

B.A. History (C.B.C.S.S.) Syllabus

Prepared by

Board of Studies (UG) in History

Department of History

St. Teresa's College, (Autonomous)

Ernakulam

March, 2018

ST. TERESA'S COLLEGE, (AUTONOMOUS)

DEPARTMENT OF HISTORY

BOARD OF STUDIES (UG) IN HISTORY

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Preface

As an autonomous college under Mahatma Gandhi University, St. Teresa's College has taken conscientious efforts to strengthen the curriculum by retaining all the fundamental stipulations of the University/Higher Education Council, to ensure a well-balanced Curriculum. Within the constraints of a prescribed syllabus, we have resolved to take a collective effort to create an inspiring academic culture in the institution, essential for teachers and students to access deeper knowledge and participate in its expansion and transmission. It is also to re-articulate the almost lost or forgotten fact that production and transmission of Quality Knowledge, essential for the development of students in particular and society in general, are the primary functions of any Educational Institution.

The Syllabus restructuring of 2018 aims to provide the students many opportunities to engage with authentic, real world learning. This has been evident through the significant number of new Programmes introduced at the wake of autonomy in 2014 with their integral placement opportunities. Increasingly, however, opportunities for engagement in work-based learning that can be provided through the curriculum across a range of subject areas are creating new and exciting ways to support student learning.

I acknowledge the efforts taken by the teachers in developing Programme and Course outcomes that focus on cognitive and intellectual skills of the learners, confidence to carry out independent and scholarly research in area of professional interest to them and to position themselves globally effective cross-cultural educators.

I congratulate the efforts taken by the Principal Dr. Sajimol Augustine M. and the team for restructuring the syllabi under the leadership of Smt. Shanty B.P in a meaningful manner. Transformation is what makes St. Teresa's distinctive. Transforming lives in order to make a real impact on the local and international stage through the creation, sharing and application of

knowledge. We look forward to sharing with you the outcomes of our curriculum restructuring and these resources we hope will enable you to reflect on learning gain in our own institution.

Dr. Sr. Vinitha (Celine E)

Director

FOREWORD

Autonomy in the field of higher education implies responsibility and accountability and this in turn leads to excellence in academics and pro-active governance. St Teresa's College was given autonomous status in the year 2014 and we have made a concerted attempt to maintain a high level of quality in the standard of education that we impart.

Academic autonomy has granted us the freedom to fine tune the syllabus keeping in mind the changing needs of the new generation of students. Education in the current scenario throws up a multitude of challenges and the curricula and syllabi ought to reflect the paradigm shift that has occurred in the various disciplines. Structured feedback was taken from the Students, Alumni and the experts from the industry and the changes suggested by them were duly incorporated in the syllabi.

The Board of Studies constituted for each department meet regularly in the stipulated time frame and in depth discussions are conducted about the different dimensions of the curricula and syllabi. The IQAC team has felicitated the conduct of a number of workshops and conferences to equip the faculty with the necessary skill set to frame the syllabi, set question papers for internal tests that evaluate whether the learning outcomes enlisted in the syllabus have been achieved and to ensure the fair and transparent conduct of examinations.

The responsibility that autonomy has placed on us is indeed onerous but we have strived together to meet all the challenges that were placed in our way. We have worked towards moulding young women as responsible citizens who will carry forward the task of nation building in an exemplary manner. All effort has been made to nurture their academic ambitions as well as their skills in co-curricular activities.

With sincere gratitude I acknowledge the instinct support and constant guidance extended by Rev. Sr. Dr. Vinitha, the Director of the College.

I specially thank the team headed by Smt. Shanty B. P. for updating the *syllabi*, the Heads of the Departments and all the faculty members for their diligence, commitment and exceptional contribution towards this endeavour.

DR. SAJIMOL AUGUSTINE. M

PRINCIPAL

ACKNOWLEDGEMENT

I would bow before the Almighty for making the way possible for the restructuring of the UG syllabus. The faculty members of the department of history would place in record our gratitude towards the Board of Studies Members Dr. Muhammed Maheen A., Dr. Radhika P., Dr. G. Mohan and Dr. Divya T. for their valuable guidance and support.

Our special gratitude to the team headed by Smt. Shanty B. P. for updating the overall Syllabi Structure. We also wish to express our sincere thanks to Prof. Jogy Alex, Department of Chemistry, St Thomas College, Pala for his expertise in the restructuring of the Syllabi.

Dr. SREEKALA S.

Chairman,

Board of Studies in History

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**B.A. Programme in History under choice based credit and semester system
(2018 Admission onwards)**

PREAMBLE

The study of history is regarded to be the story of man in nature. The contemporary values are not immediate products of present situations, but of the past. The Undergraduate programme in History provides a sound grounding in understanding the vistas of history. This programme promotes the conservation of Indian heritage and culture. It also opens the door to opportunities in the streams of other social sciences, Archaeology, Humanities and Museology. This programme encourages an approach that will facilitate a meaningful interaction between academics and society.

The Board of Studies in History has changed the syllabus of B.A. programme, by making slight changes in the existing M.G. University syllabus. This programme aims at creating awareness in the basic concepts of History and to provide students with wider scope in relevant and advanced areas of the subject.

GRADUATE ATTRIBUTES

On the completion of the BA programme in History, students should be able to demonstrate the graduate attributes listed below:

1. Ability to understand the development of history as a Social Science.
2. Develop consciousness of historical events, context and its changes.
3. Create a well-documented interpretation of historical events.
4. Develop historical arguments through writing and oral discussions
5. Encourage multi-disciplinary approach.
6. Pursue the students to think, comprehend and present issues in the proper perspective.
7. Use of library and online resources effectively and constructively.
8. Acquire knowledge of cultures particularly Indian culture and an appreciation of cultural diversity.
9. Demonstrate curiosity and independence of Thought.
10. Open up an appreciation of the social, environmental and global implications.

AIMS AND OBJECTIVES

The aim behind an undergraduate history programme is to kindle interest among the students for understanding the various historical processes that have gone into the making of societies, cultures and civilizations.

By the end of the first year (II semester)

- Students would be able to identify the role of history as a social science.
- Understand the key concept of objectivity in Social Science.
- Identify the cultural transformation the Kerala society witnessed in the pre modern age.

By the end of the second year (IV semester)

- Explore the complexities emerging due to the interaction with the different socio-politico economic aspects in Medieval Kerala.
- Develop historical research skills by learning methodology.
- Learn the various aspects of informatics, the role of information technology in various sectors.
- Study of the early Indian society in a historical perspective.

By the end of the final year (VI semester)

- Provide an in depth study of the authoritarian regimes and agrarian societies, growth of market economy which had helped the social formation in pre-colonial India.
- Demonstrate a significant degree of knowledge about the world and India in particular through the completion of the broad selection of courses provided in this programme.
- Present a coherent view of an emerging world and to understand the world contextually.

- Proper usage of sources in history writing and able to communicate historical knowledge in written and oral forms.
- Helps to develop a multi-disciplinary approach.

COURSE DESIGN

The U.G programme in History must include (a) Common Courses, (b) Core courses, (c) Complementary courses, (d) Choice based courses, (e) Open courses and (f) Project work and Comprehensive Viva- voce. No course shall carry more than 5 credits. The student shall select any one open course in Semester V offered by any department other than their parent department including the physical education department, depending on the availability of infrastructure facilities, in the institution. The number of courses for the restructured programme should contain 14 compulsory core course, 1 open course, 1 choice based course, 4 complementary courses and 1 project. There are 10 common courses, or otherwise specified, which includes the first and second language of study.

PROGRAMME STRUCTURE

MODEL I B.A. HISTORY

A	Programme ration	6 Semesters
B	Total Credits required for successful completion of the Programme	120
C	Credits required from Common Course I	22
D	Credits required from Common Course II	16
E	Credits required from Core course and Complementary courses including Project	79
F	Credits required from Open Course	3
G	Minimum attendance required	75%

COURSES

The programme (Model-I) consists of common courses with 38 credits, core courses, choice based course and complementary courses with 79 credits and open course with 3 credits.

SCHEME OF COURSES AND ITS NUMBERS

The different types of courses and its number are as the following:

Model 1	
Courses	Numbers
Common Courses	10
Core Courses	14
Open Course	1
Choice Based Course	1
Complementary Courses	4
Project	1
Total	31

COURSE CODE FORMAT

The programme is coded according to the following criteria.

1. The first letter plus second letter/any letter from the programme i.e. **HY**
2. One digit to indicate the semester. i.e. **HY1 (HISTORY, 1st semester)**
3. One letter from the type of courses such as, **A** for common course, **B** for core course, **C** for Complementary course, **D** for Open course and **PR** for project.
i.e. **HY1B (HISTORY, 1st semester Core Course)**

4. Two digits to indicate the course number of that semester. i.e. **HY1B01 (History, 1st semester, Core course, course number is 01).**
5. The letter **B** to indicate Bachelors Programme.
6. **HY1B01B** (HISTORY, 1st semester, Core course, courses number 01, and **B** for Bachelors Programme).
7. **18 to indicate the year.** i.e. **HY1B01B18.**
8. History project: **HY6BPRB18**

COURSES WITH CREDITS

For I model is given

Courses	Credits
Core Courses	58
Open Course	3
Choice Based Course	3
Project, Historical Site Visit, Viva	2
Total	66
Complementary Courses I	8
Complementary Courses II	8
Total	16
Common Courses	38
Total	38
Grand Total	120

SCHEME OF DISTRIBUTION OF INSTRUCTIONAL HOURS FOR CORE COURSES

Semester	Model-I
	Theory
1	6
2	6
3	9
4	9
5	25
6	25

DURATION OF THE COURSE

- The duration of the UG programme shall be of **6 semesters**.
- A student may be allowed to complete the programme, on valid reasons, with a period of 12 continuous semesters from the date of commencement of the first semester of the programme.
- Attendance: Students having a minimum of 75% average attendance for all the courses only, can register for the examination.

