

UNIVERSITY OF CALICUT

(Abstract)

BA Programme in History- under Choice Based Credit Semester System-Scheme and Syllabus-implemented with effect from 2009 admission -approved- orders issued.

GENERAL AND ACADEMIC BRANCH – I 'B' SECTION

No. GA I/B1/10625/08

Dated, Calicut University. P.O., 03.07.2009.

- Read: 1. U.O.GAI/J2/3601/08(Vol.II) dated.19.06.2009.
2. Minutes of the meeting of the Board of Studies in History (UG) held on 06.01.09 and 19.01.09 and 06.05.09.
3. Minutes of the meeting of the Faculty Humanities held on 08.05.09(Item No.I.3)
4. Minutes of the meeting of the Academic Council held on 14.05.09(Item No.IIG.3).

ORDER

Choice Based Credit Semester System and Grading has been introduced for UG curriculum in the colleges affiliated to this University with effect from 2009 admission onwards and the regulations for the same implemented vide paper read first above.

The Board of Studies in History (UG) at its meeting held on 06.05.09 approved the syllabus of B.A. Programme in History under the re-structured scheme with effect from 2009 admission.

The Faculty of Humanities at its meeting held on 08.05.09 has approved the minutes of the meeting of the Board of Studies in History(UG) vide paper read third above.

The Academic Council vide paper read fourth above has approved the minutes of the meeting of the Faculty of Humanities and the minutes of the meeting of Board of Studies coming under the Faculty.

Sanction has been accorded for implementing the scheme and syllabus of B.A.Programme in History under Choice Based Credit Semester System in the colleges affiliated to the University with effect from 2009 admission.

Orders are therefore issued accordingly.

Scheme and syllabus appended herewith.

Sd/-

**DEPUTY REGISTRAR (G&A-I)
For REGISTRAR.**

To

The Principals of all Arts & Science Colleges
offering B.A.History.

Copy to : Controller of Examinations/EX –Section/DR/AR- BA Branch/
System Administrator(with a request to upload in the University
website)/GA.I.F.Section/Library/SF/DF/FC.

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SECTION OFFICER

**UNIVERSITY OF CALICUT
(Abstract)**

B.A. Programme in History – Under Choice Based Credit Semester System –Scheme & Syllabus – revised – implemented with effect from 2009 admission – approved – Orders issued.

GENERAL AND ACADEMIC BRANCH – I ‘B’ SECTION

No.GAI/B1/10625/08

Dated, Calicut University P.O, 24.09.2009

- Read: 1. U.O. No. GAI/J2/3601/08 (Vol.III) dated 19.06.09
2. U.O. of even no. dated 03.07.09
3. Minutes of the meeting of the Board of Studies in History (UG) held on 27.08.2009

ORDER

Choice Based Credit Semester System and grading has been introduced for UG curriculum in the colleges affiliated to this University with effect from 2009 admission onwards and the regulations for the same implemented vide paper read first above.

The Scheme and Syllabus of BA programme in History under Choice Based Credit Semester System was implemented in the colleges affiliated to the University with effect from 2009 admission as per the decision of the academic bodies vide University Order referred second above.

The Board of Studies as per paper read third above resolved to retain all the seven former subsidiaries and to divide each into four and thus provide 28 complementary course for four semesters. Further the Board of Studies resolved that as the course on Methodology the first among the core courses was vague, its third and fourth modules were revised. Also, the Board of Studies had earlier offered five elective courses, it has now resolved to retain only three courses.

The Vice-Chancellor after having considered the matter has accorded sanction to implement the decision of the Board of Studies in History (UG) taken at its meeting held on 27.08.09 subject to ratification by Academic Council.

The University Order read second above stands modified to this extent.

Orders are therefore issued accordingly

The revised syllabus is appended herewith.

Sd/-
DEPUTY REGISTRAR (G&A-I)
For REGISTRAR.

To

The Principals of all Arts and Science Colleges.

Copy to: CE /Ex. Section /EG Section/DR/AR- BA Branch/System
Administrator(with a request to upload in the University website)
GAI 'F' Section/Library SF/DF/ FC.

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SECTION OFFICER.

