's Idea of History*, Light & Life, New Delhi, 1980.
  - 13 ....., "Need for Rethinking on Indian Feudalism," *Journal of Indian History*
  - 14 ....., "Caste Determinism in Indian History" (M L Gupta Endowment Lecture), *Proceedings of South Indian History Congress*, 1999.
  - 15 T K Ravindran, P N Chopra and N Subramanian, *A History of South India*, S Chand. & Company, New Delhi, 1979.
  - 16 Dr. Suresh Jnaneswaran, (ed.), *Historiography: Structure and Practice, Festschrift in honour of Dr. T.K. Ravindran*, Thiruvananthapuram, 2010.
  - 17 ....., *Naxalite Movement in Kerala*, KHS, Trivandrum, 1991.
  - 18 ....., "Revisiting the Naxalite Movement in Kerala" in *Discourses on Naxalite Movement 1967-2009: Insights into Radical Left Politics*, (ed) Pradip Basu, Kolkata, 2010.
  - 19 M M Khan, "Negotiating the Hindu State and Nationalism: Travails in the Making of a Community", in *Development, Democracy and the State Critiquing the Kerala Model of development* (ed) Ravi Raman, Routledge, London & New York, 2008.
  - 20 A. Sreedhara Menon, *A Survey of Kerala History*, DC Books, Ed.2, Kottayam, 2008.
  - 21 ....., *Kerala History and Its Makers*, S.Viswanathan Printers, Madras, 1990.

- 22 B. Sobhanan (ed), *A History of Christian Missionaries in South India*, Kerala Historical Society, Trivandrum, 1996.
- 23 ..... , *Dewan Velu Thampi and the British*, Trivandrum, 1978.
- 24 R. N. Yesudas, *A People's Revolt in Travancore: A Backward Class Movement for Social Freedom*, Kerala Historical Society, Trivandrum, 1975.
- 25 P. Sanal Mohan, *Modernity of Slavery: Struggles Against Caste Inequality in Colonial Kerala*, Oxford University Press, New Delhi, 2015.
- 26 ..... Mohan "Problematizing Dalit History", *Social Orbit*, 2015, Vol.1, No.1, pp.64-77.
- 27 P K Balakrishnan, *Jati Vyavasthayum Keralacharithravum* [1983] D C Books, Kottayam, 2008.
- 28 Vinil Paul, *Adima Keralaththinte Adrishya Charithram*, (Malayalam) D C Books Kottayam, 2021.
- 29 P.K. K. Menon, *The History of Freedom Movement in Kerala*, Vol. 1 & 2, Trivandrum, 1972.
- 30 K. N. Panikkar, *Against Lord and State: Religion and Peasant Uprising in Malabar (1836-1921)*, Delhi, 1989.
- 31 P.S. Raghavan, *The History of Freedom Movement in Kerala*, Vol. I, Trivandrum, 2000.
- 32 S. Ramachandran Nair, *Freedom Struggle in Colonial Kerala*, Thiruvananthapuram, 2004.
- 33 S. Raimon (ed.), *The History of Freedom Movement in Kerala* Vol. III, State Archives Department, Trivandrum, 2006.
- 34 C.Narayana Pillai, *Thiruwithamcore Swatantriya Samara Charithram*, Thiruvananthapuram, 1972.
- 35 A. K. Poduval, *Keralthile Karshaka Prasthanam*, Thiruvananthapuram, 1989.
- 36 K. K. N. Kurup, *Aspects of Kerala History and Culture*, Trivandrum, 1977.
- 37 ..... , *Agrarian Struggles in Kerala*, Calicut.
- 38 K. Madhavan Nair, *Malabar Kalapam*, Calicut, 2002.
- 39 D. Daniel, *Struggle for Responsible Government in Travancore*, Raj Publishers, Madurai, 1985.
- 40 K Ravi Raman, *Global Capital and Peripheral Labour: The History and Political Economy of Plantation Workers in India*, Routledge, New York, 2010.
- 41 -----(ed.) *Development, Democracy and the State: Critiquing Kerala Model of Development*, Routledge, London, 2010.
- 42 Jens Lerche, Jayaseelan Raj, Vikramaditya Takur, et.al, *Ground Down by Growth Tribe, Caste, Class and Inequality in 21st Century India*, OUP and Pluto Press, 2018.
- 43 Lawrence Lopez, *A Social History of Modern Kerala*, Thiruvananthapuram, 1988.

- 44 T. J. Nossiter, *Communism in Kerala; A Study on Political Adaptation*, Oxford University Press, Delhi, 1982.
- 45 Ajith, *Bhoomi, Jati, Bandhanam: Keralathile Karshikaprasnam*, Kanal, Kochi, 2002.
- 46 Liten George Christophell, *The First Communist Ministry in Kerala*, Bagchi, Kolkata, 1982.
- 47 M. A. Oommen, *Land Reforms and Socio- Economic Change in Kerala*, CLS Madras, 1971.
- 48 Parayill Govindan (ed), *Kerala: The Development Experience*, Zed Books, London 2000.
- 49 Robin Jeffrey, *Politics, Women and Well-being: How Kerala Became 'A Model'*, Palgrave Macmillan, 1992.
- 50 M Kunhaman, *Globalization: A Subaltern Perspective*, Centr for Subaltern Studies, Thuvananthapuram, 2002.
- 51 Richard W. Franke and Barbara H. Chasin, *Kerala: Development through Radical Reform*, Promilla and Company Publishers, 1992.
- 52 Planning Commission of India, *Kerala Development Report*, Academic Foundation, New Delhi, 2008.
- 53 N Jose Chander, *Legislative Process in Kerala*, Kerala Academy of Political Science, Kariavattom, 1981.
- 54 ....., *Dynamics of State Politics in Kerala*, Kerala Academy of Political Science, Kariavattom, 1987.
- 55 T. C Varghese, *Agrarian Change and Economic Consequences: Land Tenures in Kerala, 1850- 1960*, Allied Publishers, Bombay, 1970.
- 56 N. Raveendran, *Paschimaghattavum Paristhithiyum*, Insight Publications, 2018.
- 57 P. J. Cheriyan (ed.), *Perspectives on Kerala History*, Kerala Gazetteers Department, Trivandrum, 1999.
- 58 K C John, *The Melting Pot (1950's -1970's)*, Prasanthi Printers Pvt Ltd, Trivandrum, 1975.
- 59 Sebastian Joseph, *Cochin Forest and the Techno-Ecological Imperialism in India*, Primus, New Delhi, 2016.
- 60 Sathish Chandra Boss and Shiju Sam Varghese, *Kerala Modernity: Ideas, Spaces, and Practices in Transition*, Orient Blackswan, 2015.
- 61 Shiju Sam Varghese, *Contested Knowledge: Science, Media, and Democracy in Kerala*, OUP, New Delhi, 2017.
- A.V Jose, "The Origin of Trade Union among the Agricultural Labourers in Kerala", *Social Scientist*, Vol. 5, No. 60, 1977.

**HY 1643 Contemporary India**

## Course outcomes

S No	Course Outcome No.	Course Outcomes	Taxonomic Level
1	CO1	To understand the process of national integration	Re, Un
2	CO2	To understand making process of the constitution	Re, Un
3	CO3	To analyze the political and economic changes in the post-independent India	Re, Un
4	CO4	To account the internal contradictions in the post- independent India	Re, Ev

**Course content****Module I: Pluralism and Integration of States**

Integration of States problems and matters: Princely states, migration & rehabilitation and issues of refugees - States reorganization and Language problems- Communal issues -Why partition?

**Module II: Emergence of Indian Republic**

Making of a Constitution - Debates within in the Constituent Assembly: Secularism vs Freedom of Religion, Federalism (Centre - State Relations), Idea of Freedom (Freedom of Speech, Principle of Non-discrimination), Social Justice-Citizenship.

**Module III Political Economy and Foreign Affairs**

Nehruvian Legacy: Mixed Economy - Planning Commission- Five Year Plans-Agriculture and Industrial Policies- Green revolution - India's Foreign Policy: Nehru and Legacy of anti- imperialist struggle - NAM - B R Ambedkar and Hindu Code Bill.

Scientific and Educational advances: NCERTE - Education Commissions - UGC - IITs - ISRO -Nationalization of Banks.

## Module IV Problems and Issues

National Emergency and People's response: JP Movement and Total Revolution-Separatist movement-

Post 1991 Issues: GATT – WTO – New Economic Policy- Demonetization.

Hindutva Nationalism and Ramajanmabhumi issues – Cultural Nationalism – Crony capitalism.