PROGRAMME STRUCTURE
BACHELORS PROGRAMME IN HISTORY

SEM	Course Type	Course Code	Course Title	Hrs/week	Credit	Max Marks	
						ISA	ESA
I	Common course I	EN1A01B18	Fine-tune your English	5	4	20	80
		EN1A02B18	Pearls from the Deep	4	3	20	80
	Common Course II	MA1A01B18	Kathasahithyam	4	4	20	80
		HN1A01B18	Kahaani Aur Upanyas				
		FR1A01B18	French language and Communicative skills – I				
	Core Course	HY1B01B18	Methodology and Perspectives of Social Sciences- History	6	5	20	80
1 st Complementary Course-I	EC1C01B18	Principles of Economics	6	4	20	80	
			Total	25	20	-	-
II	Common course- I	EN2A03B18	Issues that Matter	5	4	20	80
		EN2A04B18	Savouring the Classics	4	3	20	80
	Common Course II	MA2A03B18	Kavitha	4	4	20	80
		HN2A03B18	Kavitha, Vyakaran Aur Anuvad				
		FR2A03B18	French language and Communicative skills – II				

	Core Course	HY2B02B18	Understanding Early India: From Hunting gatherers to Land grants	6	5	20	80
	1 st Complementary Course- 2	EC2C01B18	Basic Economic Studies	6	4	20	80
			Total	25	20	-	-
III	Common course- I	EN3A05B18	Literature and /as Identity	5	4	20	80
	Common Course- II	MA3A05B18	Drisyakalasaahithyam	5	4	20	80
		HN3A05B18	Naatak Aur Lambi Kavita				
		FR3A05B18	An Advanced course in French –I				
	Core Courses	HY3B03B18	Polity, society and Economy in Pre-Colonial India	4	4	20	80
		HY3B04B18	Cultural trends in Pre-Colonial Kerala	5	4	20	80
2 nd Complementary Course- 3	SO3C02B18	Introduction to Sociology	6	4	20	80	
			Total	25	20		
IV	Common course- I	EN4A06B18	Illuminations	5	4	20	80
	Common Course - II	MA4A06B18	Gadhyarachanakal	5	4	20	80
		HN4A06B18	Gadya Aur Ekanki				
		FR4A06B18	An Advanced course in French –II				
	Core Course	HY4B05B18	Making of Modern Kerala	4	4	20	80
HY4B06B18		Researching the past	5	4	20	80	

	2 nd Complementary Course- 4	SO4C02B18	Development of Sociological Theories	6	4	20	80
			Total	25	20		
V	Core Course	HY5B07B18	Environmental studies and Human Rights in Historical Outline	5	4	20	80
		HY5B08B18	Inheritance and Departures in Historiography	5	4	20	80
		HY5B09B18	India: Nation in the Making	5	4	20	80
		HY5B10B18	State and Society in Ancient and Medieval World	5	4	20	80
	Open Course	HY5D01aB18	Introducing Environmental History	4	3	20	80
	Project			1	0	-	-
	Historical site visit			-	-		
			Total	25	19		
VI	Core Course	HY6B11B18	Making of Contemporary India	5	4	20	80
		HY6B12B18	Understanding the Modern World	5	4	20	80
		HY6B13B18	Capitalism and Colonialism	5	4	20	80
		HY6B14B18	Gender in Indian Perspectives	5	4	20	80
	Choice Based Core	HY6B15aB18	Archaeology in India	4	3	20	80

	Project	HY6BPRB18	-	1	2	20	80
			Total	25	21		

Total credits-120

**CONSOLIDATED SCHEME FOR I TO VI SEMESTERS
PROGRAMME STRUCTURE**

1. B.A. HISTORY PROGRAMME – (MODEL - I)

Course Code	Title of the Course	Category	Hours per week	Credits
I SEMESTER				
HY1B01B18	Methodology and Perspectives of Social Sciences- History	Core	6	5
	Total Credits		5	
II SEMESTER				
HY2B02B18	Understanding Early India: From Hunting gatherers to Land grants	Core	6	5
	Total Credits		5	
III SEMESTER				
HY3B03B18	Polity, society and Economy in Pre-Colonial India	Core	4	4
HY3B04B18	Cultural trends in Pre- Colonial Kerala	Core	5	4
	Total Credits		8	
IV SEMESTER				
HY4B05B18	Making of Modern Kerala	Core	5	4
HY4B06B18	Researching the past	Core	4	4
	Total Credits		8	
V SEMESTER				

HY5B07B18	Environmental studies and Human Rights in Historical Outline	Core	5	4
HY5B08B18	Inheritance and Departures in Historiography	Core	5	4
HY5B09B18	India: Nation in the Making	Core	5	4
HY5B10B18	State and Society in Ancient and Medieval World	Core	5	4
HY5D01aB18	Introducing Environmental History	Open course	4	3
	Project		1	-
	Total Credits		19	
VI SEMESTER				
HY6B11B18	Making of Contemporary India	Core	5	4
HY6B12B18	Understanding the Modern World	Core	5	4
HY6B13B18	Capitalism and Colonialism	Core	5	4
HY6B14B18	Gender in Indian Perspectives	Core	5	4
HY6B15aB18	Archaeology in India	Choice Based Core	4	3
HY6BPRB18	Project	Project	1	2
	Total Credits		21	

OPEN COURSES:

Sl. No.	Semester	Course Code	Course Title
1	V	HY5D01aB18	Introducing Environmental History
2	V	HY5D01bB18	Social Implications of Modern Revolutions
3	V	HY5D01cB18	History and Folklore

CHOICE BASED COURSES:

Sl. No.	Semester	Course Code	Course Title
1	VI	HY6B15aB18	Archaeology in India
2	VI	HY6B15bB18	A Brief History of Indian Science and Technology
3	VI	HY6B15cB18	Gender Studies
4	VI	HY6B15dB18	Introduction to Mass Communication

**COMPLEMENTARY COURSES OFFERED BY OTHER DEPARTMENTS FOR
BACHELOR PROGRAMME IN HISTORY**

Sl. No.	Semester	Course Code	Course Title	Hrs/week	Credits
1	I	EC1C01B18	Principles of Economics	6	4
2	II	EC2C01B18	Basic Economic Studies	6	4
3	III	SO3C02B18	Introduction to Sociology	6	4
4	IV	SO4C02B18	Development of Sociological Theories	6	4

**COMPLEMENTARY COURSES OFFERED BY THE DEPARTMENT FOR
BACHELOR PROGRAMME IN SOCIOLOGY**

Sl. No.	Semester	Course Code	Course Title	Hrs/week	Credits
1	I	HY1C01B18	Social Formations in Pre Modern India	6	4
2	II	HY2C01B18	History of Freedom Movement in India	6	4

EXAMINATIONS

The external theory examination of all semesters shall be conducted by the College at the end of each semester. Internal evaluation is to be done by continuous assessment.

Examinations have two parts: Internal or In-Semester Assessment (ISA) & External or End-Semester Assessment (ESA). The ratio between ISA and ESA shall be 1:4. Both internal and external marks are to be rounded to the next integer.

MARKS DISTRIBUTION FOR END-SEMESTER ASSESSMENT (ESA) AND INSEMESTER ASSESSMENT (ISA)

Marks distribution for ESA and ISA and the components for internal evaluation with their marks are shown below:

Components of the internal evaluation and their marks are as below.

For all courses without practical

- a) End-Semester Assessment (ESA): 80 marks
- b) In-Semester Assessment (ISA): 20 marks

ISA - Theory	Marks
Attendance	5
Assignment/Seminar/Viva	5
Test papers (2 x 5)	10
Total	20

ATTENDANCE:

% of Attendance	Marks
>90%	5
Between 85 and 90	4
Between 80 and 85	3
Between 75 and 80	2
75 %	1
< 75	0

FOR PROJECT/ HISTORICAL SITE VISIT/ COMPREHENSIVE VIVA VOCE*

- a) Marks of ESA - 80
- b) Marks of ISA – 20

ESA	
Component	Marks
Relevance of the Topic	5
Statement of Objectives	5
Methodology	8
Presentation of Facts /Figures / Diagrams etc.	8
Quality of Analysis/Use of Statistical Tools	8
Findings & Recommendations .	8
References	8 .
Viva	30 .
TOTAL	80 .

* Bonafide reports of the project work or site work conducted shall be submitted at the time of examination.

All the four components of the ISA are mandatory.

ISA	
Component	Marks
Punctuality	4
Use of Data	4
Scheme/Organization of Report	8
Group Involvement	4
TOTAL	20

ASSIGNMENTS

Assignments are to be done from 1st to 4th semesters. At least one assignment should be done in each semester for all papers.

SEMINAR/VIVA

A student shall present a seminar in the 5th semester and appear for viva-voce in the sixth semester for all papers.

IN-SEMESTER ASSESSMENT - TEST PAPERS

Two internal test papers are to be attended for all papers in each semester. The evaluation of all components are to be published and are to be acknowledged by the candidates. All documents of internal assessment are to be kept in the college for two years. The responsibility of evaluating the internal assessment is vested on the teacher(s) who teach the paper.

END SEMESTER ASSESSMENT

The End Semester Examination of all courses shall be conducted by the college at the end of each semester. For reappearance / improvement, student can appear with the next batch.

PATTERN OF THE QUESTION PAPER

A question paper shall be a judicious mix of short answer type, short essay type and long essay type. For each course the End-semester Assessment would be of 3 hours' duration. The question paper has three parts. Part A has 12 objective type questions of which 10 are to be answered. Part B contains 9 short essay questions of which 6 are to be answered. Part C has 4 long questions of which 2 are to be answered.