UNIVERSITY OF CALICUT

SYLLABUS OF B.A. HISTORY PROGRAMME UNDER THE PROPOSED RESTRUCTURING OF U.G. CURRICULUM, 2009

(INCLUDING THE SYLLABUS FOR THE PROGRAMME OF B.A. HISTORY DOUBLE MAIN)

(With Corrections and Supplementations)

The syllabus appended herewith is the product of a workshop conducted for preparing a syllabus for the undergraduate programme in History in connection with the restructuring of UG Curriculum, during the five days from 4.2.2009 to 7.2.2009 and on 28.02.2009. The syllabus prepared is a thoroughly restructured and reformed one in accordance with the proposed changes in curriculum. Care has been taken to limit the syllabus of each course, so as to be taught in a semester. The opinions of veteran scholars and teachers as well as young scholars have been incorporated in to the new syllabus. Attempts have been made at introducing new paradigms of history and at making available the knowledge acquired through long years of studying, learning and teaching by the teachers, to the students. A syllabus can change even the culture of a people. It is a syllabus introduced by the colonial masters for the curriculum of the Medical College at Calcutta in the beginning of the 19th Century that changed our medical culture, caused the negligence of traditional Indian medicine and made the study and practice of medicine a Euro-po-centric one. So the new syllabus has a social bearing. History is not a mere preservation of the past. It is a mode of transmission and inheritance of the heritage of the past.

The syllabus reconstituted here not only aims at introducing the fundamentals of historical knowledge to the students but also exposing them to the critical streams of thought and learning. It is destined inculcate a spirit of research, criticism and invention among the students. Ultimately it aims to sensitivise the students to the question of justice and to the movements of resistance against the regimes of injustice, violence and oppression. Our

objective is to endow the students with a secular orientation that would never abandon the spiritual quest and at the same time never conform to the regimes of theocracy and autocracy.

The present syllabus consists of 45 courses - fifteen core courses, twenty four complementary courses, three open courses and three elective courses. Regarding core courses details of the same taught in schools have more or less been avoided.

Continuous internal assessment is compulsory for all courses. The ratio of end semester external examination to continuous internal assessment is to be as follows.

End semester assessment - 75%

Continuous Internal assessment - 25%

Instructions for internal assessment are appended to the detailed syllabus below. Classroom strategy is given along with the syllabus of the courses. A general note on classroom strategy also is appended.

For details regarding setting of question papers and evaluation of answer papers please see *A Manual for Grading in Undergraduate Courses* and *The Report on Restructuring Undergraduate Education*, both available at www.kshe.kerala.gov.in. Model question papers will be made available shortly.

DETAILS OF THE COURSES

1. 15 core courses including the Project, all compulsory (in the place of the main papers), each having 4 credits. Code of the course - B.
2. 24 complementary courses (in the place of the six subsidiary papers). Thus there are six groups of complementary courses [Modern Indian History (1958-1992), Modern World History from AD 1500, Social and Cultural History of Britain, West Asian Studies, Archaeology in India, History of Journalism]. Each group consists of four courses. Only one group is to be opted. The group opted for the first semester must be continued in the other semesters also. For example if the group opted by a college is on Modern Indian History (1857-1992), the courses offered on it must be taught in all the semesters. i.e., HY1C01, HY2C01, HY3C01 and HY4C01 for the first, second, third and fourth semesters respectively. Each course has 2 credits. Code of the course - C.
3. One open course with 4 credits, to be selected from the 3 courses offered. This course is to be offered to the students of other disciplines. Code of the course - D.
4. One Elective course with 2 credits (to be selected from the 3 courses offered - in the place of the present optional paper) Code of the course - E.

The code of the programme of B.A. History is HY. The number following HY in the code of each course denotes the semester. The letter following the number of the semester denotes the course and the number following this letter denotes the serial number of the course. Thus the code HY1B01 means core paper one meant for the first semester in the programme of BA History. Each of the core courses, open courses and elective courses are numbered in ascending order from the beginning to the end. Complementary courses for each semester is shown as a group. Select only one course from a group.

I. CORE COURSES

(15 courses including project work)

Sl. No.	Code	Name of the Courses	Credit	Contact Hours/ week	Sem.
1.	HY1B01	METHODOLOGY AND PERSPECTIVES OF SOCIAL SCIENCES	4	6	I
2.	HY2B02	METHODOLOGY OF HISTORY	4	6	II
3.	HY3B03	INFORMATICS AND HISTORY	4	4	III
4.	HY3B04	URBAN SOCIETIES IN ANCIENT WORLD	4	5	III
5.	HY4B05	STRATIFIED SOCIETIES - MEDIEVAL WORLD	4	5	IV
6.	HY4B06	MODERN WORLD IN TRANSITION	4	5	IV
7.	HY5B07	EARLY INDIA: STATE TO EMPIRE	4	5	V
8.	HY5B08	MEDIEVAL INDIA: SOCIETY CULTURE AND RELIGION	4	5	V
9.	HY5B09	MAKING OF INDIAN NATION	4	5	V
10.	HY5B10	SITUATING INDEPENDENT INDIA	4	5	V
11.	HY6B11	FORMATION OF KERALA SOCIETY AND CULTURE	4	5	VI
12.	HY6B12	CONTEMPORARY KERALA	4	5	VI
13.	HY6B13	GENDER STUDIES	4	5	VI
14.	HY6B14	MAJOR TRENDS IN HISTORICAL THOUGHT AND WRITING	4	5	VI
15.	HY6B15 (PR)	COURSE WORK - PROJECT	4	2 in 5 th sem. and 2 in 6 th sem	V & VI