### Suggested Readings

1. Granville Austin, *Indian Constitution: Cornerstone of a Nation*, New Edition, OUP, 2011.
  2. Francine Frankel, *India's Political Economy, 1947-2004*, New Delhi, Oxford, University Press, 2006.
  3. Paul Brass, *The Politics of India Since Independence*, Cambridge, Cambridge, University Press, 1994.
  4. Bipan Chandra, et.al (ed). *India After Independence*, New Delhi, Penguin, Books, 2015.
  5. Dietmar Rothermund, *Contemporary India: Political, Economic and Social Development Since 1947*, Pearson, 2013.
  6. Rajni Kothari, *Politics in India*, New Delhi: Orient Longman, 1970.
  7. Neera Chanhoke & Praveen Priyadarshi (ed), *Contemporary India: Economy, Society, Politics*, New Delhi: Pearson, 2009.
  8. Achin Vanaik & Rajeev Bhargava, *Understanding Contemporary India: Critical Perspective*, New Delhi: Archers and Elevers, 2010.
  9. Daniel Thorner, *The Shaping of Modern India*, New Delhi, Allied Publishers, 1980.
  10. Kuldip Nayar, *India After Nehru*, New Delhi, Vikas Publishing House, 2000.
  11. Christophe Jeffrelot, *Hindu Nationalism A Reader*, Princeton University Press, New Jersey, 2007.
  12. Ramachandra Guha, *India After Gandhi: The History of the World's Largest Democracy*, HarperCollins 2007.
  13. Rudolf C Heredia, 'Interpreting Gandhi's Hind Swaraj', *Economic and Political Weekly*, June 12, 1999.
  14. Sekhar Bandyopadhyay, *From Plassey to Partition and After: A History of Modern India*, Orient Blackswam, 2004.
  15. S.L.Sharma and T.K.Oomen (eds), *Nation and National Identity in South Asia*, Orient Longman, New Delhi, 2000.
  16. Sunil Khilani, *The Idea of India*, Hamish Hamilton, London, 1997.
  17. Surendranath Banarjea, *A Nation in Making: Being the Reminiscences of Fifty Years of Public Life*, London, OUP, 1925.
- Tanika Sarkar, 'Nationalist Iconography: Image of Western Women in 19th Century Bengali Literature', *Economic and Political Weekly*, 21 November 1987.

**HY 1644 Twentieth Century World**

## Course outcomes

SL. No	Course Outcome No.	Course Outcomes	Taxonomic Level
1	CO1	To understand the theoretical and ideological background of socialist revolutions and its impact on the twentieth century world	Re, Un
2	CO2	To understand the political, socio-economic, cultural outcomes of two world wars	Re, Un
3	CO3	To analyze the process of authoritarian and totalitarian concepts	Re, Un
4	CO4	To critically evaluate the exertion of world peace organization	Re, Un
5	CO5	To understand the theoretical and ideological background of global politics and the world wars	Re, Un

**Course content****Module I Socialist Revolutions**

Russian Revolution: Revolution of 1905 and 1917- Mensheviks-Bolsheviks- Impact- Chinese Revolution: Sun Yat Sen- Mao and Cultural Revolution.

**Module II World War I**

World War I: Backdrop-Global impact-Peace Settlement-Paris Peace Conference-Versailles Treaty-Great Depression.

**Module III Authoritarian ideologies and Totalitarian Nations**

Politics and Ideology of Fascism and Nazism- France and Britain: Appeasement towards Fascism.

**Module IV World War II & Global Politics after the WW II**

Rise of Imperial Japan in Asia- World War II – Historical Background- Historians' views-Impact- UNO-Critical assessment.



Bi-polar World-Decolonisation and Emergence of the Third World- Power Blocks-Military Pacts- NAM.

Define Neo Colonialism- Replacement of Britain-By USA-New Economic Institutions: Britton wood twins-GAAT- WTO-Globalisation.

**Essential Readings:**

24. Blanning, T.C. W Ed. *The Nineteenth Century: Europe 1789-1914* (Short Oxford History of Europe) (2000)
25. Bridge, F.R & Roger Bullen. *The Great Powers and the European States System 1814-1914*, 2nd Ed. (2005).
26. Cameron, Rondo. *France and the Economics Development of Europe, 1800-1914: Conquest of Peace and Seeds of War* (1961), a wide -ranging economic and business History.
27. Crawley, C.W Ed. *The New Cambridge Modern History, Vol. 14: Atlas* (1972)
28. Evans, Richard J, *The Pursuit of power Europe 1815-1914* (2015).
29. Gildea, Robert *Barricades and Borders: Europe 1800-1914* (3rd Ed. 2003)
30. Gooch, G.P., *History of modern Europe 1878-1919* (1923)
31. Grab, Alexander, *Napolean and the Transformation of Europe* (2003)
32. Grant & Timperley: *Europe in the Nineteenth and twentieth centuries.*
33. Herring, George C *Years of Peril and Ambition U.S foreign Relations. 1776-1921* (2017)
34. Hinsley F.H Ed. *The New Cambridge modern History Vol. 11 Material Progress and World-Wide Problems 1870-1898* (1979)
35. Kennedy, Paul, *The Rise and Fall of the Great powers Economic Change and Military Conflict from 1500-2000* (1987), stress on economic and military factors.
36. Ketelbey, C.D. *History of Modern Times.*
37. Langer, William, *European Alliances and Alignments 1870-1890* (1950) Advanced History.
38. Barzun Jacques, *From Dawn to Decadence 500 years of western Cultural life: 1500-present.*
39. Benns F. Lee: *Europe Since 1914.*
40. E H Car, *International Relations between two World Wars (1919-1939)*
41. Carsten. F.L, *The Rise of Fascism.*
42. Edwin Augustus Grosvenor, *Contemporary History of the World.*
43. Crawley C.W, *The new Cambridge modern History Volume 9. War & Peace in an age of upheaval. 1793-1830.*
44. Dhar, S.N, *International Relations and World Politics since 1919*, Bombay, Asia Publish House. 1967.

45. Doenecke Justus D. Stoler Mark A, *Debating Franklin D Roosevelt's Foreign Policies. 1933-1945.*
46. Dunan Marcel Larousse: *Encyclopaedia of Modern History from 1500 to the Present day.*
47. FP Walters: *A History of the League of Nations*
48. Henry Kitchell Webster: *Early European History*
49. Jules Michelet, Mary Charlotte, Mair Simpson: *A summary of Modern history*
50. Gaddis John Lewis, *The United States and the Origins of the Cold War, 1941- 1947*
51. Grosvenor, Edwin, *A Contemporary History of the World*
52. Jules Michelet, Mary Charlotte, Mair Simpson, *A summary of Modern History*

Semester VI. Instructional Hours: 3 Credits 4.

### **HY1645 Project Work / Dissertation**

#### **Common guidelines for Project/Dissertation**

The Project/Dissertation should be done under the direct supervision of a teacher of the department. The work of supervising the Projects should be distributed equally among all the faculty members of the department.

- i. The teaching hours allotted in the fifth semester for the Project/Dissertation [i.e., 3 hours/week] is to be used to make the students familiar with the mechanics of Project writing.
- ii. A maximum of five students will work as a group and submit their project as a [single] copy for the group. The members of a group shall be identified by the supervising teacher. Subsequently each group will submit a project/dissertation and face the viva individually/separately.
- iii. The list containing the groups and its members should be finalized in the third semester. The assignment for the paper core specific foundation course **Reconstructing the Past** in the third semester should be a book review or Research paper
- iv. Credit will be given to original contributions. Students should not copy from other projects.
- v. There will be an external evaluation of the project by an External examiner appointed by the University. This will be followed by a viva voce, which will be conducted at the respective college jointly by the external examiner who valued the projects/dissertations and an internal examiner. All the members within the group will have to be present for the viva voce. The grades obtained [for external evaluation and viva voce] will be the grade for the project/dissertation for each student within that group.

- vi. Two copies have to be submitted at the department by each group. One copy is for evaluation and the other copy is for retaining at the department.

### **Specifications of project work**

1. The project work may be on any social problem relevant to the study of History
2. It should be based on both primary and secondary source of data.
3. It should be 20-25 pages, typed and spiral bound one.
4. Paper must of A4 size only.
5. Printing is to be one-sided only.
6. Font is to be times new roman and the font size is to be 14/15 BOLD for Main titles and 12 normal is to be for the matter/ body text.
7. Line Spacing is to be double.
8. Printing Margin: 1.5-inch for left margin and 1 inch margin on the remaining three sides.
9. Paragraphs and line spacing: double space between lines [MLA format]. Double space between paragraphs. No additional space between paragraphs.
10. Start new Chapter on a new page.

### **The Project work shall contain the followings:**

1. The Cover Page.
2. First Page
3. Acknowledgement
4. Declaration by the student(s) with name & signatures.
5. Certificate (to be signed by the Head of the Dept and the Supervising Teacher).
6. Contents page with details of Chapter division, Chapter Number, Chapter titles and Page Numbers
7. Introduction and Review of literature
8. Methodology
9. Analysis
10. Conclusion & Suggestions if any
11. Bibliography & Appendix if any.

## Evaluation scheme and criteria of Project work:

The total Marks for Project is 100 (Project =75 + Viva voce=25)

The project assignment may be given in the 5th semester and report should be submitted at the end of 6<sup>th</sup> semester

The viva voce will be conducted under the leadership of the Chairman of the Examination Board.