PART	No of Questions	No of Questions to be answered	Marks (for courses without Practical)
A (Short Answer type)	12	10	10 x 2 = 20
B (Short Essay type)	9	6	6 x 5 = 30
C (Long Essay type)	4	2	2 x 15 = 30

GRADES

A 7-point scale based on the total percentage of marks (ISA + ESA) for all courses (theory, project)

% of marks	Grade	Grade point
>95	S - Outstanding	10
85 - 95	A+ - Excellent	9
75 - 85	A - Very good	8
65 - 75	B+ - Good	7
55 - 65	B - Above average	6
45 - 55	C - Satisfactory	5
35 - 45	D - Pass	4
<35	F - Failure	0
	Ab - Absent	0

PASS CRITERIA:

- A separate minimum of 30% marks each for ISA and ESA (for theory) and aggregate minimum of 35% for a pass in a course.
- For a pass in a programme, a separate minimum of Grade D is required for all the individual courses.
- If a candidate secures F Grade for any one of the courses in a semester/programme, only F grade will be awarded for that semester/programme until he/she improves this to D Grade or above within the permitted period.
- Students who complete the programme with D grade will have one betterment chance within 12 months, immediately after the publication of the result of the whole programme.

CREDIT POINT AND CREDIT POINT AVERAGE:

Credit Point (CP) of a course is calculated:

$$CP = C \times GP$$

C = Credit; GP = Grade point

Semester Grade Point Average (SGPA) of a semester:

$$SGPA = TCP/TC$$

TCP = Total Credit Point of that semester

TC = Total Credit of that semester

Cumulative Grade Point Average (CGPA) is calculated:

$$CGPA = TCP/TC$$

TCP = Total Credit Point of that programme

TC = Total Credit of that programme

GRADE POINT AVERAGE (GPA)

GPA of different category of courses viz. Common courses, Complementary courses, Core courses etc. are calculated:

$$\text{GPA} = \text{TCP}/\text{TC}$$

TCP = Total Credit Point of a category of course

TC = Total Credit of that category of course

Grades for the different courses, semesters and overall programme are given based on the corresponding GPA:

GPA	Grade
>9.5	S - Outstanding
8.5 – 9.5	A⁺ - Excellent
7.5 – 8.5	A - Very good
6.5 – 7.5	B⁺ - Good
5.5 – 6.5	B - Above average
4.5 – 5.5	C - Satisfactory
3.5 – 4.5	D - Pass
<3.5	F - Failure

- For reappearance/improvement of I, II, III & IV semesters, candidate have to appear along with the next batch.

- There will be supplementary exams for V semester in the respective academic year.
- Notionally registered candidates can also apply for the said supplementary examinations.
- A student who registers her name for the end semester assessment for a semester will be eligible for promotion to the next semester.
- A student who has completed the entire curriculum requirement, but could not register for the Semester examination can register notionally, for getting eligibility for promotion to the next semester.
- A candidate who has not secured minimum marks/credits in ISA can re-do the same registering along with the ESA for the same semester, subsequently there shall be no improvement for ISA.

SYLLABI FOR HISTORY CORE COURSES

SEMESTER - I

HY1B01B18 -PERSPECTIVES AND METHODOLOGIES

IN SOCIAL SCIENCES – HISTORY

Credits – 5

Total Lecture Hours- 108

Aim of the Course

The course intends to enrich the students with the broad contours of social sciences with special reference to the methodology of History.

Course Overview and Context

The course seeks to identify the main concerns of social science disciplines and to learn to apply the methods of social science to contemporary issues.

Syllabus Content:

Module I **(28 Hours)**

Introduction to Social Sciences

Social Science-Its historical setting- relevance of the Social Sciences to understanding and solving contemporary problems at the regional, national and global Levels-Discussion of basic principles and concepts - Epistemology of Social Sciences.

Module II **(25 Hours)**

Survey of the Social Sciences

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

Module III

(27 Hours)

Nature of Social Sciences

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

Module IV

(28 Hours)

On History

Understanding History- Definitions of history- nature of history- scope of history- kinds of history- political-social-economic-intellectual, gender-local-oral histories – Lessons of History- Uses and abuses

Competencies of the course

- Understand the epistemology and ontology of Social Sciences.
- Articulate the basic terminology and theories across disciplines.
- Analyze the multidisciplinary and interdisciplinary nature of the disciplines.
- Understand the concept of objectivity and subjectivity in Social Sciences.
- Learn about the importance of theories in understanding History.
- Understand the nature, scope and Kinds of History.
- Discuss the relevance of social sciences in solving problems.

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Blueprint of the Question paper

HY1B01B18 - PERSPECTIVES AND METHODOLOGIES IN SOCIAL SCIENCES – HISTORY

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	28	3	2	1	31
II	25	3	2	1	31
III	27	3	2	1	31
IV	28	3	3	1	36

SEMESTER - II

HY1B02B18 - UNDERSTANDING EARLY INDIA; FROM HUNTING GATHERERS TO LAND GRANTS

Credits – 5

Total Lecture Hours- 108

Aim of the Course

To explore the early Indian societies in a historical perspective.

Course Overview and Context

The course seeks to make the study of the history of the early Indian society, a thought provoking and enjoyable experience. It explores the various aspects of the early Indian societies in a historical perspective.

Syllabus Content:

Module 1 (20 hours)

Prehistoric Cultures in India-Hunting gathering to settled agriculture -Palaeolithic-Neolithic Revolution-Pre Harappa Cultures and Sites-Chalcolithic settlements- Proto History - Harappan Civilization.

Module 2 (30 hours)

Age of early literatures -1500-600BCE- Sources- Literature –Pottery –Identity of Aryans Debate- Early and Later Vedic Age-Social Stratification-Varna to Jati –Tribal Society-State Formation.

Module 3

(28 hours)

Second Urbanization- Jana- Mahajanapadhas -Magadha-Heterodox Sects-Jainism- Buddhism- Ajivikas-Charvakas- Early Tamilakam- Literature and Polity- Rise of Urban Centers-Trade.

Module 4

(30 hours)

Early State Formation- Mauryas- Sources-The first centralized Empire-Polity- Administration- diplomatic policy of Dhamma- Post Mauryan dynasties-Gupta Age-Age of land grants-Indian Feudalism – Debate – Development in Art and Architecture – Gandhara, Mathura and Andhra School of art-Temple Architecture-Nagara-Draavidian Vesara.

Competencies of the course

- Understand the reconstruction of ancient Indian society.
- Know more about the early Indian Cultures.
- Analyse the changes in the political formation in early India.
- Understand the concept of changing phase of changing phase in early Medieval India
 - Discuss the age of the ancient literature.
- Analyse the development of Gandhara, Mathura and Andhra School of Art.

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Blueprint of the Question paper

**HY1B02B18 - UNDERSTANDING EARLY INDIA; FROM HUNTING
GATHERERS TO LAND GRANTS**

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	20	3	3	1	36
II	30	3	3	1	36
III	28	2	1	1	24
IV	30	4	2	1	33

SEMESTER - III

HY3B03B18 - POLITY, SOCIETY AND ECONOMY IN PRE-COLONIAL INDIA

Credits –4

Total Lecture Hours- 72

Aim of the Course

To introduce the students to the themes of political, social and economic inequalities and differences of pre-colonial India.

Course Overview and Context

The course seeks to provide an in depth study of the authoritarian regimes and agrarian societies, growth of market economy which had helped the social formation in pre- colonial India.

Syllabus Content:

Module-1 (10 hours)

Interpreting the Sources

- (a) Survey of Sources and Historiography– Persian *Tarikh* and *Nama* tradition – Sufi literature Malfuzat, Premakhyans.
- (b) Mughal sources–Abul Fazal, Badauni, Bernier

Module –2 (24 hours)

Polity and Institutional Structures in Delhi Sultanate

- (a) Arab Conquest of Sind –Nature of Turkish Campaign–Foundation, expansion and consolidation of Sultanate – Slave, Khalji, Tughlaq, Sayyid and Lodi– Mongol Menace

- (b) Kingship- Concept of sovereignty–Administration–Revenue system- Nature and composition of ruling class: Nobility and *Ulema* – *Iqta* system– Urban and Rural Societies – *Sufi* and Bhakti cults -Art and Architecture.
- (c) Agricultural-Non-Agricultural Production–Interregional and maritime trade

Module –3

(24 hours)

Mughal Empire

- (a) Campaign and Conquest– Babur and Humayun – Sher interregnum and reforms – Administrative system under Akbar: *Zabt*, *Mansab* , *Jagir*, *Suhl-i-Kul*–Akbar's religious policy- Akbar's Rajput policy - Mughal ruling class –Decline of Mughal empire: *Jagirdari* crisis, Popular revolts
- (b) Agricultural Production-Rural society–Non-agricultural production–Urban centers Commerce and maritime trade - Science and technology
- (c) Syncretic religious movements–Art, painting and architecture.

Module –4

(14 hours)

Regional Political Formations

Vijayanagara society and power structure – Warlordism: *Nayakas*- *Bamini* Sultanate – Emergence of Marathas- *Ashtapradhan*.

Competencies of the Course

- Understand the transition of the Indian society due to Muslim rule.
- Know more about the growth of agrarian economy in pre- colonial India.
- Analyze the rule of important power structures in Pre-colonial India
- Understand the growth of the complexity in political structure, trade, market and money economy.
- Know more about the Syncretic religious movements.
- Illustrate the main features of the Vijayanagar society and its power structure.

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Blueprint of the Question paper

HY3B03B18 - POLITY, SOCIETY AND ECONOMY IN PRE-COLONIAL INDIA

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	10	3	1	0	11
II	24	3	3	2	51
III	24	4	3	1	38
IV	14	2	2	1	29

SEMESTER - III

HY3B04B18 - CULTURAL TRENDS IN PRE-COLONIAL KERALA

Credits – 4

Total Lecture Hours- 90

Aim of the Course

The course intends to give the students a general idea of Pre- Modern Kerala.

Course Overview and Context

The course seeks to identify the cultural transformation which Kerala Society had experienced.

Syllabus Content:

Module 1 (15 hours)

Geography moulds History

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

Module II (30 hours)

Early Settlements

Expansion of Agriculture and consolidation of Socio –economic structure - Pre-historic– Paleolithic-Neolithic Periods – Iron Age Settlements – Megalithic Settlements and cultureTinai concept-Exchange patterns-Tamil heroic culture –multiple subsistence forms socio– cultural groups-social divisions-melior and kizhor- Izhichinan- Izhipirappalan-polity-society- Kizhan- velir-mannan- Roman trade-presence of Buddhist-Jain-Sankaracharya- Brahmin migration and settlements-Ur and Kutis- Nadus-consolidation of agrarian hierarchy-

Uralar- Karalar,Paniyalar/Atiyalar- tenurial control and subjugation of the Kutis and the primary producers.