II. COMPLEMENTARY COURSES

(16 papers)

Sl. No.	Code	Name of Course	Credit	Contact hours/ week
Courses for the First Semester				
1.	HY1C01	Modern Indian History (1857-1992) Course I - Aspects of the colonial state	2	3
2.	HY1C02	Modern World History from AD 1500 Course I - Emergence of Modern World	2	3
3.	HY1C03	Social and Cultural History of Britain Course I - Ancient and Medieval Period	2	3
4.	HY1C04	West Asian Studies Course I - West Asia in Transition	2	3
5.	HY1C05	Archaeology in India Course I - Principles and Methods of Archaeology	2	3
6.	HY1C06	History of Journalism Course I - Early History of Journalism	2	3
Courses for the Second Semester				
7.	HY2C01	Modern Indian History (1857-1992) Course II - Emergence of National Consciousness	2	3
8.	HY2C02	Modern World History from AD 1500 Course II - Consolidation of Modern World	2	3
9.	HY2C03	Social and Cultural History Britain Course II - Era of Absolutism and Revolution in England	2	3
10.	HY2C04	West Asian Studies Course II - Emergence of Modern West Asia	2	3
11.	HY2C05	Archaeology in India Course II - History of Archaeology	2	3
12.	HY2C06	History of Journalism Course II - History of Journalism in India	2	3
Courses for Third Semester				
13.	HY3C01	Modern Indian History (1857-1992) Course III - Struggle for Freedom	2	3
14.	HY3C02	Modern World History from AD 1500	2	3

		Course III - World in Crises - The Period of World Wars		
15.	HY3C03	Social and Cultural History Britain Course III - Britain in the Era of Colonialism	2	3
16.	HY3C04	West Asian Studies Course III - West Asia in Crises	2	3
17.	HY3C05	Archaeology in India Course III - Archaeological Excavations in India	2	3
18.	HY3C06	History of Journalism Course III - Journalism in Kerala	2	3
Courses for Fourth Semester				
19.	HY4C01	Modern Indian History (1857-1992) Course IV - Contemporary India	2	3
20.	HY4C02	Modern World History from AD 1500 Course IV - World after Second World War	2	3
21.	HY4C03	Social and Cultural History Britain Course IV - Post Colonialism and English Literature	2	3
22.	HY4C04	West Asian Studies Course IV - Contemporary West Asia	2	3
23.	HY4C05	Archaeology in India Course IV - Modern Techniques in Archaeology	2	3
24.	HY4C06	History of Journalism Course IV - Journalism in the Contemporary World	2	3

III. OPEN COURSES (for the fifth semester)

(Select only one course)

Sl. No.	Code	Name of the Course	Credit	Contact hours/ week
1.	HY5D1	HERITAGE STUDIES	4	3
2.	HY5D2	HISTORY OF IDEAS	4	3
3.	HY5D3	HISTORICAL TOURISM	4	3

IV. ELECTIVE COURSES (for the sixth semester)

(Select only one course)

Sl. No.	Code	Name of the Course	Credit	Contact hours/ week
1.	HY6E01	PRINCIPLES AND METHODS OF ARCHAEOLOGY	2	3
2.	HY6E02	HISTORY OF HUMAN RIGHTS MOVEMENTS	2	3
3.	HY6E03	INTELLECTUAL HISTORY OF THE WORLD	2	3

SYLLABUS FOR THE BA HISTORY - DOUBLE MAIN

For double main course there will be 10 core courses which are compulsory, 1 elective course, to be selected from the 3 courses offered and 1 open course to be selected from the 3 courses offered. The code of BA-History Double Main programme is HD. The code of the core courses, open courses and elective courses are as in the case of BA-History programme, as detailed above. Thus the name of a course HD1B01 means core course 1 in the Programme of BA-History Double Main for the 1st semester. There is no complementary course. Rules of internal assessment for the Double Main Programme are as in the case of BA-History Programme. The same is appended to the detailed syllabus below.

The Core Courses offered for BA-History Double Main programme are the following.