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

### Evaluation indicators:

#### 1. Project Report

No	Indicators	Marks	*Grade	Total
1	Introduction and Review of Literature	10		
2	Methodology	10		
3	Analysis	40		
4	Conclusion and Suggestions	10		
5	Bibliography and Appendix	5		
	Total	75		

\*The Grade may be either A, B, C, D, or E.

#### 2. Viva Voce

No	Indicators	Marks	Grade	Total
1	Presentation Skills	5		
2	Clarity in the Subject	5		
3	Défense	10		
4	Overall	5		
	Total	25		

\*The Grade may be either A, B, C, D, or E.

# OPEN COURSES

Semester V, **Open course.**

Instructional Hours: 3, Credits: 2.

### **HY 1551.1 Introduction to Women Studies**

#### Course Outcomes

SL No.	Course Outcome No.	Course Outcomes	Taxonomic Level
1.	CO1	To understand the concept of gender and its sociological construction.	Un, An
2.	CO2	To analyse the question of women in the theoretical perception of different feminism(s)	Un, Re
3.	CO3	To Examine the changes in the status of women in India	An, Un
4.	CO4	To understand the laws and legislations for women's protection,	Un, Ev
5.	CO5	To analyse and evaluate certain themes in Women's studies in India	An, Un

#### **Course content**

##### **Module-I Understanding the Gender**

Understanding Gender: Concept of Sex vs Gender – question of agency – women as heterogenous category -

##### **Module - II Feminism(s)**

Theories of feminism: Radical, Liberal, Marxist, Post-Modern, Post-Colonial and Eco-Feminisms. Intersectional Feminism: Black Feminism, Dalit Feminism and Islamic Feminism.

##### **Module III Changing role and status of Indian women in historical perspective:**

Political economy of Later Vedic India and construction of Women as 'subordinate' gender – colonial economy and Women in public sphere –

question of women to the fore: colonial modernity - reform movements-  
Contradictions in the Legislations: Prohibition of Sati and female Infanticide.

Post-Independent Scenario: Legislations and laws for Women – cyber laws  
for women’s protection – Women’s organizations

#### **Module – IV Some themes in Women Studies in India:**

“Politics of Widow Immolation” by Sudesh Vaid.

“Rape and the Construction of Communal Identity” by Kalpana Kannabiran.

“Domestic Violence” by Malavika Karlekar,

“Dalit Women: The Downtrodden among the Downtrodden” by Ruth  
Manorama

#### **Essential Readings:**

- 1) Mary E John, *Women's studies in India: A Reader*, Penguin Books, 2008.
- 2) Kumkum Sangari and Sudesh Vaid, (ed.) *Recasting Women: Essays in Colonial History*, Zubaan, 1989.
- 3) Uma Chakravarti, *Gendering Caste: Through a Feminist Lens*, Stree, 2003.
- 4) V. Geetha, *Patriarchy*, Stree, 2009.
- 5) Dipankar Gupta, *Interrogating Caste: Understanding hierarchy and difference in Indian Society*, penguin, 2000.
- 6) Y Naveen babu, *From Varna to Jati: Political Economy of Caste in Indian Social Formation*, Danish Book, 2008.
- 7) Baluchamy. S., *Empowerment of Women*, Anmol Publications, New Delhi, 2010.
- 8) Neera Desai, Usha Thakkar, *Women in Indian Society*, National Book Trust, 2004.
- 9) C.B. Bhange, Mamta Jangir, Niyaz Ahmed Ansari, Memoonah Baig, *Various Dimensions of Women Empowerment in India*, Bharti Publications, 2021.
- 10) Sunaina Arya and Aakash Singh Rathore, *Dalit Feminist Theory: A Reader*, Routledge India, 2019.
- 11) Rajashi Ghosh, Gary N. McLean, *Indian Women in Leadership*, Springer International Publishing; Palgrave Macmillan, 2018.
- 12) McCann, Carole.; Kim, Seung-Kyung, *Feminist Theory Reader: Local and Global Perspectives*, Taylor & Francis, 2016.
- 13) Janet Price and Margrit Shildrick (eds.), *Feminist Theory and the Body: A Reader*, Routledge New York, 1999.
- 14) Radha Kumar, *History of Doing: An Illustrated Account of Movements for Women’s Rights and Feminism in India, 1800-1900*. New Delhi: Kali for Women, 1993.
- 15) Kalpana Kannabiran, *Women and Law: Critical Feminist Perspectives*, SAGE, 2013.
- 16) Ira Mukhoty, *Heroines: Powerful Indian Women of Myth and History*, Aleph Rupa, 2017.



- 17) Geraldine Forbes, *Women in Modern India*, The New Cambridge History of India. Vol.4, Cambridge University Press, 1996.
- 18) J Devika, *Kulasthreeyum Chanthapennum*, (mal), Mathrubhumi, 2016.
- 19) J Devika, *Engendering Individuals*, Orient Longman, 2007.

**HY 1551.2 Principles and Methods of Archeology**

## Course Outcomes

SL No.	Course Outcome No.	Course Outcomes	Taxonomic Level
1.	CO1	Explain the evolution and growth of Archaeology in India.	Un, Re
2.	CO2	Define Archaeology and its relation with other disciplines	Un, Re
3.	CO3	Examine the techniques of Exploration and Excavation.	An, Un
4.	CO4	Discuss different dating methods in Archaeology.	Un, Re
5.	CO5	Distinguish the nature, development and value of Archaeology as a discipline.	An, Un

**Course Content****Module I Introduction to Archaeology.**

Definition - Nature, aim, scope and value of archaeology -Archaeology as a discipline-Important concepts like Artifacts, Industry, Assemblage and Culture.

**Module II Kinds of Archaeology**

Marine archaeology or Under water archaeology - Ethno-archaeology- Environmental archaeology Salvage archaeology, Aerial archaeology.

**Module II Functions of Archaeology**

Introduction to Archaeological explorations & excavations -Dating techniques -Relative and Absolute Dating - Radio carbon dating, , Thermoluminescence Archaeon-magnetism, Fluorine dating - Phosphorous dating- Potassium-Argon dating - Dendrochronology or Tree Ring method - Pollen Analysis.

## Module IV History of Archaeological Developments in India

Colonial Intervention - Archaeological Survey of India (ASI), Alexander Cunningham, James Princep, Robert Bruce Foote, James Burgess, John Marshall, Mortimer Wheeler. Indian Archaeologists - H D Sankalia, Satyamurti, B. B Lal, V. S Wakankar, T. Satyamurti, K. V Raman, Anujan Achan  
Archaeological sites in India - Rakhigarhi, Hastinapur, Bhimbetka, Dholavira, Lothal, Brahmagiri, Kodumanal, Arikamedu, Adichnallur, Arikamedu, Pattanam, Keeladi.

### Essential Readings:

1. Allchin Bridget and Raymond Allchin, *Rise of Civilization in India & Pakistan*, Cambridge, Cambridge University Press 1982.
2. Burkitt.M.C *The Old Stone Age*, London, 1956
3. Chakrabarti.D.K *History of Indian Archaeology*, Munshiram Manoharlal, New Delhi 1988
4. Chakrabarti. D.K., *Fifty years of Indian Archaeology (1960-2010): Journey of a Foot Soldier*, Aryan Books International, New Delhi, 2012.
5. Cherian P.J, Pattanam Represents the Ancient Urban Periyar River Valley Culture: 9<sup>th</sup> Season Excavation Report (2014-15), *Heritage: Journal of Multidisciplinary Studies in Archaeology*, 2015, 738-759.
6. Daniel, Glynn *150 years of Archaeology*, London 1978.
7. Ghosh A *Encyclopedia of Indian Archaeology*, Munshiram Manoharlal, New-Delhi 1990
8. Rajan K, *Archaeology- Principles & Methods*, Thanjavur, 2002
9. Raman K V, *Principles and Methods of Archaeology*, Madras, 1986
- 10 Sankalia H D, *Indian Archaeology Today*, Bombay 1962
11. Tauldahn, *Archaeology - A very short Introduction*, Oxford University Press, 1996
12. Wheeler, R.E.M, *Archaeology from the Earth*, London, 1954
13. Whitehouse, Ruth.D, *The Macmillan Dictionary of Archaeology*, London 1983
14. Zeuner F.E, *Dating the Past*, London, 1970.

**HY 1551.3 History of Human Rights Movements**

S No.	Course Outcome No.	Course Outcome	Taxonomic Level
1.	CO1	To understand about the constitutional remedies of human right violations.	Un, Re
2.	CO2	Familiarize the various agencies constituted to protect Human Rights	Un, Re
3.	CO3	To analyse the ideological foundations of Human Right Movement	An, Un
4.	CO4	To evaluate the process of the historical development of human rights in History	An, Ev
5.	CO5	To focus on the importance of the knowledge as an academic discipline.	Re

**Module I**

Definition- Constitutional safeguards and laws in Indian Constitution- agencies for protecting human rights in India - Dr.B.R.Ambedkar's perception of human rights- methods and approaches.