Module III

(30 hours)

Age of Perumals and Swaroopams

Perumals of Makotai-Establishment of temple related society and economy- trade guilds Anchuvannam-Manigramam-Nanadeshikal-Bhakti cult–Alwars and Nayanars- Perumal's decline-Transition to Swaroopams- Kolathiri- Nediyruppu- Perumpadappu-Venad-polityadhikari- prakriti—Nizhal- Kutipati-expansion of agriculture-village communities-Sanketam- changatham-society-jati-marumakkathayam-tharavadu-statusandroleofwomensambadham- Literature-Manipravalam-science-astronomy-mathematics-medicinephilosophy-festival-arts.

Module IV

(15 hours)

Social control, trade and culture

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

Competencies of the Course

- Understand the landscape eco types and Iron Age cultures of pre modern Kerala.
- Learn about the confluence of religions in pre modern Kerala.
- Analyse the rise of Nadus and Naduvazis and their practices.
- Focus on ancient institutional practices and cultural transitions in ancient and medieval Kerala.
- Study the social stratification and caste formation pre modern Kerala.
- Analyze the temple related society and economy in medieval Kerala.

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HY3B04B18 - CULTURAL TRENDS IN PRE-COLONIAL KERALA

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	15	2	1	1	24
II	30	4	3	1	38
III	30	4	3	1	38
IV	15	2	2	1	29

SEMESTER – IV

HY4B05B18- MAKING OF MODERN KERALA

Credits- 4

Total Lecture Hours- 72

Aim of the Course

Intends to explore the complexities emerging in Kerala due to the arrival of the European Trading companies.

Course Overview and Context

The course seeks to provide an in depth study in the modern and post-modern trends that the region experienced particularly during the colonial regime.

Syllabus Content:

Module I

(16 hours)

Beginning of European Colonization

Arrival of European Trading Companies-Portuguese, Dutch, English French- relation with Calicut and Cochin- Formation of Modern Travancore- Mysorean Invasion-socio-economic impact- Early resistance against English East India Company-Sakthan Thampuran- Pazhassi Raja- Velu Thampi- Paliath Achan- Kurichia revolts.

Module II

(20 hours)

Towards Modernity

- a) The role of Missionaries-Printing, press and education- Herman Gundert -Bailey- Kuriakose Elias Chavara etc.- Indigenous and modern medicine-*Hortus malabaricus*
- b) Socio-religious reform movements - anti-caste and anti-untouchability movements
Nature and scope of the movement-impact on family- system of inheritance-marriage- demand for opportunities- Sree Narayana Guru-Kumaranasan- Chattampi Swamikal- Ayyankali- Sahodaran Ayyappan-Pandit Karuppan - K.P Vallon- Vagbhatananda- Poykayil Yohannan- V.T. Bhattathirippad-Vakkom Abdul khaddar Moulavi -Arya Pallom- Parvathy Nenminimangalam - Kallumala Samaram-Emergence of caste and communal organizations.

Module III

(20 hours)

Early Political and Cultural Movements in Kerala

Movements for political reform and Responsible Government-Early leaders of Indian National Congress-Ottappalam, Manjeri, Palakkad, Vadkara Conferences-Khilafat -Malabar Rebellion- Vaikkom Satyagraha-Non-Cooperation Movement- Civil Disobedience-Salt Satyagraha- Guruvayoor Satyagraha-Memorials-Malayali and Ezhava Memorials-Temple Entry Proclamation-Quit India Movement-Aikya Kerala Movement.

Module IV

(16 hours)

Kerala since independence

General Elections of 1952- Formation of Kerala as a linguistic state-First Communist Ministry: Land reforms and policies on education- Commercialisation of Agriculture- Migration- Kerala Model of Development-Marginalized of Social Groups and alienation of land -Ecology and sustainable development.

Competencies of the Course

- Analyse the growth of European influence in Kerala coast.

- Learn about the early response to colonialism.
- Focus on the changes that took place in the place in the society due to western influences.
- Analyse the nationalist struggles in Kerala.
- Study the Socio- religious reform movements that influenced the society.
- Trace the emergence of caste and communal organisations.
- Focus on the formation of Kerala as a linguistic state.

References

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HY4B05B18- MAKING OF MODERN KERALA

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	16	3	2	1	31
II	20	3	3	1	36
III	20	3	3	1	36
IV	16	3	1	1	26

SEMESTER - IV

HY4B06B18 – RESEARCHING THE PAST

Credits – 4

Total Lecture Hours- 90

Aim of the Course

The course intends to give the students the basic terms, concepts, and categories of History. It also introduces the discipline and the basics in History.

Course Overview and Context

The course seeks to provide an in depth study of the forms of history writing and its technical expressions. It also seeks to give the students a firm grounding on the basics of historical methodology.

Syllabus Contents:

Module I (25 hours)

Basics of Historical Research

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

Module II (25 hours)

Treasures of Past

Repositories: Archives- Government and Private Museums- Fields-Classification: Primary, secondary, tertiary- Nonconventional Sources: Visual sources- Memory and History.

Module III

(20hours)

On Interpreting

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

Module IV

(20 hours)

On Referencing

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

Competencies of the Course

- Intends to familiarize the students about the basic terms, concepts and categories of history.
- Understand the discipline as an intelligent knowledge system
- Initiate a scientific understanding of the discipline with different approaches of history.
- Make an awareness about the different historical contexts and the methodology of historical writing introduced with techniques and technicalities.

References

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HY4B06B18 – RESEARCHING THE PAST

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	25	3	3	1	36
II	25	3	3	1	36
III	20	3	2	1	31
IV	20	3	1	1	26

SEMESTER - V

HY5B07B18 – ENVIRONMENTAL STUDIES AND HUMAN RIGHTS

IN HISTORICAL OUTLINE

Credits – 4

Total Lecture Hours- 90

Aim of the Course

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. To help the students in acquiring the basic knowledge about environment and the social norms that provide unity with environmental characteristics and create positive attitude about the environment.

Course Overview and Context

The syllabus of environmental studies includes five modules including human rights. The first two modules are purely environmental studies according to the UGC directions. The second two modules are strictly related with the core subject and fifth module is for human rights. Environmental Education encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues by developing and enhancing critical and creative thinking skills.

Syllabus Content

Module I

(20 hours)

Unit 1: Multi-disciplinary nature of environmental studies

Definition, scope and importance- Need for public awareness.

Unit 2: Natural Resources:

Renewable and Non-Renewable resources: Natural resources and associated problems.

- a) **Forest resources:** Use and over-exploitation, deforestation, case studies, timber extraction, mining, dams and their effects on forest and tribal people.
- b) **Water resources:** Use and over-utilization of surface and groundwater, floods, drought, conflicts over water, dams-benefits and problems.
- c) **Mineral resources:** Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- d) **Food resources:** World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- e) **Energy resources:** Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, Case studies.
- f) **Land resources:** Land as a resource, land degradation, man induced landslides, soil erosion and desertification - Role of individual in conservation of natural resources- Equitable use of resources for sustainable lifestyles.

Unit3: Ecosystems

Concept of an ecosystem – Structure and function of an ecosystem Producers, consumers and decomposers – Energy flow in the ecosystem- Ecological Succession Food chains, food webs and ecological pyramids- Introduction, types, characteristic features, structure and function of the given ecosystem- Forest ecosystem.

Module II

(20 hours)

Unit1: Biodiversity and its conservation

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

Unit2: Environmental Pollution

Definition- Causes, effects and control measures of - a. Air pollution b. Water pollution c. Soil pollution d. Marine pollution e. Noise pollution f. Thermal pollution g. Nuclear hazards Solid waste Management: Causes, effects and control measures of urban and industrial wastes. Role of an individual in prevention of pollution – pollution case studies – Disaster Management: floods, earthquakes, cyclones and landslides.

Unit3: Social Issues and the Environment

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

Module– III

(20 hours)

Unit1-Historical Outline- Environmental history and its relation with Environmental studies- scope of environmental studies in history –interdisciplinary nature.

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

Unit3- Forest resources: Colonial Phase- Use and over-exploitation, forest laws in British India- concept of scientific forestry- alienation of Adivasis from forests-hunting and impact on wildlife.

Module– IV

(20 hours)

Unit1- Post Colonial Scenario- the developmental drive– industrialization dams and mines - tribal struggles.

Unit2- The struggles from the margins– Land alienation and tribal protest movements-its strategies and ideology.

Unit3- Environmental Movements- Chipko – Narmada Bachao Andolan- Silent Valley and Plachimada – Women and environmental struggles.

Module –V

(10 hours)

Unit1- Human Rights–An Introduction to Human Rights - Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

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

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

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

Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of Western Ghats- mention Gadgil committee report, Kasthurirangan Report. Overexploitation of ground water resources, marine fisheries, sand mining etc.

Internal: Field study

Visit to a local area to document environmental grassland /hill /mountain

Visit a local polluted site–Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds etc -Study of simple ecosystem-pond, river, hill slopes etc.

(Fieldwork Equal to **5 hours**)

Competencies of the course

- Provide student a multidisciplinary knowledge on environmental issues in relation with the core subject.
- Field study acts as a catalyst to interpret what the student observes or discovers in his/her own environment.
- Enhance knowledge skills and attitude to environment.
- Help the students in realizing the inter-relationship between man and environment and helps to protect the nature and natural resources.
- Encourages character building, and develops positive attitudes and values.
- Helps to foster a new generation of informed consumers, workers, as well as policy or decision makers.

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HY5B07B18 – ENVIRONMENTAL STUDIES AND HUMAN RIGHTS

IN HISTORICAL OUTLINE

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	20	3	2	0	16
II	20	3	2	1	31
III	20	2	2	1	29
IV	20	2	2	1	29
V	10	2	1	1	24

SEMESTER - V

HY5B08B18 - INHERITANCE AND DEPARTURES IN HISTORIOGRAPHY

Credits 4

Total Lecture Hours- 90

Aim of the Course

The course intends to trace the historiography from the traditional phase to the contemporary period.