Sl. No.	Code	Name of the Course	Credit	Contact Hours/ week	Sem.
1.	HD1B01	METHODOLOGY AND PERSPECTIVES OF SOCIAL SCIENCES	4	6	I
2.	HD2B02	METHODOLOGY OF HISTORY	4	6	II
3.	HD3B03	INFORMATICS AND HISTORY	4	4	III
4.	HD4B04	STRATIFIED SOCIETIES - MEDIEVAL WORLD	4	5	IV
5.	HD4B05	MODERN WORLD IN TRANSITION	4	5	IV
6.	HD5B06	EARLY INDIA: STATE TO EMPIRE	4	5	V
7.	HD5B07	MAKING OF INDIAN NATION	4	5	V
8.	HD6B08	FORMATION OF KERALA SOCIETY AND CULTURE	4	5	VI
9.	HD6B09	GENDER STUDIES	4	5	VI
10.	HD6B10	COURSE WORK - PROJECT	2	4	VI

CORE COURSES

HY1B01 METHODOLOGY AND PRESPECTIVES OF SOCIAL SCIENCES

No. of credits : 4

No. of contact hours per week - 6

Aim of the course

The course intends to familiarize the students with the broad contours of social sciences and their methodology.

Objectives of the course

- Identify the main concerns of social science disciplines.
- Articulate the basic terminology and theories prevalent across disciplines.
- Understand qualitative and quantitative models within the social sciences.
- To learn to apply the methods and theories of social science to contemporary issues
- Critically read popular and periodical literature from a social science perspective.

UNIT I - Introduction to Social Sciences

- Emergence of social sciences - Thomas Hobbes - *Leviathan* - John Locke - English Revolution.
- Disciplinary diversification in the 19th century - Background of English Revolution - Study of society as an independent discipline - separation from philosophy and other sciences - Historical background.
- An analysis of the disciplines that make up social sciences - Basic principles and concepts - epistemology of social sciences.
- Relevance of the study of social sciences.
- Development of social sciences - Political Science - Sorrel, Simmel, Pareto - Sociology - Comte, Webber - History - Vico - Herder, Ranke and Hegel - Economics - Adam Smith, Ricardo, Marshall and Keynes.

UNIT II - Survey of Social Sciences

- Social Sciences - Interrelationship - differences - relationship with other fields of knowledge - Location of History in Social Sciences.
- Historical foundations of social sciences - social changes and social science - impact of Industrial Revolution - French Revolution- Arthur Young, Carlyle - Burke - Colonial and post colonial situations - Ethnography - Anthropology - Sociology - History - Colonial History.

UNIT III - Objectivity in Social Sciences and Its Limits

- Objectivity - the concept.
- Concepts of Fact, Evidence and Empiricism.
- Objectivity in Historical Sciences.
- Historical changes and social theories - tribal society, state and empire, feudalism, capitalism and imperialism - concepts and theories.
- Ethical issues in History and other social sciences.

- Individual - Group - Community - Society - Concepts.

UNIT IV - Some Social Structure - Case Studies of any Selected Problem

- Caste and ethnicity - community - in Indian society - e.g., Occupational Castes
- Class - e.g., Study of Peasantry as a class.
- Gender and family - e.g., Matriliney to Patriliney.
- Culture - e.g., Festivals as popular culture.

Class Room Strategies

Emphasis will be on the discussion of certain concepts and categories appearing in all disciplines that form part of social sciences, thus underscoring the interrelatedness of various disciplines. Effort will also be made to introduce to the students methodological devices that are commonly used in the different disciplines, thus emphasizing the interdisciplinary character of the study programmes. Effort will also be made to relate theory to the world of life and vice versa to help the student to move from experiential to conceptual levels, from concrete to the abstract as he/she progresses.

Readings

Badal Sangeetha Bharadwaj, *Gender Social Structure and Empowerment: Status Report of Women in India*, Rawat Publications, New Delhi, 2009.

Black Burn Robin (ed.) *Ideology in Social Sciences*.

Gulati Leela, "Small is Beautiful: Case study as a Method in Social Sciences." In Sujatha Patel (ed), *Thinking Social Science in India*, Sage Publications, New Delhi, 2002.

Hunt, Ellgin, F., "Social Science and Its Method" in *Social Science an Introduction to the study of Society*, Allyn & Backon, 2008.

Mills Wright, C. *Sociological Imagination*.

Nagel Ernest, "Problem of Concept and Theory Formation in the Social Sciences", Mark J Smith (ed,) *Philosophy and Methodology of Social Sciences*, Vol. II, Sage Publications, New Delhi, 2005, pp. 301-319.