**Module II**

UN Charter on Human Rights-UDHR,1948-International Bill of Human Rights-ICCPR-ICESCR-UN bodies involved in promotion of Human Rights-Economic and Social Council-UN Commission on Human Rights-General Assembly-Human Rights committees -ILO, UNESCO, WHO, FAO-IHL Conventions-Geneva Protocols.

### **Module III**

Movements against Radical Discrimination- Abolitionist Movement-William Wilberforce, Sojourner Truth, Harriet Tubman, Frederick Douglass-Civil War in America (1848)- movement led by Mahatma Gandhi, Martin Luther King, Rosa Parks, Nelson Mandela.

### **Module IV**

Movements against Human Right violation in India- Dalit Movements- Tribal Movements, Women's Movements, Environmental Movements.

#### **Essential Readings:**

- 1 Naomi Klein, *The Shock Doctrine: The Rise of Disaster Capitalism*, Knopf Canada, 2007
- 2 Donnelly Jack, *Universal Human Rights in Theory and Practice* Cornell University Press, 2013
- 3 Steiner Henry. J, *Diverse Partners: Non-Governmental Organisations in Human Rights Movement*, Harvard Law School Human Rights programme, 1991
- 4 Shute Stephen and Susan Harley, *On Human Rights, The Oxford Amnesty Lectures, 1993*, Basic Books,1993
- 5 Krishna Menon (ed.), *Human Rights Gender and Environment*, Delhi, 2009
- 6 Davis Mike, *Planet of Slum*, Ureso, 2007
- 7 O.P Dhiman, *Understanding Human right-An Overview*, Kalpaz Publication, 2011.
- 8 Jayanth Chaudhary, *A Text Books of Human rights*, Wisdom Press, 2011.
- 9 O'Byrne Darren, *Human Rights- An Introduction*, Longman,2002
- 10 Akhtar Saud, *Human Rights in the World*, Sarup Book Publishers, Pvt Ltd,2012
- 11 Daniel Fischin Martha, *The Concise Guide to Global Human Rights*, Oxford University Press, 2007
- 12 Dr.Sreenivasulu.N.S, *Human Rights-Many Sides to A Coin*-Regal Publications, 2008
- 13 Alferdsson, Gudmundur and Eide, Asbjorn, ed., *The Universal Declaration of Human Rights: A Common Standard of Achievement*, The Hague, Martinus Nijhoff publishers, 1999.
- 14 Stetson, Brad, *Human Dignity and Contemporary Liberalism*, Praeger, London, 1988.
- 15 Amina, *Inside the Gender Jihad: Women's Reform in Islam*, One World Publications, Oxford, 2007.
- 16 Weeramantry, C.G., *Islamic Jurisprudence: An International Perspective*, London, Macmillan, 1999.
- 17 Franke, *Human Rights in International Politics: An Introduction*, New Delhi, VIVA Books, 2016.
- 18 Jenks, W, *Human Rights and International Labour Standards*, London, Stevens, 1960.

- 19 Kapoor, S.K., *Human Rights under International Law and Indian Law*, Central Law Agency, Allahabad, 1999.
- 20 Lauterpacht, Hersch, *International Law and Human Rights*, Archon Books, Hamden, 1968.
- 21 Leblanc, Lawrence J, *The OAS and the Promotion and Protection of Human Rights*, The Hague: Martinus Nijhoff, 1977.
- 22 Iyer, V.R. Krishna, *Dialectics and Dynamics of Human Rights in India*, Eastern Law House, 1999
- 23 Iyer, V.R. Krishna, *Human Rights and the Law*, Vedpal Law House, Indor, 1984.
- 24 Iyer, V.R. Krishna, *Human Rights: A Judge's Miscellany*, B.R. Publishing Corporation, Delhi, 1995.

**HY 1551.4 Indian Environmental History: An Opening**

SL No	Course Outcome No.	Course Outcome	Taxonomic Level
1	CO1	To understand the general and critical knowledge on Indian environment	Re, Un
2	CO2	To understand and sensitize academically charging students in a historical context is essential for creating an ecologically prudent consciousness	Re, Un
3	CO3	To analyze present day environmental problems would make the students environmentally responsible	Re,Un
4	CO4	To account the empathetic to the plight of poor who are environmentally displaced and marginalized.	Re, Ev

**Course content****Module I Understanding Environmental History**

What is Environmental History - Types of environmental history - Planetary Consciousness-Global Dimensions- Indian Case- Interdisciplinary nature of Environmental History- Scope and Relevance in Contemporary Times

**Module II Pre-Colonial Dimensions**

Nature in Ancient India- Sacred Groves and Ecological Value- Modes of Resource Use- Hunter Gatherer - Pastoralists- Settled Agriculture- Pre - Colonial States and Environment.

**Module III The Colonial Marks**

Coming of Industrial Mode- Control of Forests- Forest Regulations and Acts- Tribal Resistance- Ecological Nationalism- Ecological Imperialism.

## Module IV Post-Colonial Continuum

Free India and Approaches to Environment - Nehruvian Legacy - Dams as Temples- Marginalization of Poor- Environmental Movements- Chipko- Narmada- Silent Valley- Plachimada- Women and Environment.

### Essential Readings:

1. Donald Worster, ed. *The Ends of the Earth: Perspectives of Modern Environmental History*, New York, 1988
2. Al Gore, *Earth in the Balance*, London, 1992
3. Sverker Sorlin and Paul Warde, *The Problem of Environmental History: A Re-reading of the field*, *Environmental History*. Vol 12, No. 1, Jan .2007.
4. Erach Bharucha, *Textbook of Environmental Studies*, Universities Press India Pvt Ltd, 2005.
5. Lester R. Brown, *Eco-Economy*, Orient Blackswan Pvt Ltd  
Samir Dasgupta, *Understanding the Global Environment*, Pearson Longman, New Delhi, 2009.
6. S.N.Chary, *Environmental Studies*, Macmillan India Ltd, 2008.
7. Agrawal et.al, *A Textbook of Environment*, Macmillan India Ltd, 2002.
8. Kiran B.Chhokar, *Understanding Environment*, Sage Publications, 2004.
9. S.P.Misra, et.al, *Essential Environmental Studies*, Ane Books, New Delhi, 2008.
10. V.K.Ahluwalia, et.al, *Environmental Science*, Ane Books, New Delhi, 2006.
11. Donald Worster, ed., *The Ends of the Earth: Perspectives of Modern. Environmental History*, New York, 1988.
12. Alfred W. Crosby, *Ecological Imperialism: the biological expansion of Europe, 900-1900*, New York, 1986.
13. Dennis Pirages, *The Ecological Perspective and the Social Sciences*, *International Studies Quarterly*, Vol. 27, No. 3 (Sept. 1983), pp. 243- 255 <http://www.jstpr.org/stable/2600681>
14. John Bellamy Foster, *Ecology Against Capitalism*
15. Lester J. Bilsky (ed), *Historical Ecology*, New York, 1980.  
J.F. Richards and R. Tucker, (ed) *World Deforestation in the Twentieth century*, Durham, 1988.
16. Patricia Jagentowicz Mills, *Feminism and Ecology: on the Domination of Nature*, *Hypatia*, vol. 6, No. 1, *Ecological Feminism* (Spring, 1991) pp 162-178.  
<http://www.jstor.org/stable/3810039>.
17. Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, OUP, New Delhi, 1992.
18. Ramachandra Guha, *The Unquiet Woods*, OUP, Delhi, 1989.
19. -----, *Environmentalism- A Global history*, Longman, 2000.
20. Stebbing E.P *The Forest of India*, Vols, 11, London, 1922-27.
21. Sangreiya, K.P, *Forests and Forestry*, New Delhi, 1967.
22. Ribbentrop. B, *Forestry in British India*, Calcutta, 1900.



23. S. Fernandez and Kulkarni (ed), *Towards a New Forest Policy: Peoples Rights and Environmental Needs*.
24. Madhav Gadgil and R. Guha, *Ecology and Equity* (Penguin, 1996).
25. Amita Baviskar, *In the belly of the River: Tribal Conflicts over Development in the Narmada Valley*, OUP, New Delhi.
26. Amita Baviskar, (ed.), *Contested Grounds: Essays on Nature, Culture and Power*, New Delhi, 2008.
27. James Connelly and Graham Smith, *Politics and the Environment: From Theory to Practice*, New York, 2003.
28. Lafferty, W. and Eckerberg, K. (eds), *From Earth Summit to Local Agenda 21: Working Towards Sustainable Development*, London, 1998.
29. Lorraine Elliot, *The Global Politics of the Environment*, London, 1998.
30. Vandana Shiva, *Staying Alive: Women, Ecology and Development*, London, 1989.
31. John Vogler and Iunber, *The Environment and International Relations*, London, 1996.
32. National Committee on Environmental Planning and Coordinator, Dept. of Science and
33. Technology, *Ecological Investigation in the Silent Valley*, June 1980.
- Mahesh Rangarajan, *Environmental Issues in India*, Pearson, 2007

# ELECTIVE COURSES

### HY 1661.1 Historical Tourism and Cultural Industry

#### Course Outcomes

SL No.	Course Outcomes No.	Course Outcome	Taxonomic Level
1.	CO1	To understand the importance of History in Tourism	Un, Re
2.	CO2	To analyze the various historical, cultural, religious, touristic resources of India	An Un,
3.	CO3	To understand the cultural heritage of Kerala.	An, Un
4.	CO4	To create an awareness among the students about the prospects of historical tourism	An, Ev
5.	CO5	To evaluate the importance of Geography and network maps of India.	Ev, Re

#### Course content

##### **Module I Importance of Geography in Tourism**

Latitude, Longitude, International Date Line - How to read maps, Time Zones, Time differences - G. M. T variations.