Course Overview and Context

The course seeks to provide an outlook regarding the trends followed in historical writing. It aims to orient students to new trends with a view to improve their understanding of historical perspectives.

Syllabus Contents:

Module I

(25 hours)

Classical Notion of History

History and Historiography – The European versions- Greek notion of History – Ancient Indian Historiography and historians past- notions of time in History.

Module II

(25 hours)

The Positivist Turn

Positive Historiography- Facts Interpretation -shift to explanation – Hegelian philosophy of history – Marxian Materialism-Splenger- Toynbee

Module III **(20 Hours)**
The Paradigm Shift

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

Module-4 **(20 hours)**
History from the margin

History from Below-Subaltern Studies-Local History–Oral History-Women's History

Competencies of the Course

- Study the classical notion of History.
- Analyze the features of Church and Arab historiography.
- Know more about the western empiricism and the shift to explanation.
- Learn about contributions of Splenger and Toynbee.
- Study about the importance of Annales School and the modern and post-modern Trends.

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HY5B08B18 - INHERITANCE AND DEPARTURES IN HISTORIOGRAPHY

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	20	3	3	1	36
II	25	3	3	1	36
III	20	4	2	2	48
IV	25	2	1	0	9

SEMESTER-V
HY5B09B18- INDIA: NATION IN THE MAKING

Credits – 4

Total Lecture Hours- 90

Aim of the Course

The course introduces the students to the emergence of India as a nation after a long period of struggle under the British Rule.

Course Overview and Context

The course seeks to provide an in depth study of the Indian National Movement. It provides an account of the constitutional developments throughout the British period ending with the Independence Act. It also seeks to give the students an awareness about India as a nation in the making.

Syllabus Contents:

Module 1

(25 hours)

Impact of British Rule

- a) Three phases of British economic imperialism- Mercantilist, Industrialist & Capitalist phases- De industrialisation, Commercialisation of agriculture, Impoverishment of Peasantry, Disruption of traditional village economy- Rural Indebtedness, Famine and poverty. Economic drain, nationalist critique of colonial economy- Rise of industrial Bourgeoisie & working class.
- b) Revolt of 1857–Nature & Consequences
- c) Initiatives in social reforms in the 18th & 19th century.

Module II

(30 hours)

Phases of National Movement

- a. Early phase of Indian National Movement; Nationalism – Rise of political movements as the expression of Indian nationalism, pre congress political organizations and its campaigns. Formation of INC, Safety Valve Theory - Moderates methods of political work partition of Bengal Swadeshi & Boycott, Muslim League, Minto Morley Reforms First World War and nationalist response, Home Rule movement, Lucknow pact Montague Chelmsford Reforms, Dyarchy.
- b. Gandhiji & Indian National Movement Era of Mass Nationalism. Gandhian perspectives and methods. Rowlatt Act, Jallianwalabagh, Khilafat movement, Non co-operation movement, Swaraj party, Simon Commission, Nehru Report, Civil Disobedience movement, Regional variations, Round Table Conference, Communal Award, Poona pact, Govt. of India Act 1935, Congress Rule in provinces.
- c. Revolutionaries, *Anusilan*, *Ghadr*, *HSRA*

Module III

(20 hours)

Towards Freedom & partition

- a. II World War & Nationalist Response, August offer, Cripps Mission, Quit India Movement, INA, Cabinet Mission, Atlee's statement, Mount batten plan, Indian Independence Act. Long term dynamics of national movement.
- b. Integration of states, Constituent Assembly and the making of the Indian constitution, Role of B.R. Ambedkar.

Module IV

(15 hours)

Uprisings against the British

- a. Movement from the margins- the subaltern - Tribal uprisings, Caste & class Consciousness, Peasant and worker's movements, Caste and Gender Associations.

- b. Theorizing Indian National movement- STS Strategy- dynamics of the movement.

Competencies of the Course

- Study the different approaches in the Indian National Movement.
- Understand the concept of nation and nationalism.
- Analyse the socio-economic impact of British rule in India.
- Know more about the events related to the nationalist uprising in India by giving importance to the role of Gandhi.
- Learn about the major Acts during the British rule.
- Study about the making of Indian constitution and the role of Ambedkar.

References

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HY5B09B18- INDIA: NATION IN THE MAKING

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	25	2	3	1	34
II	30	4	3	1	38
III	20	4	2	1	33
IV	15	2	1	1	24

SEMESTER- V

HY5B10B18 - STATE AND SOCIETY IN ANCIENT AND MEDIEVAL WORLD

Credits 4

Total Lecture Hours- 90

Aim of the Course

The course introduces the students to the history of man, his origin and developments through the ages.

Course Overview and Context

The course seeks to provide an account of human evolution. It provides an analysis of the major civilization of the ancient world and their contribution towards human progress. It also inspires to know more about the feudal economy, contributions of the Catholic church and Islam to the Medieval world.

Module-I

(15 hours)

Prehistoric Societies: Biological evolution from hominids to homo sapiens- cultural evolution of early societies- prehistoric human land relationships- evolution of tool technology from Paleolithic to Mesolithic- towards food production during late stone age- transition to metal age.

Module-II

(25 hours)

The Bronze Age Civilizations of the world- cultural attributes of a civilization-role of environment- role of bronze technology- Egyptian civilization and its architecture-, Mesopotamian civilization and agriculture- - Harappan civilization and urbanism – Chinese civilization

Module-III

(25 hours)

Advent of Iron – early iron production centers in the world- Implications of iron technology- Ancient Greek societies – Agrarian Economy, Trade – political transformation in Greece - Athenian Democracy – Sparta – Contributions to the world- Roman Civilization – origin of Rome-rise of Roman republic- period of the Roman empire - Social Hierarchies – Slavery – Economic development – crisis and end (Downfall) of Roman Empire – Rise and growth of Christianity in the Roman Empire

Module-IV

(25 hours)

Monasticism and Christianity in early Middle Ages – Rise of Medieval Towns and Cities – Guild System – Expansion of Trade – Medieval Universities – Rise and Spread of Islam in Arabia – Abbasid Revolution – Economy – Islamic science, medicine, art and architecture – Crusades- Mongols under Genghis Khan.

Competencies of the Course

- Know more about the stone ages civilizations and its contribution.
- Understand the Bronze age civilizations and its contributions.
- Understand the advent of iron and its implications.
- Learn about Greek and Roman civilizations and its legacies.
- Study in detail the transitional stage of Europe from 7th to the 15th c.
- Learn about the rise of papacy and monasticism.
- Know more about the contribution of the church in the field of learning, art and architecture.
- Focus on the impact of the renaissance and reformation in Europe.
- Learn about the rise of societies in the central Islamic world.
- Study about the caliphate and the contribution of Islam to the world civilization.

References

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**HY5B10B18 - STATE AND SOCIETY IN ANCIENT AND MEDIEVAL
WORLD**

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	15	1	1	1	22
II	25	4	3	1	38
III	25	4	3	1	38
IV	25	3	2	1	31

SEMESTER VI

HY6B11B18- MAKING OF CONTEMPORARY INDIA

Credits - 4

Total lecture Hours- 90

Aim of the Course

The course introduces the students to the issues of Contemporary India.

Course Overview and Context

The course seeks to provide an in depth study of the post-independence phase in India.

Syllabus content:

Module 1 (20 hours)

Government of India Act 1935- Partition - Problems- Integration of Princely States

Module 2 (30 hours)

-Drafting of the Constitution-Reorganization of Indian States-Tribal Issues- Major shift in India's Foreign Policy- Nehruvian Legacy and NAM - JP Movement – Emergency-Land Reforms- Naxal Movement-Separatist Movements (Punjab, Assam & Nagaland)

Module 3 (20 hours)

Planning Commission-Five Year Plans-Agricultural & Industrial Policies-Revolutions (Green, White, Blue, Yellow)- Nationalisation of Banks- Human Development Index- Demonetization and Indian Economy.

Module 4

(20 hours)

Decentralisation and Panchayati Raj- Consolidation of Caste and Communal forces in Politics –Nature of anti-corruption Movements -Women's Reservation-NEP since 1991- Impact of Globalization

Competencies of the course

- Study the events leading to the Indian Independence and its aftermath.
- Learn about the important political events in India following the independence.
- Know more about the impact of the five year plans on the agricultural and industrial policies in India.
- Learn more about the concept of decentralization deployed in India.
- Analysis the impact of globalization in Indian scenario.

References

- Granville Austin, Indian Constitution: Cornerstone of a Nation, New Edition, OUP.
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HY6B11B18- MAKING OF CONTEMPORARY INDIA

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	20	3	2	1	31
II	30	3	3	1	36
III	20	3	2	1	31
IV	20	3	2	1	31

SEMESTER VI

HY6B12B18-- UNDERSTANDING MODERN WORLD

Credits 4

Total Lecture Hours- 90

Aim of the Course

This course will introduce students to the broad dynamics of the modern world.

Course Overview and Context

The course provides the students in detail the trends followed before and after the two world wars. It attempts to know about the European power politics and its impact.

Syllabus content

Module - I

(20 hours)

Colonialism and Imperialism – Trends before World War – I, European Power Politics, European Colonization and Imperialism of Asia America and Africa. The American war of Independence - The US and Latin America, US and Japan in Asia & Pacific, World War I and its Impact, League of Nations

Module - II

(15 hours)

Trends in Inter War years – Post War developments, Russian Revolution, The Great Depression of 1929-33 and its impact on the world, Fascism and Nazism

Module - III

(20 hours)

Anti-Colonial Struggles – East Asia between the World Wars, Anti-colonialism in the

Middle East, Anti-Colonialism in Africa, Events leading to II World War, Collapse of Empires, UNO and its Significance.