Types and Forms of Tourism- Inter-regional and intra-regional tourism- in bound and out bound tourism- domestic, international tourism- Forms of Tourism- religious-historical- social- adventure- health- sports and adventure- senior tourism- special interest tourism like culture or nature oriented-ethnic or 'roots' tourism- VFR.

##### **Module II Historical, Cultural and Religious Tourism Resources of India**

World heritage monuments and other prominent monuments of India - Cultural Tourism resources - Indian classical dances and folk-dance forms -

music and musical instruments – art and handicrafts – fairs and festivals – religious and socio – cultural – study of shrines and centers of religion.

### **Module III Tourism Resources of Kerala.**

monuments, museums, historical and religious sites in Kerala – tribal culture, dance and music, painting, handicrafts, handloom, cuisine - dress- kathakali, mohiniattam, theyyam, pakkanar kali-mudiyattam-forts-palaces - art galleries.

### **Module IV Emerging Trends in Tourism**

E – tourism – virtual tourism – sustainable tourism – accessible tourism- event tourism – MICE tourism.

### **Essential Readings**

1. Acharya, R, *Tourism and Cultural Heritage of India*, ROSA publication, Jaipur, 1986
2. Barrey Arrich, *Event and Entertainment Marketing*, Vikas Publications, 1994
3. Boniface, B & Cooper, C, *The Geography of Travel and Tourism*, 2005.
4. Chandra Prabhas, *Global Eco – Tourism, Codes, Protocols and Charters*, 2003.
5. Diwakar Sharma, *Event Planning and Management*, Deep and Publications New Delhi, 2009
6. Hussain, A A, *The National Culture of India*, National Book Trust, New Delhi, 1994
7. Jacob, R, Joseph, S. Philip, A, *Indian Tourism Practices*, Abhijit Publications, 2007
8. Kapila, Vatayayan, *The Arts of Kerala Kshetram*, Gyan Publishing House, 2016
9. Percy, B (1940) *Indian Architecture – Hindu and Buddhist Period*, 1940
10. Mukherjee, R. K , *The Culture and Art of India*, 1984
11. Raina. A. K, Raina, C. L, *Fundamentals of Tourism and Indian Religion, Principles and Practices*, Kanishka Publishers, New Delhi ,2005
12. Sharma, U, *Festivals in Indian Society*, Mittal Publication, New Delhi, 2008
13. Sreedhara Menon, *A Cultural Heritage of Kerala*, DC Books, 2019
14. G. Rajasekaran, *Dances of Kerala*, Department of Information and Public Relations, Government of Kerala, 2004.

**HY 1661.2 History and Medicine**

## Course Outcomes

SL. No	Course Outcome No.	Course Outcomes	Taxonomic Level
1	CO1	To understand the general and critical knowledge on history of medicine	Re, Un
2	CO2	To understand and sensitize in a historical context of the various medicinal practices of India	Re, Un
3	CO3	To analyze the concept of diseases and development of medical surveillance system	Re, Un
4	CO4	To account the therapeutics and pharmacology in a regional context	Re, Ev

**Course content****Module I What is History of Medicine:**

What is medical knowledge-history of medicine and the scientific revolution-historiography- Colonialism and the development of medical institutions- Imperialism and tropical medicine.

**Module II Indian System of Medicine:**

Ayurveda; Unani, Siddha - Western System of Medicine: Hippocratic theories and practices; from Plato to Pythagoras; Hellenistic medicine; Galenic medicine - Significance of anatomy and physiology in understanding of history of medicine; Notions of Body in the East vs West.

**Module III Disease:**

Colonialism and the modern medicine in India -Development of medical surveillance system -the advent of hospitals, laboratories, public health and

sanitation, hygiene and body under colonialism- historical approaches to disease; Endemic, epidemic and pandemic: definitions with examples - malaria, plague, pandemic influenza/ "Swine Flu", Ebola, Covid 19.

#### **Module IV Therapeutics:**

Disease treatment and the rise of pharmacology – Botany and drugs in India; basic concepts of Indian pharmacology –Role of Kerala Chemical & Pharmaceuticals Ltd

#### **Essential Readings**

1. Ackerknecht, Erwin H, *Therapeutics from the Primitives to the Twentieth Century*. New York: Hafner, 1973.
2. Arnold, David, *Medical Priorities and Practice in Nineteenth-Century British India*, South Asia Research, no. 5, 1985
3. Arnold, David. *State Medicine and Epidemic Disease in Nineteenth Century*. University of California Press, 1993.
4. Crellin, John K. *A Social History of Medicines in the Twentieth Century: to be taken Three Times a Day*. New York: Pharmaceutical Products Press, 2004.
5. Duffin Jacalyn, *History of Medicine: A Scandalously Short Introduction*, Toronto: University of Toronto Press, 2000, second edition.
6. Gupta B, 'Indigenous Medicine in Nineteenth and Twentieth-Century Bengal', in C. Leslie, *Asian Medical Systems: A Comparative Study* (London: University of California Press, 1976).
7. Hume J C, 'Rival Traditions: Western Medicine and Yunani-Tibb in the Punjab, 1849- 1899', *Bulletin of the History of Medicine*, no. 51, 1977.
8. Rao, Ramachandra V. *Regional Seminar-Cum Workshop on History of Medicine in India held on October 9 - 11, 1970*, S V Medical College, Tirupati.
9. Zimmermann, Francis. *Gentle Purge: The flower power of Ayurveda in* Charles Leslie ed. *Paths to Asian Medical Knowledge*, 209-223.
10. Zysk, Kenneth G, *Medicine in the Vedas, Indian Medical Tradition*, Volume 1. Delhi: Motilal Banarasidass, 1961, pp.1-11.
11. Wujastyk D, "Indian Medicine" in W F Bynum and Roy Porter (eds) *Companion Encyclopaedia of the History of Medicine*, Volume 1. London: Routledge, 1993, pp.755 -
12. Wujastyk D, *Roots of Ayurveda*. New Delhi: Penguin 1988, reprinted in 2001. Chapter 1 and Introductions to Chapters 2, 3, and 6.

Semester VI, **Elective**

Instructional Hours: 3, Credits: 2.

### **HY 1661.3 Media and History**

Course outcomes

SL. No	Course Outcome No.	Course Outcomes	Taxonomic Level
1	CO 1	To understand the importance of historical sensibility in journalism.	Un, An
2	CO 2	To understand and analyse historically important content from different media reports.	Un, An
3	CO 3	To create media archive for historical research.	An, Cr
4	CO 4	To create journalistic content with historical insights	An, Cr
5	CO 5	To develop innovative enterprises exploring the possibility of digital humanities and coalescence of the discipline of history and media studies.	An, Ev, Cr

### **Course content**

#### **Module I Introduction to Media and History:**

Importance of historical insights in media content writing and journalism - Post 1991 transformation: corruption in media- question of diversity and inclusiveness in media-news Room/war room -commercialization of media-politicization of media and contemporary problems.

#### **Module II Theoretical Foundations of Cultural Industries:**

Frankfurt School view on Industrialization of culture- Theodor Adorno and Max Horkheimer- Information and Knowledge Economy- From Cultural industries to content industries.

### **Module III Introduction to Digital Humanities:**

Media as a source for History writing - Media as historical archives: print media (press) archive/historical newspaper archive -visual media archive - Web/internet and social media archiving: Google news historical newspaper archiving and social media archiving- Broadcasting Empire: BBC and the British World - Archiving oral testimonies and public memories. Visual history- Documenting history- History Lab- Introduction to Historiophoty.

### **Module IV Creating Media Archive and Content Writing (Assignment)**

Creating Media Archives with historical sensibility (Archiving media content for Historical research) – Media content writing with historical insights.

### **Essential Readings**

1. Frank Boesch, *Mass Media and historical Change: Germany in International Perspective, 1400 to the present*, 2015.
2. Marx Karl and Frederic Engels, *The Ruling Class and the Ruling Ideas*, <https://www.marxists.org/archive/marx/works/1845/german-ideology/ch01b.htm>
3. Hebarmas' notion of Public Sphere, <https://opentextbc.ca/mediastudies101/chapter/habermas-public-sphere/>
4. Eisenstein, Elizabeth., *The Printing Press as an Agent of Change: Communications and Cultural Transformations in Early Modern Europe*, 1979.
5. Paul Starr, *The Creation of the Media: Political Origins of Modern communications*, 2004.
6. McLuhan, Marshall, *Understanding Media: The Extensions of Man*, 1964.
7. Stephen Robertson, "The Differences between Digital Humanities and Digital History" in *Debates in the Digital Humanities*, Matthew K Gold and Lauren S Klein (eds), University of Minesota press, 2016.
8. Philipp Dominik Keidl, "Toward a Public Media Archaeology: Museum, Media, and Historiography" in *The Movie Image: The Journal of the Association of Moving Image Archivists*, Vol.17, No.2 (Fall 2017 pp.20-39), University of Minnesota press.
9. Sunetra Sen Narayan and Shalini Narayanan (ed.), *India Connected: Mapping the Impact of New Media*, 2016.
10. Robin Jeffrey, *India's News Paper revolution: Capitalism, Politics and the Indian Language Press 1977-1999*, 2000.
11. \_\_\_\_\_, *Media and Modernity: Communication, Women and the State in India*, 2010.
12. Jeffrey Robin and Doron Assa., *Cell Phone Nation: How Mobile Phones Have Revolutionized Business, Politics and Ordinary Life in India*, 2013.



13. Asa Briggs and Peter Burke, *Social History of the Media: From Gutenberg to the Internet*, Cambridge: Polity, 2009
14. Brian Winston, *Media Technology and Society, A History: From the Telegraph to the Internet*, London: Routledge, 1998.
15. Michael Mann. *Wiring the Nation: Telecommunication, Newspaper-Reportage and Nation Building in British India, 1850-1930*, New Delhi: Oxford University Press, 2017.
16. Amelia Bonea, *The News of Empire: Telegraphy, Journalism and the Politics of Reporting in Colonial India 1830-1900*, New Delhi: Oxford University Press, 2016
17. Christopher Pinney, *Camera Indica: The Social Life of Indian Photographs*, Reaktion Books, 1997.
18. Marja Gunning Tom, *History Matters: Making Sense of Films*, Centre for History and New Media, 1998
19. Sandeep Bhushan., *The Indian News Room: Studios, Stars and the Unmaking of Reporters*, 2019.
20. Bruin, Karen Ross., *Gender and Newsroom Cultures: Identities at Work*, 2004.
21. Paul Hodkinson, *Media Culture and Society: An Introduction*, 2010.

Semester VI, **Elective**

Instructional Hours: 3, Credits: 2.

### **HY 1661.4 Introduction to Museology: Methods and Conservation Practice**

#### Course outcomes

SL No.	Course Outcome No.	Course Outcomes	Taxonomic Level
5.	CO1	To identify theoretical and practical knowledge of the collection, and preservation of museum objects	Un, Re
6.	CO2	To differentiate types of preservation techniques.	Un, An
7.	CO3	To demonstrate the aspects of artefacts collection and techniques of Display,	Un, Ap
8.	CO4	Able to select museum collections and implement the knowledge of museum designing	Un, Ap,Ev

#### **Course content**

##### **Module I Basics of Museology**

a) Definition Aims and Scope Origin, Meaning, and purposes of Museums. General Principles of Museology, Role and Functions of Museums: Social, Cultural, Economic, Educational etc

b) Kinds of Museums Archaeological, Industrial, Agricultural and Natural , Open air museums, Inclusive Museums, Community centre, interpretation centre, galleries and virtual museums,. New Museology, Eco-Museum

c) Growth of Museums in India - Select Museums in India: National Museum New Delhi, Salar Jung Museum Hyderabad, Indian Museum Calcutta, Prince of Wales Museum Bombay, Government Museum Madras- Museums in Kerala, Hill Palace, Napier Museum

## **Module II Collection, Preservation of Museum Objects**

a) Types of Collection- Tangible and Intangible Cultural Heritage, Purposes of collecting. Methods of collecting. Disposing museum collections, Methods of disposal.

b) Conservation & care of organic materials: Preservation of Manuscripts- Palm Leaves, Paper, Bhurjapatra, Leather, Textiles, Wooden Objects Deterioration, conservation & care of inorganic and siliceous material, Stones, Metals, Clay, Glasses. Field Conservation Techniques

## **Module III Museum Display**

Techniques of Display, Factors Governing the Display of Objects, Principles of Exhibition, Interior Art, Pedestrian Design, Angle of Vision and exhibits.

### **Essential Readings**

1. Alexander, Edward P. *Museums in Motion: An Introduction to the History and Functions of Museums*. American Association for State & Local History, 1978
2. Smith J. Bakshi & Vinod P. Dwivedi, *Modern Museum*, Abhinav Publications, New Delhi, 1973.
3. Usha Agrawal, *Museums in India*, Sudeep Prakashan, New Delhi, 2000
4. Sivaramamurthy, *Directory of Museums in India*, Ministry of Scientific Research and Cultural affairs, New Delhi, 1959.
5. N.R. Banerji, *Museums and Cultural Heritage of India*, Agam kala Prakashan, 1990
6. Shanka Basu and Mahua Chakrabarti, *Museum Norms and Terms- a selective approach*, Calcutta, 1990.
7. Anupama Bhatnagar, *Museum, Museology and New Museology*, Sudeep Prakashan, New Delhi, 1999
8. M L Nigam, *Fundamentals of Museology*, Deva publications, Hyderabad, 1966.
9. Shanka Basu and Mahua Chakrabarti, *Museum Norms and Terms- a selective approach*, Calcutta, 1990.
10. Anupama Bhatnagar, *Museum, Museology and New Museology*, Sudeep Prakashan, New Delhi, 1999
11. M L Nigam, *Fundamentals of Museology*, Deva publications, Hyderabad, 1966.
12. V H Bedkar, *New Museology for India*, National Museum Institute of History of Art, Conservation and Museology, National Museum, New Delhi, 1995.
13. Thompson, John M.A. (ed.) *Manual of Curatorship, a Guide to Museum Practice*. Butterworths, 1984.

Web Resources:

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

<https://www.icomos.org>

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

[www.intach.org](http://www.intach.org)

[www.whc.unesco.org](http://www.whc.unesco.org)

<http://www.incredibleindia-tourism.org/>

# COMPLEMENTARY COURSES

Semester I, Complementary I

Instructional Hours: 3, Credits: 2.

### **HY 1131.1 History of National Movement in India Part I.**

Course outcomes

SL. No	Course Outcome No.	Course Outcomes	Taxonomic Level
1	CO1	To understand the theoretical perceptions of colonialism to imperialism	Re, Un
2	CO2	To evaluate the socio-cultural roots of colonialism	Re, Un
3	CO3	To analyze the ideological and historical backdrop of the social reform movements and its reactions to the process of making of a nation	Re, Un
4	CO4	To account a theoretical insight of the national movement	Re, Ev

#### **Course content**

##### **Module I British Empire in India**

The imperial Ideology- Parliamentary system and empire- Extracting Land Revenue, Permanent Settlement, Ryotwari Settlement, Mahalwari Settlement, Establishment of Judicial system, Police and Army- Indian Civil Service- Empire and Economy.

##### **Module II Reform and Social Awakening**

Social and Religious Reforms- Rammohun Roy - Derozio and Young Bengal- Debendranath Tagore and Ishwar Chandra Vidyasagar- Ramakrishna and Vivekananda-Swami Dayanand and the Arya Samaj-The Theosophical Society- Sayyed Ahmad Khan and the Aligarh School- Muhammad Iqbal- Emancipation of Women-Struggle against caste.

##### **Module III The Uprising of 1857**

Background of the Revolt- The beginning and course of the revolt- Different perception of the revolt-Impacts of the revolt

## Module IV Emergence of Indian Nationalism

Differentiate Nation and nationalism- Agrarian society and peasant discontent- The New Middle class and the emergence of nationalism- Foundation of the Indian National Congress, the safety- valve theory, the Moderate and Extremists-Economic Nationalism

### Essential Reading

1. Aditya Mukherjee, *The Return of the Colonial in Indian Economic History: The Last Phase of Colonialism in India*, Presidential Address, Indian History Congress, New Delhi, 2007.
2. Aditya Mukherjee, *Empire: How Colonial India Made Modern Britain*, *Economic and Political Weekly*, Vol.45, No.50, December 2010
3. Bipan Chandra, *History of Modern India*, Orient Blackswan, 2012.
4. .... , *Rise and growth of Economic Nationalism in India*, Anamika, 2016.
5. -----, *India's Struggle for Independence*, Penguin Books, 1989.
6. -----, *Nationalism and Colonialism in Modern India*, Orient Blackswan, 1981
7. -----, *Indian National Movement: The Long-Term Dynamics*, Har Anand, 2008.
8. Tirthankar Roy, *The Economic History of India 1857-1947*, OUP, 2006.
9. Sekhar Bandyopadhyay, *From Plassey to Partition: A History of Modern India*, Orient Blackswan Pvt Ltd, 2004.
10. G Aloysius, *Nationalism Without a Nation in India*, OUP, 1998. S.N.Sen, *Indian History and Culture*, MacMillan India Ltd, 2007.
11. Paul Brass, *The Politics of Indian Since Independence*, Cambridge, 1994. Ranajith Guha (Ed.), *A Subaltern Studies Reader*, OUP, 1997.
12. Peter Hardy, *Muslims of British India*, Cambridge, 1972.
13. Irfan Habib, Dharma Kumar and T Raychoudhari, *Cambridge Economic History of India*, Vol.I& Vol II, Orient Blackswan., 1982 & 1983.
14. Sumit Sarkar, *Writing Social History*, OUP, 1998.
15. -----, *Modern Times: India 1880s-1950s*, Permanent Black, 2015.
16. A. R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, 2011.