Module – IV

(35 hours)

Post World War Settlements - Cold War and the International Relations, Chinese Revolution of 1949- US and Latin America after the II World War, Middle East crisis and Israel-Palestinian Issue. Decline of Soviet Union and the Eastern Block- New International Economic Order- Post Cold War Era – Unipolar World – Transition to Multi-polarity.

Competencies of the Course

- Study in detail the trends before World War I.
- Know more about the European power politics.
- Learn the trends during the inter war period.
- Focus on the events leading to the II world War and its effects.
- Study in detail the cold war period and new trends in the present scenario.

References

- A.J.P. Taylor, *The First World War*, Penguin Books, New York, 1963.
- E.H. Carr, *International Relations between the Two World Wars 1919-1939*, Palgrave, 2004.
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- Dilip Hiro, Inside The Middle East.
- E. Said, The Question of Palestine
- Peters Mansfield, The Arabs.
- Malise Ruthview, Islam in the World
- Basil Davidson, Africa in Modern History.
- Andre Gunder Frank, Capitalism and Under Development in Latin America.
- Celso Furtado: The Economic Development of Latin America

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HY6B12B18-- UNDERSTANDING MODERN WORLD

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	20	3	1	1	26
II	15	2	2	1	36
III	20	3	3	1	27
IV	35	4	3	1	26

SEMESTER VI

HY6B13B18- CAPITALISM AND COLONIALISM

Credits 4

Total Lecture Hours- 90 hours

Aim of the Course

This course seeks to provide the students with insights and information regarding capitalism and colonialism.

Course Overview and Context

The course traces the growth of capitalism under colonialism. It analyzes the capitalist transformation to a world system.

Syllabus content

Module I (15 hours)

Transition from Feudalism to Capitalism: Debates and Processes; the coming of Industrial Revolution and related social changes in Continental Europe.

Module II (25 hours)

Logic of capitalist commodity production and the scramble for colonies; the emergence of finance capital; theories of imperialism: Marx, Luxemburg, Hobson, Hilferding and Lenin; Dependency and World System theories: Baran, Gunder Frank, Wallerstein and Samir Amin.

Module III (25 hours)

Defining the colonies: surveys, census and ethnographies; administering the colonies: bureaucracy and judiciary; disciplining the colonies: army and police; settling the colonies: land, ecology and landscape; civilizing the colonies: missionaries, education and health.

Module IV

(15 hours)

The making of colonial relations: Fanon, Memmi and Nandy; Limits of decolonization: consolidation of the national bourgeoisie and the character of capitalist development in the erstwhile colonies.

Competencies of the Course

- Traces the transition from feudalism to capitalism.
- Introduces students to the debate on the theories of imperialism □ Focus on defining the colonies.
- Attempts to analyze the making of colonial relations.

References

- Leo Huberman, *Man's Worldly Goods*, Monthly Review Press, 1968.
- Maurice Dobb, *Studies in the Development of Capitalism*, Literary Licensing, 2013.
- Rodney Hilton, *Transition from Feudalism to Capitalism*, Aakar Books, 2006.
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HY6B13B18- CAPITALISM AND COLONIALISM

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	15	3	2	1	31
II	25	3	3	1	36
III	25	3	3	1	36
IV	15	3	1	1	26

SEMESTER VI

HY6B14B18- GENDER IN INDIAN PERSPECTIVES

Credits -4

Total Lecture Hours- 90 hours

Aim of the Course

This course seeks to introduce the area of gender studies to graduate students.

Course Overview and Context

The course aims to explain the socio-historical constructions of sexual differences in Indian society by emphasizing the plural backgrounds.

Syllabus Content

MODULE 1

(20 hours)

Introduction

Introduction to the concept of gender and gender history- difference between women's history and gender history- development of gender history since 1960s- epistemology of gender as a social division-significance and limitations of assuming a gendered historiography.

MODULE 2

(30 hours)

Gender History in India

Defining gender in India- caste and class construction of gender identities- representation of gender in Vedic and non-Vedic literatures- concept of chastity in India (Vedic and non-Vedic) – representation of 'first, second and third genders' in Indian societies - patriarchy

and matriarchy, notions of marriage and sexuality in pre-colonial India-devadasis-bhogastree- the dichotomy of Kula Sthree and Veshya in Indian society- -dichotomy between polyandry and polygamy- history of motherhood in India.

MODULE 3

(20 hours)

Indian Modernity and Gender

Construction of gender identities in modernity- history of modern manhood and womanhood in India- colonial morality and various responses-dress codes-child marriage-widow remarriage construction of gender identities in modern family Systems-Masculinity and femininity in Indian social history.

MODULE 4

(20 hours)

Contemporary Issues

The concept of transgender: contemporary debates- social hegemony over biological differences- women and religious purity/impurity debates-issues of lesbian, gay, bisexual and transgender in India-delimitation of women as bodies-the political economy of male-centred prostitution gender inequality.

Competencies of the course

- Designed to prepare students to challenge the conventional social norms about male female dichotomy.
- Conceive biological realities natural but as always conditioned through social norms, moral codes and historical process.
- Establishes that the very notion of gender difference is not natural but more of economic, political and therefore power oriented.

References

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- Samita Sen, *Women and Labor in late Colonial India*, Cambridge University Press, 1999.

- Serena Nanda, "Neither Man nor Women: The Hijras of India" in Caroline Brettell and Carolyn Sargent (eds.) Gender in Cross Cultural Perspectives Prentice Hall, 1977.
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Blue print of the question paper

HY6B14B18- GENDER IN INDIAN PERSPECTIVES

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	20	3	2	1	30
II	30	3	3	1	36
III	20	3	2	1	30
IV	20	3	2	1	30

Syllabi of Open Course

SEMESTER V

OPEN COURSE

HY5D01aB18– INTRODUCING ENVIRONMENTAL HISTORY

Credits 3

Total Lecture Hours- 72 hours

Aim of the Course

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

Course Overview and Context

The course seeks to provide the student in detail the essential concepts and concerns in environmental history.

Syllabus content

Module 1 **(20 Hours)**

Basics

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

MODULE 2 **(12 Hours)**

Roots of Environmental Crisis

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

MODULE 3

(20 Hours)

The Context of Colonial India

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

MODULE 4

(20 Hours)

Environmental Movements in India

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

Competencies of the course

- Study in detail the emergence of Environmental History.
- Learn about the transitional changes in the life styles of early man.
- Focus on the Indian environmental tradition.
- Study in detail the impact of British rule in Indian environment.
- Know more about the environmental movements in India.

References

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- Ramachandra Guha, Nature's Spokesman: M. Krishnan & Indian Wildlife, Penguin Books, New Delhi, 2007.

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HY5D01aB18– INTRODUCING ENVIRONMENTAL HISTORY

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	20	3	3	1	36
II	12	3	1	1	26
III	20	3	3	1	36
IV	20	3	2	1	31

or

HY5D01bB18— SOCIAL IMPLICATIONS OF MODERN REVOLUTIONS

Credits 3

Total Lecture Hours- 72 hours

Aim of the Course

The course intends to explain the multifarious dimensions of revolutions in the making of the modern world.

Course Overview and Context

The course attempt is not to comprehend revolutions simply as linear explanations in terms of cause and effect but to view them as processes affecting the world in a comprehensive manner.

Syllabus Content:

Module I (12 hours)

Understanding Revolutions

Meaning, definitions and relevance - Renaissance and Reformation as a prelude to scientific revolution - Intellectual revolution - Mercantilism Commercial Revolution.

Module II (30 hours)

Industrial Revolution, Process of Capitalist Development and Communication Revolution

Industrial and agricultural revolutions - Process of capitalist development in industry and agriculture - Evolution and differentiation of social classes – Effects of the industrial revolution. - Computer and Communication Revolution Impact of Technology - Revolution in Mass Media – printing, visual and electronic revolutions

Module III

(20 hours)

French Revolution and its European Repercussions

Crisis of ancient regime – Political developments - Intellectual currents – Social Classes and emerging gender relations – Legacy of the revolution.

Module IV

(10 hours)

Russian Revolution and Experiments in Socialism

Bolshevik Revolution of 1917 – Civil War and War Communism 1918-1921 - Programme of Socialist construction – The New Economic Policy.

Competencies of the course

- To partake the multiple strands and dimensions and their mutual relationships associated with revolutions.
- To have a better understanding of the revolutions.
- To learn more about the French Revolution and its European repercussions.
- To study the Russian revolution and its experiments with socialism.

References

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- Arjun Dev and Indira Dev, History of the World, Orient Blackswan, 2009
- Stavrianos, World Since 1500, Prentice Hall, 1990.
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- BBC Documentary, *The French Revolution*, 2015.
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Blue print of the question paper

HY5D01bB18— SOCIAL IMPLICATIONS OF MODERN REVOLUTIONS

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	12	3	2	1	31
II	30	4	3	1	38
III	20	3	3	1	36
IV	10	2	1	1	24

or

HY5D01cB18- HISTORY AND FOLKLORE

Credits 3

Total Lecture Hours- 72 hours

Aim of the Course

This course is meant to introduce the students to the history of folklore.

Course Overview and Context

The course attempt is to analyze the folklore studies of the world.

Syllabus Content:

Module 1 (12hours)

Introducing Folklore- Meaning-Definitions-Changing range and Scope of the Discipline- Relationship with Anthropology and Literature

Module 2 (25 hours)

Folklore Studies- Europe- Americas- Africa- Russia and India

Module 3 (10 hours)

Approaches to Folklore Formalist-Radlov , Jan Vancina and Propp. Structuralist- Levi-Strauss.

Module 4 (25 hours) Folk

Literature and Arts-Heroic poems and prose narratives- animal stories- Myths and Legends –

Proverbs- Riddles- The social function of forms of knowledge- Folk arts- Songs- Dances- dramas-Its social linkages.

Competencies of the course

- Attempts to learn the definitions, the changing range and scope of Folklore.
- To study the patterns of folklore of the different regions of the world.
- To understand the Approaches to Folklore.
- To analyze its social linkages.