Semester I, Complementary II      Instructional Hours: 3, Credits: 2.

## **HY 1131.2 History of Modern World Part I.**

### Course Outcomes

SL No	Course Outcome No.	Course Outcomes	Taxonomic Level
1	CO1	To understand the theoretical and ideological background of revolution and its impact	Re, Un
2	CO2	To understand the political, socio-economic, changes of the 19 <sup>th</sup> century world	Re, Un
3	CO3	To analyze the process of economic revolutions	Re, Un
4	CO4	To evaluate the new trends and ideas	Re, Un

### Course content

#### **Module I Intellectual Foundations of Modern Era**

Understanding Revolutions- The French Revolution: Ideas and Ideologies- Role of Intellectuals-Political Changes- Declaration of Human Rights.

#### **Module II Napoleon and France**

Napoleon Bonaparte -Domestic Reforms - Continental system- Congress of Vienna.

#### **Module III Emergence of Political and National Unification Movements**

Emergence of Nation States in Europe-Visualising the Nations-Unification of Italy - Joseph Mazzini - Count Cavour - Garibaldi -Charles Albert- Unification of Germany - Bismarck.

#### **Module IV Economic Revolutions and Colonial Plunder**

The Industrial Revolution- Growth of factory system-Capitalist Expansion.  
The Agrarian Revolution- The agricultural capitalism.  
Colonial Plunder and accumulation of wealth-New trends and Ideas:  
Laissez-faire, Socialism, Communism, and Chartism.

### **Essential Readings**

1. Eric J. Hobsbawm, *Age of Revolution*, Abacus, 1998.
2. C.A. Bailey, *The Birth of the Modern World*, Blackwell, California, 2004.



3. R.R. Palmer, *A History of the Modern World*, Mc Graw Hill Companies, 2004.
4. Martin Collier, *Italian Unification 1820-71*, Heinemann, 2003.
5. Prabhat Patnaik, *Whatever happened to Imperialism and other Essays*, Thulika Publications, Madras, 1937.
6. J.M. Roberts, *The Penguin History of Europe*, Penguin Books, New Delhi, 1998.
7. Norman Lawe, *Mastering Modern World History*, MacMillan, New Delhi, 2003

Semester II, Complementary III Instructional Hours: 3, Credits: 3.

### **HY 1231.3 History of National Movement in India Part II.**

#### Course outcome

SL No	Course Outcome No.	Course Outcome	Taxonomic Level
1	CO1	To understand the theoretical perceptions of nation and nationalism	Re, Un
2	CO2	To evaluate the economic impacts of the British Raj	Re, Un
3	CO3	To analyze the ideological underpinnings behind the construction of nation in India on the milieu of theoretical insights	Re, Un
4	CO4	To account a historiographical insight on Gandhian ideology	Re, Ev

#### **Course content**

##### **Module I The Economic Impact of British Rule**

Disruption of the traditional economy-Ruin of Artisans and Craftsmen- Impoverishment of the Peasantry- Ruin of old Zamindars and rise of New Landlordism- Stagnation and deterioration of agriculture-Emergence of modern industries- Poverty and Famines

##### **Module I Early Nationalism**

The rise of extremism and the Swadeshi movement, the anti-partition movement, the swadeshi and boycott, role of students, women and the masses, all India aspects of the movement- Muslim politics and the foundation of the Muslim League- emergence of communalism-Minto-Morley reforms of 1909- the rise of revolutionary nationalism-emergence of Indian capitalism.

##### **Module III World War and National Movement**

The Home Rule Leagues-Lucknow session of the Congress- The Ghadar movement-Montague Chelmsford reforms of 1919-Rowlett Act

## Module IV Advent of Gandhi

Gandhi's idea of nation and nationalism, Hind Swaraj- Gandhiji's early activism- Champaran in Bihar, Ahmedabad and Kheda in Gujarat, the common feature of the struggles-Multiple images of Gandhi (Various scholars' observations on Gandhi)

### Essential Readings

1. Bipan Chandra, *History of Modern India*, Orient Blackswan, 2012.
2. . . . ., *Rise and growth of Economic Nationalism in India*, Anamika, 2016.
3. -----, *India's Struggle for Independence*, Penguin Books, 1989.
4. -----, *Nationalism and Colonialism in Modern India*, Orient Blackswan, 1981
5. -----, *Indian National Movement: The Long-Term Dynamics*, Har Anand, 2008.  
Tirthankar Roy, *The Economic History of India 1857-1947*, OUP, 2006.
6. Sekhar Bandhopadhyay, *From Plassey to Partition: A History of Modern India*, Orient Blackswan Pvt Ltd, 2004.
7. G Aloysius, *Nationalism Without a Nation in India*, OUP, 1998. Ranajith Guha (Ed.), *A Subaltern Studies Reader*, OUP, 1997.
8. Peter Hardy, *Muslims of British India*, Cambridge, 1972.
9. Irfan Habib, Dharma Kumar and T Raychoudhari, *Cambridge Economic History of India*, Vol. I & Vol. II, Orient Blackswan., 1982 & 1983.
10. Sumit Sarkar, *Writing Social History*, OUP, 1998.
11. -----, *Modern Times: India 1880s-1950s*, Permanent Black, 2015.
12. A. R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, 2011.

**HY 1231.4 History of Modern World Part II.**

## Course outcome

SL No	Course Outcome No.	Course Outcome	Taxonomic Level
1	CO1	To understand stages of colonialism and colonial expansions	Re, Un
2	CO2	To understand the political outcome of world war I	Re, Un
3	CO3	To analyze the process of socialist revolution in Russia	Re, Un
4	CO4	To critically evaluate the socialist policies after the revolution	Re, Un

**Course content****Module I Imperialism in Africa**

Colonialism- Stages of Colonialism- Colonial Expansion – French in Africa –  
– British in Africa- Boer Wars.

**Module II Imperialism in Asia- China**

Western encroachments in China – Opium Wars – Boxer Rebellion – Tai-  
ping Rebellion – The Revolt of 1911.

**Module III The First World War and Peace Processes**

The First World War – Political Crises –Wilson’s Points – The Paris Peace  
Conference- League of Nations- Failure.

**Module IV**

The Russian Revolution – Establishment of the U.S.S.R – Lenin – N.E.P.

**Essential Readings**

1. Eric J. Hobsbawm, *Age of Revolution*, Abacus, 1998.
2. Prabhat Patnaik, *Whatever happened to Imperialism and other Essays*, Thulika Publications, Madras, 1937.
3. R.R. Palmer, *A History of the Modern World*, Mc Graw Hill Companies, 2004.
4. John Reed, *Ten days that Shook the World*, Penguin Books, New Delhi, 1998.
5. J.M. Roberts, *The Penguin History of Europe*, Penguin Books, New Delhi, 1998.

6. Norman Lawe, *Mastering Modern World History*, MacMillan, New Delhi, 2003.
7. Leon Trotsky, *History of the Russian Revolution*, Haymarket Books, 2008.
8. Sheila Fitzpatrick, *The Russian Revolution*, Oxford University Press, 2008.
9. Rex A Wade, *The Russian Revolution 1917*, Cambridge University Press, 2005.
10. Steve Phillips, *Lenin and the Russian Revolution*, Heinemann, 2000.

Semester III, Complementary V      Instructional Hours: 3, Credits: 3.

### **HY 1331.5 History of National Movement in India Part III.**

Course outcome

SL No	Course Outcome No.	Course Outcome	Taxonomic Level
1	CO1	To understand the historical roots of national movement	Re, Un
2	CO2	To evaluate the various social class role in the national movement	Re, Un
3	CO3	To analyze the theoretical perceptions on national movement	Re, Un
4	CO4	To account the making process of nation in India	Re, Ev

#### **Course content**

##### **Module I Gandhian Era**

The Non-co-operation and Khilafat movement, why non-cooperation movement? Role of different social groups conceives the idea of Non-cooperation, role of middle class, urban class, peasants, women, rebellions in the countryside and plantations workers- Swarajist party- The Simon Commission-Nehru Report-The Civil Disobedience Movement, how it was differentiated with Non-cooperation, part played by the Industrialists, Indian Capitalists, peasants.

##### **Module II Socialist Ideas**

Bhagat Singh, Surya Sen and the Revolutionaries- The Left in the national movement-Act of 1935.

##### **Module III Multiple voices of Nation**

Muslim alienation and communalism- Non-Brahman and Dalit protest- Working class movements-Women's participation.

##### **Module IV Towards Freedom**

Quit India Movement and INA- Communalism, Jinnah, Golwalkar and

extreme communalism- Freedom and partition, the Indian National Movement the ideological dimensions.

**Essential Readings:**

1. Bipan Chandra, *History of Modern India*, Orient Blackswan, 2012.
2. -----, *India's Struggle for Independence*, Penguin Books, 1989.
3. -----, *Nationalism and Colonialism in Modern India*, Orient Blackswan, 1981
4. -----, *Indian National Movement: The Long Term Dynamics*, Har Anand, 2008.
5. Sekhar Bandhopadhyay, *From Plassey to Partition: A History of Modern India*, Orient Blackswan Pvt Ltd, 2004.
6. G Aloysius, *Nationalism Without a Nation in India*, OUP, 1998. S.N.Sen, *Indian History and Culture*, MacMillan India Ltd, 2007. Ranajith Guha (Ed.), *A Subaltern Studies Reader*, OUP, 1997.
7. Peter Hardy, *Muslims of British India*, Cambridge, 1972.
8. Irfan Habib, Dharma Kumar and T Raychoudhari, *Cambridge Economic History of India*, Vol.I& Vol II, Orient Blackswan., 1982 & 1983.
9. Irfan Habib, *The National Movement: Studies in Ideology and History*, Tulika Books, 2011. Sumit Sarkar, *Writing Social History*, OUP, 1998.
10. -----, *Modern Times: India 1880s-1950s*, Permanent Black, 2015.
11. A. R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, 2011.

Semester III, Complementary VI      Instructional Hours: 3, Credits: 3.

### **HY 1331.6 History of Modern World Part III**

#### Course outcomes

S No	Course Outcome No.	Course Outcomes	Taxonomic Level
1	CO1	To understand the theoretical and ideological background of dictatorships	Re, Un
2	CO2	To understand the process of World War II	Re, Un
3	CO3	To analyze the post war developments in the world	Re, Un
4	CO4	To critically evaluate the role of India in the post war world	Re, Un

#### **Course content**

##### **Module I Rise of Dictatorship**

Political Ideology of Fascism-Debates- Fascism in Italy – Nazism in Germany.

##### **Module II World War II and Peace Processes**

World War II – Historical Background-Historians’ Views-Impact

UNO-- Aims and Objectives –Achievements-Failures - Critical assessment.

##### **Module III Post War Developments**

Emergence of Capitalist and Socialist blocs –Decolonisation and Military Pacts.

##### **Module IV Indian Role in Post War World**

Non-Alignment – Origin – Objectives – Growth – Criticism – Role of Jawaharlal Nehru – Significance of NAM.

#### **Essential Readings**

1. Timothy W. Mason, *Nazism, Fascism and the Working Class*, Cambridge University, Press, 1995.
2. Dutfel Muhlberger, *The Social Bases of Nazism 1919-1933*, Cambridge University, Press, 2003.



3. Eugene Davidson, *The Making of Adolf Hitler – The Birth and Rise of Nazism*, University of Missouri Press, 1997.
4. J.M. Roberts, *The Penguin History of Europe*, Penguin Books, New Delhi, 1998.
5. Stanley Maisler, *United Nations – A History*, Grove Press, 2011.
6. John Morris Roberts, *A Short History of the World*, Oxford University Press, 1993.
7. Andrew Langley, *World War II*, Raintree, 2013.
8. Stanley Maisler, *United Nations – A History*, Grove Press, 2011.
9. Andreas Wenger and Doron Zimmermann, *International Relations: From the Cold*
10. *War to the Globalized World*, Viva Books Private Limited, New Delhi, 2004

Semester IV, Complementary VII Instructional Hours: 3, Credits: 3.

### **HY 1431.7 Contemporary India**

Course outcome

SL No	Course Outcome No.	Course Outcome	Taxonomic Level
1	CO1	To understand the process of national integration	Re, Un
2	CO2	To understand making process of the constitution	Re, Un
3	CO3	To analyze the political and economic changes in the post-independent India	Re,Un
4	CO4	To account the problems and issues in post independent India	Re, Ev

#### **Module I: Diversity and Integration of States**

Integration of States problems and matters: Princely states, migration & rehabilitation and issues of refugees- Making of a Constitution and Democracy.

#### **Module II Nehru's India**

Mixed Economy - Planning Commission- Five Year Plans-Agriculture and Industrial Policies- Green revolution - India's Foreign Policy: Nehru and Legacy of anti-imperialist struggle - NAM

#### **Module III Difficulties and Subjects**

National Emergency and People's response: JP Movement and Total Revolution.

#### **Module IV Post 1991 Turn**

Post 1991 Issues: GATT - WTO - New Economic Policy- Demonetization, Crony Capitalism- Cultural and Ethnic Nationalism

#### **Essential Reading**

1. Granville Austin, *Indian Constitution: Cornerstone of a Nation*, New Edition, OUP, 2011.
2. Francine Frankel, *India's Political Economy, 1947-2004*, New Delhi: Oxford, University Press, 2006.
3. Paul Brass, *The Politics of India Since Independence*, Cambridge, Cambridge, University Press, 1994.

4. Bipan Chandra, et.al (ed). *India After Independence*, New Delhi, Penguin, Books,2015.
5. Dietmar Rothermund, *Contemporary India: Political, Economic and Social Development Since 1947*, Pearson, 2013.
6. Rajni Kothari, *Politics in India*, New Delhi: Orient Longman, 1970.
7. Neera Chanhoke & Praveen Priyadarshi (ed), *Contemporary India: Economy, Society, Politics*, New Delhi: Pearson,2009.
8. Achin Vanaik & Rajeev Bhargava, *Understanding Contemporary India: Critical Perspective*, New Delhi: Archers and Elevers, 2010.
9. Daniel Thorner, *The Shaping of Modern India*, New Delhi, Allied Publishers, 1980.
10. Kuldip Nayar, *India After Nehru*, New Delhi, Vikas Publishing House, 2000.
11. Christophe Jeffrelot, *Hindu Nationalism A Reader*, Princeton University Press, New Jersy, 2007.
12. Ramachandra Guha, *India After Gandhi: The History of the World's Largest Democracy*, HarperCollins 2007.
13. Rudolf C Heredia, 'Interpreting Gandhi's Hind Swaraj', *Economic and Political Weekly*, June 12, 1999.
14. Sekhar Bandyopadhyay, *From Plassey to Partition and After: A History of Modern India*, Orient Blackswam,2004.
15. S.L.Sharma and T.K.Oomen (eds), *Nation and National Identity in South Asia*, Orient Longman, New Delhi, 2000.
16. Sunil Khilani, *The Idea of India*, Hamish Hamilton, London, 1997.
17. Surendranath Banarjea, *A Nation in Making: Being the Reminiscences of Fifty Years of Public Life*, London, OUP, 1925.
18. Tanika Sarkar, 'Nationalist Iconography: Image of Western Women in 19th Century Bengali Literature', *Economic and Political Weekly*, 21 November 1987.

## HY 1431.8 Contemporary World

### Course outcomes

SL No	Course Outcome No.	Course Outcomes	Taxonomic Level
1	CO1	To understand the theoretical and ideological concepts of neo colonialism	Re, Un
2	CO2	To understand the growth and role of third worlds	Re, Un
3	CO3	To analyze the process and functions of post-world war organizations	Re, Un
4	CO4	To critically evaluate and debate on the contemporary issues of the world	Re, Un

### Course content

#### **Module I Neo-Colonialism**

Neo- Colonialism – Debates- Kwame N Krumah- Jean Paul Sartre - Frantz Fanon- Noam Chomsky-Methods of Neo Colonialism – Impacts – Globalization.

#### **Module II Emergence of Third World Countries**

Nature – Concepts - Growth and Role – Impact of Third World on International Relations.

#### **Module III Post World War Organisations**

Towards World Co-operation SAARC – ASEAN – Organization of African Unity (OAU) – European Unity (EU) – Asia Pacific for Economic Co-operation (APEC) – Disarmament and Arms Control.

#### **Module IV Debate on Contemporary Issues in World Context (Class Work)**

#### **Essential Readings**

1. Eric J. Hobsbawm, *Age of Revolution*, Abacus, 1998.
2. C.A. Bailey, *The Birth of the Modern World*, Blackwell, California, 2004.
3. R.R. Palmer, *A History of the Modern World*, Mc Graw Hill Companies, 2004.
4. J.M. Roberts, *The Penguin History of Europe*, Penguin Books, New Delhi, 1998.

5. Norman Lawe, *Mastering Modern World*, MacMillan, New Delhi, 2003.
6. Andreas Wenger and Doron Zimmermann, *International Relations: From the Cold War to the Globalized World*, Viva Books Private Limited, New Delhi, 2004.
7. J.A. Naik, *A Text Book of International Relations*, MacMillan, New Delhi, 2003.
8. Vinay Kumar Malhotra, *International Relations*, Anmol Publications, New Delhi, 2008.
9. Colin Mason, *A Short History of Asia*, Palgrave MacMillian, New Delhi, 2005.
10. John Ralston Saul, *The Collapse of Globalism of the World*, Penguin Books, New Delhi, 2005.