References

- Clarke Kenneth and Clarke Marry, *Introducing Folklore*, New York 1963.
- Richard M. Dorson(Ed) *Folk lore and Folk Life: An introduction*, Chicago, 1972.
- Sankar Sen Gupta, *Studies in Indian Folklore*, Calcutta, 1862.
- Levi-Strauss, *The Raw and the Cooked*, New York, 1970.
- Levi-Strauss, *From Honey to Ashes*, New York 1972.
- Levi-Strauss, *The Origin of Table Manners*, New York, 1978.
- Vladimir. J. Propp, *Morphology of Folktale*, Texas, 1968.
- Jan Vancian, *The Oral Tradition*, London, 1965.
- Allen Dundes, *Essays in Folkloristics*.
- M.R.Raghava Warriar, *Vatakkalute Paniyala*, Sukapuram, 1982
- Raghavan Payyanadu, *Folklore*, Trivandrum.

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HY5D01cB18- HISTORY AND FOLKLORE

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	12	2	2	1	29
II	25	4	3	1	38
III	10	2	1	1	24
IV	25	4	3	1	38

Syllabi of Choice Based Core

SEMESTER VI

HY6B15aB18 - ARCHAEOLOGY IN INDIA

Credits 3

Total Lecture Hours- 72 hours

Aim of the Course

This course will introduce students to the dynamic field of Archaeology with special reference in Indian context.

Course Overview and Context

The course provides the students in detail how Archaeology can provide an insight into the study of the prehistoric period.

Syllabus content

Module 1

(25 Hours)

Introduction to Archaeology- Definitions- Nature and Scope- As a science- As a social science – Archaeology and Culture Studies- Its relations with other disciplines- Basic terminology- artifact- ecofact- site- context- Major sub-disciplines of Archaeology- New archaeology and Post- Processual archaeology - Cultural Resources Management

Module 2

(25 Hours)

Principles and Methods of Archaeology- Exploration methods- surface, subsurface and ariel survey, survey and excavation equipments- Excavation methods- Selection of a site and layout of trench- Methods of excavation- vertical, horizontal and salvage excavation methods- Principles of stratigraphy- Key dating methods- Recording forms – Post-excavation analysis- Interpretation- Publication (field visit and site reporting by student is strongly recommended as part of internal assessment)

Module 3

(11 Hours)

History of Archaeology in India- Antiquarian phase- ASI and British archaeologists- (Alexander Cunningham, John Marshall, Mortimer Wheeler)- Indian archaeologists since independence- History of archaeology in Kerala

Module 4

(11 Hours)

Archaeological Sites in India- Historical value of Sites- List of world heritage sites and monuments in India- Nalanda (Bihar) Arikamedu (Pondicherry), Pattanam (Kerala), Sarnath Asokan Pillar, Girnar rock edict, Sanchi (Madhya Pradesh), Amaravati (Telangana), Ajanta Ellora rock cut architecture (Maharashtra), Badami- Aihole- Pattadakal group of structural temples, Brihadeesvara temple, Thanjavur, Delhi Sultanate architecture at Delhi, Mughal architecture at Agra, Forts and monuments of Bijapur.

Competencies of the course

- Study in detail the subject matter of Archaeology and its importance.
- Know about the multidisciplinary approach of Archaeology.
- Learn about the development of Archaeological department in India and the initiative taken by the renowned Archaeologists.
- Study in detail the principle methods of Archaeology.
- Know more about the important archaeological sites in India.

References:

- Balter Michael. 2005. *The Goddess and the Bull Catahoyuk: An Archaeological Journey to the Dawn of Civilization*, California, Left Coast Press.
- Bintliff, John. 2004. *A Companion to Archaeology*. U.K.: Blackwell.
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- Ghosh.A Ed. 1988. Encyclopedia of Indian Archaeology, Archaeological Survey of India, New Delhi.
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- Sourindranath Roy.1996. The Story of Indian Archaeology from 1784-1947, Archaeological Survey of India, New Delhi.

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HY6B15aB18 - ARCHAEOLOGY IN INDIA

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	25	4	2	1	34
II	25	4	3	1	38
III	11	2	2	1	29
IV	11	2	2	1	29

Or

HY6B15bB18- A BRIEF HISTORY OF INDIAN SCIENCE AND TECHNOLOGY

Credits 3

Total Lecture Hours- 72 hours

Aim of the Course

This course will introduce students to the brief history of science and technology in India.

Course Overview and Context

The course provides the students in detail the development of science and the technological innovations made in India through the ages.

Syllabus content

Module 1 (12 hours)

Science and Technology-Definitions-Science and Social Sciences-Academic comparisons
Science and Technology represented in early Indian Literatures-Philosophy of Sciences.

Module 2 (20 hours)

Beginning of Scientific and Technological discourses in Ancient India-Branches and Specializations- Astronomy, Mathematics, Engineering and Medicine-Technological Innovations-Lithic Technology-Metallurgy-Copper Bronze and Iron-Contributions of Aryabhata, Brahmgupta, Bhaskaracharya, Varahamihira, Nagarjuna, Kanatha and Sankaranarayana, Susruta, Charaka.

Module 3 (10 hours)

Developments in Science and Technology in Medieval India-Islam and Science-Religious

rationality v/s Scientific Rationality-Innovations in Physics-Chemistry-Astrology-Astronomy
Art and Science-Agricultural Technology-Innovations in Irrigation.

Module 4

(20 hours)

Developments in Science and Technology in British India-Early Colonial Initiatives-
Modernity and Science-Debates-Exchange of Indo-European Scientific Practices-New
Medicinal Practices arrival of Scientists Botanists and Chemists to India-

Module 5

(10 hours)

India's Achievements in Science and Technology since Independence-Know our Scientists
Srinivas Ramanujan, C.V. Raman, Jagdish Chandra Bose, Homi J. Bhabha and Dr. Vikram
Sarabhai & Dr. A.P.J. Abdul Kalam-History of Scientific Institutions in India-ISRO-
DRDO- CSIR - Nuclear Technology in India.

Competencies of the course

- Understand the evolution of science in ancient literature.
- Trace its growth in the medieval period.
- Realize the developments made in science and technology due to Colonial Initiatives.
- Analyze India's Achievements in Science and Technology since Independence.

References

- E.J. Hobsbawn, Age of Revolution.
- Kalpana Raja Ram- Science and Technology in India
- Upinder Singh- A History of Ancient and Medieval India: From the Stone Age to 12th century
- O.P Jaggi- History of Science, Technology and Medicine in India
- David Arnold- The New Cambridge History of India: Science, Technology and Medicine in Colonial India

- David L. Gosling- Science and the Indian Tradition: When Einstein Met Tagore
- Pawan Sikka- Rajiv Gandhi's Modern India: Development with Science & Technology
- Rajiv Malhotra and Jay Patel- History of Indian Science & Technology
- Dharampal- Indian Science and Technology in the Eighteenth Century
- Jagjit Singh-Some Eminent Indian Scientists
- R Parthasarathy- Paths of Innovators in Science, Engineering and Technology
- Robert Kanigel- The Man Who Knew Infinity: A Life of the Genius, Ramanujan.
- M V Ramana- The Power of Promise: Examining Nuclear Energy in India
- P. V. Manoranjan Rao- From Fishing Hamlet to Red Planet: India's Space Journey

Blue print of the question paper

HY6B15bB18- A BRIEF HISTORY OF INDIAN SCIENCE AND TECHNOLOGY

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	12	2	1	0	9
II	20	3	3	1	36
III	10	2	2	1	29
IV	20	3	2	1	31
V	10	2	1	1	24

Or

HY6B15cB18– GENDER STUDIES

Credits 3

Total Lecture Hours- 72 hours

Aim of the Course

This course will introduce students to the basics of gender studies.

Course Overview and Context

The course provides the students in detail the emergence of gender studies as a discipline.

Syllabus content

Module 1 **(20 hours)**

Emergence of gender studies as a Discipline - Themes in Gender studies – Caste Ethnicity- Patriarchy and Sexuality - Major Feminist thinkers: Mary Wollstoncraft - Simone de Beauvoir - Julia Kristeva - Judith Butler - Luceirigaray.

Module 2 **(12hours)**

Social Construction of Gender - Concept of Sex and Gender - Dislocating Gender Identity.

Module 3 **(25 hours)**

Everyday Formations of Gender Division of Work and property - Familial Domain

Module 4 **(15 hours)**

Politics of Gender - Gender and Resistance - Sexual Liberation Movement

Competencies of the course

- Analyze the emergence of Gender Studies as a discipline.

- Study the theories put forward by the major feminist thinkers.
- Discover the social construction of Gender
- Learn more about politics of Gender and resistance movements.

References

- The Polity Reader in Gender Studies, Cambridge, 1994.
- Davif, Cathy (Ed.), Handbook of Gender and Women's Studies, London, 2006
- Scott, Joan W. Gender and the Politics of History, New York, 1988.
- Lourdes and Arande 174-193, Massachusetts: Bergin and Garvey Publishers.
- Agarwal, Bina, Who Sows? Who Reaps? Women and land rights in India, Journal of Peasant Studies. 15 (4): 531-581.
- Jeffrey, Patricia, Frogs in a well: Indian Women in Purdah, Manohar, New Delhi
- Judith, Gender Trouble: Feminism and Subversion of Identity.

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HY6B15cB18– GENDER STUDIES

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	20	3	3	1	36
II	12	2	1	1	24
III	25	4	3	1	38
IV	15	3	2	1	31

Or

HY6B15dB18– INTRODUCTION TO MASS COMMUNICATION

Credits 3

Total Lecture Hours- 72 hours

Aim of the Course

This course will introduce students to the world of mass communication.

Course Overview and Context

The course provides the students in detail the emergence of mass communication as a discipline.

Syllabus content

Module I (20 hours)

Communication – Definition, Scope, functions and process – Theories of communication– Evolution of human communication – Types of communication: interpersonal, group and mass communication

Module II (12 hours)

Mass Communication: Meaning, characteristics and functions – Basic models of mass communications – Effects of mass communications.

Module III (20 hours)

Mass Communication: Types: Print, radio, T.V., film – Mass media: functions and its theories – Role of mass media – Role of mass media in national development.

Module IV (20 hours)

Modern Communication technologies: Satellite communication –Information super highway, the Internet, Interactive media, hypertext.

Competencies of the course

- Analyze the definition and theories of communication.
- Learn about the components of mass communication.
- Look into the Modern Communication Technologies.

References

- Keval J. Kumar, Mass Communication in India
- Adult Agee and Emery, Introduction to Mass Communication
- Stanley J. Barren, Introduction to Mass Communication: Media literacy and culture.
- Mc Quail, Dennis: Mass Communication Theory: An Introduction.

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HY6B15dB18– INTRODUCTION TO MASS COMMUNICATION

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	20	3	3	1	36
II	12	2	1	1	24
III	20	4	3	1	38
IV	20	3	2	1	31

SYLLABI OF COMPLEMENTARY PAPERS FOR SOCIOLOGY

SEMESTER I

HY1C01B18- SOCIAL FORMATIONS IN PRE MODERN INDIA

Credits- 4

Total Lecture Hours- 108

Aim of the Course

To explore the early and the medieval Indian societies in a historical perspective.

Course Overview and Context

The course seeks to make the study of the history of the early and medieval Indian society, a thought provoking and enjoyable experience.

Syllabus Content

Module 1 (30 hours)

Ancient Society

- (A) Harappan Culture – Features- Technology, Crafts, Westerly trade and Urbanism
- (B) Vedic Civilization - Second Urbanization- Origin of Jainism and Buddhism - Mauryan Polity and society
- (C) Tamizakam under Sangam – Polity- Society.

Module 2 (30 hours)

Emergence of Feudal Order

- (A) Expansion of agriculture land grants- changing production relations- graded land-rights and peasantry - decline of trade, urban settlements and currency- Emergence of Closed Economy Features of Indian Feudalism.
- (B) Opening up of the river valleys- Temple society and economy - The Tamil Bhakti Movement - New states and state order.

Module 3

(30 hours)

The Political Economy of the Delhi Sultanate

(A) Technological innovations- Changes in production and exchange- Urban Centres- craft production - Sultanate economy

(B) The Vijayanagara society and power structure –Warlordism

Module 4

(18 hours)

The Mughal Social Formation

(A) Agricultural Expansion Trade, money and Banking Urban centres and their character

(B) The Mansab, Jagir and revenue The Bhakti movement and its social base.

Competencies of the course

- Understand the reconstruction of ancient Indian society.
- Know more about the early Indian Cultures.
- Analyse the changes in the political formation in early India.
- Understand the concept of changing phase of changing phase in early Medieval India
- Discuss the age of the ancient literature.
- Know more about the growth of agrarian economy in pre- colonial India.
- Analyze the rule of important power structures in Pre-colonial India
- Understand the growth of the complexity in political structure, trade, market and money economy.
- Know more about the Syncretic religious movements.
- Illustrate the main features of the Vijayanagar society and its power structure

References

- Rajesh Kochhar, *The Vedic People*, Orient Blackswan Pvt Ltd
- Raymond Allchin, *Archaeology of Early Historic South Asia*
- Romila Thapar, *The Penguin History of Early India (Till 1300)*, Penguin Books, 2002.
- Romila Thapar, *From Lineage to State*, OUP.
- Romila Thapar, *Ancient Indian Social History*, Orient Blackswan Pvt Ltd
- D.D.Kosambi, *An Introduction to the Study of Indian History*, (1956), Popular Prakashan, Bombay .
- K.A.N. Sastri, *A History of South India*, 4th Ed, OUP, New Delhi, 2008.
- Romila Thapar, *The Penguin History of Early India (Till 1300)*, Penguin Books, 2002.
- D N Jha, *Economy and Society in Early India: Issues and Paradigms*, (1993)
- B D Chattopadhyaya, *The Making of Early Medieval India*, (1994).
- R. S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*, (1959), Motilal Banarsidas, Delhi.
- R. S. Sharma, *Material Culture and Social Formations in Ancient India*, (1990), Macmillan, Delhi.
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- Kesavan Veluthat, *The Political Structure of Early Medieval South India*, (1993), Orient Longman, New Delhi.
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- John F Richards, *The Mughal Empire*, (1993), Foundation Books, Delhi

- John F Richards, Medieval India I, OUP, 2009.
- Shireen Moosvi, The Mughal Economy, OUP, Delhi.
- J. L. Mehta, Advanced Study in the History of Medieval India, 3 Vols, Sterling Publishers, New Delhi, 2009.

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HY1C01B18- SOCIAL FORMATIONS IN PRE MODERN INDIA

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	30	3	3	1	36
II	30	3	3	1	36
III	30	3	2	1	31
IV	18	3	1	1	26

SEMESTER II

HY2C01B18 - HISTORY OF THE FREEDOM MOVEMENT IN INDIA

Credits- 4

Total Lecture Hours - 108 Hours

Aim of the Course

The course introduces the students to the emergence of India as a nation after a long period of struggle under the British Rule.

Course Overview and Context

The course seeks to provide an in depth study of the Indian National Movement. It provides an account of the constitutional developments throughout the British period ending with the Independence Act. It also seeks to give the students an awareness about India as a nation in the making.

Syllabus Contents:

Module 1 (30 hours)

Uprising of 1857- Nature, cause and consequences. Formation of I N C –Theories
Moderates Partition of Bengal-Extremists-Surat Split- Swadheshi Movement
Formation of Muslim League- Revolutionary Nationalists-Home Rule- Leftism.

Module 2 (30 hours)

Gandhian Idea of Sathyagraha and Ahimsa-Rama Rajya- Gandhiji's Concept of Education-
Nationalist Movement.

Module 3

(28 hours)

Impact of World War I - Rowlatt Act- Jallianwallabagh- Non- cooperation –Simon Commission - Disobedience movement Round Table Conferences-Civil -Quit India Movement - INA - RIN Mutiny-Partition- Integration of the States

Module-4

(20 hours)

Minto- Morley Reforms and Communal Representation— Dyarchy- Indian Independence Act of 1947- Constituent Assembly and the making of the Indian Constitution- Role of B.R. Ambedkar.

Competencies of the Course

- Study the different approaches in the Indian National Movement.
- Understand the concept of nation and nationalism.
- Analyse the socio-economic impact of British rule in India.
- Know more about the events related to the nationalist uprising in India by giving importance to the role of Gandhi.
- Learn about the major Acts during the British rule.
- Study about the making of Indian constitution and the role of Ambedkar.

References

- Bipan Chandra, Modern India, Orient Blackswan,2009.
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HY2C01B18 - HISTORY OF THE FREEDOM MOVEMENT IN INDIA

Modules	Hours	PART A (Short Answer) 2 marks 10/12	PART B (Short Essay) 5 marks 6/9	PART C (Long Essay) 15marks 2/4	Total
I	30	4	3	1	38
II	30	4	3	1	38
III	28	2	2	1	29
IV	20	2	1	1	24

MODEL QUESTION PAPERS

BA DEGREE (C.B.C.S.S.) EXAMINATION
B. A. HISTORY –FIRST SEMESTER
CORE COURSE
HY1B01B18- PERSPECTIVES AND METHODOLOGIES
IN SOCIAL SCIENCES – HISTORY

Time: 3 Hours

Total Marks: 80

PART A

(Answer any 10 questions. Each question carries 2 marks)

1. Which one is the source of social solidarity?
2. What is social mobility?
3. What is methodology?
4. What is the causation?
5. What is Observation?
6. What is Hypothesis?
7. What is sample survey?
8. What is Theory?
9. What is variable?
10. What is Science?
11. What is Causation?
12. Define New History. **(10 x 2=20 marks)**

PART B

(Answer any 6 questions. Each question carries 5 marks)

13. Write a note on the scope of History?
14. How does social science differentiate with other sciences?
15. What is the purpose of social sciences? Give an example.
16. What is evidence?
17. What is Objectivity?
18. Illustrate the relation of History with other social sciences.
19. Discuss any three Kinds of History.
20. What is Fact?
21. Discuss the notion of subjectivity in social sciences?

(6x 5 = 30 marks)

PART C

(Answer any 2 questions. Each question carries 15 marks)

22. Explain the historical foundations of social sciences.
23. Explain basic epistemology of social science.
24. Explain the ways in which the problem of social science differs from those of exact natural sciences.
25. Critically analyse the uses and abuses of History.

(2 x 15 = 30 marks)

BA DEGREE (C.B.C.S.S.) EXAMINATION
B. A. HISTORY –FIRST SEMESTER
COMPLEMENTARY PAPER FOR SOCIOLOGY
HY1C01B18- SOCAI FORMATIONS IN PRE-MODERN KERALA

Time: Three Hours

Maximum: 80 Marks

Part –A

Answer any 10 questions. Each question carries 2 marks

1. Name the two epics of Tamizhakam.
2. Which Assembly did not exist in later Vedic Age?
3. Where is Harappa situated?
4. Who authored the book “Lineage to State”?
5. Who built the city of Srinagar?
6. What is Mansab?
7. Who propounded the central Asian Theory about the Aryans?
8. Who founded the city of Mamallapuram?
9. What is the peculiarities of Paripadal?
10. Who introduced the Mansabdari System?
11. What is the meaning of the term ‘Feudam’?
12. Name the two important groups of People who lived in the Palai region.

(10x2=20)

Part B

(Answer any 6 questions. Each questions carries 5 marks)

13. Point out the significance of Great Bath.
14. What is meant by Second Urbanization?
15. What do you know about Mansabdari System?
16. Why 'Sangam Age' is called a misnomer?
17. What is meant by closed economy?
18. Write a note on Bhimbetka site of M.P
19. What is Zat and Sawar?
20. Illustrate the features of Feudalism.
21. Analyse the Causes of the Decline of Feudalism. (6X5=30)

PART C

Answer any two 2 questions Each question carries 15 marks

22. Discuss the Social and political condition of Harappan Society.
23. Describe the society and economy in the Neolithic Period.
24. What were the main features attributed to Indian Feudalism
25. Explain the power Structure and economy under the Mughal rulers. (2X15=30)