Nataraj, V.K. *et. al.*, "Social Science: Dialogue for Revival", *Economic and Political Weekly*, August 18, 2001. p. 3128-3133.

Perry John, "Through the Lens of Science", in *Contemporary Society: An Introduction to Social Science*: Allyn & Bacon, 2009.

Porta, Donatella, Della and Michael Keating, *Approaches and Methodologies in Social Sciences, a Pluralistic Perspective*, Cambridge University Press, Delhi, 2008. pp. 19-38.

Rental John, *Individual in Society*.

Shah, A.M, *The Family in India: Critical Essays*, Orient Blackswan, 1998, pp. 14-80.

Sreedharan E., *A Textbook of Historiography*.

Sreenivas, M.N. "Castes: Can they Exist in the India of Tomorrow, " *In Caste in India and Other Essays*, Asia publishing House, Delhi, 1962.

Veena Das (ed.) *Indian Sociology Reader*, OUP.

Weber, Max, "Objectivity in Social Science and Social Policy" in Mark J Smith (ed), *Philosophy and Methodology of Social Sciences*, Vol. II, Sage Publications, New Delhi, 2005, pp. 3-49.

Zwart Frank de, "The Logic of Affirmative Action: Caste, Class and Quotas in India", *In Acta Sociologica* Vol. 43, No. 3, 2000; pp. 235-249.

Further Readings

Appadurai A., *Substance of Politics*.

Bridget, Somekh and Cathy Lewin (ed.) *Research Method in the Social Science*.

Burke Peter, *History and Social Theory*, Polity Press, 1992.

Deepankar Gupta (ed.) *Social Stratification in India*, OUP, New Delhi, 1992.

Martin Hollis, *The Philosophy of Social Science: An Introduction*, Cambridge University Press, 2000.

Perry John and Erna Perry, *Contemporary Society: An Introduction to Social Science*, Allyn and Bacon, 2008.

Rao Anupama (ed) *Caste in India*.

Rege Sharmila (ed.) *Sociology of Gender*.

Wallerstein Emmanuel, *Open the Social Sciences*, Vistaar Publications, New Delhi, 1996.

HY2B02 METHODOLOGY OF HISTORY

No. of Credits: 4

No. of Contact Hours per week: 6

Aim of the Paper:

- To enable the student to understand the techniques of writing History and the evolution of such a techniques
- To distinguish between various forms of presentation of history and the basic elements of research in history.

UNIT I - History as a Discipline

- Meaning and scope of History
- History of Historian's craft
- What does historians do? debate – contribution of E.H. Carr – critique of Carr - Elton and Jenkins – contemporary trends in writing history – New cultural history - gender history – History from below and micro history - Textual analysis.

UNIT II - Tools of Writing History

- Archaeology, Epigraphy and Numismatics
- Archives and literary texts
- Collection and classification of evidences
- Forms of identification of a Historical problem
- Forms of generalization and synthesis
- Emerging tools – Local History – Oral History.

UNIT III - Elements of Historical Research and Study

- Forms of reasoning and logical argument - Fallacies and plagiarism.
- Argument - How to present the argument – Report – Seminar – Research paper – Project – Dissertation – Thesis

UNIT IV - Techniques of Historical Research

- Identification of data - preliminary bibliography – online research – searching strategy- archival work – field work – card system - indexing – arrangement of references – foot notes – appendices - charts - tables - final bibliography - data collection – analysis – generalizations – forms - quantitative and qualitative research.
- Synthesis of facts – fact interpretation –historical explanation

Instructions to classroom strategy

Students are to be taught only the major trends in the history of Historians craft. The course on Historiography (HY6B14) contains details of the history of writing history. The course is intended to make the students understand techniques of writing history and enable them to prepare the project, dissertation, etc. following historical method.

Readings

Anderson et al., *Thesis and assignment writing*

Carr E.H., *What is History*

Elton G.R., *The Practice of History*

Gottschalk L., *Generalisation in the writing of History*

Joseph Gibaldy, *MLA Handbook for the writers of Research papers*, New York, Modern Language Association, America, 1999.

Marwick Arthur, *The new nature of History*

Sharron Sorenson, *How to write Research Paper*, MacMillan, 1995.

Sheik Ali, *History, Theory and Method*

Sreedharan, E. *A Textbook of Historiography*.

HY1B03 - INFORMATICS AND HISTORY

No. of Credits: 4

No. of Contact Hours per week: 4

Aim of the course

To update and expand basic informatics skills and attitudes relevant to the emerging knowledge society and to equip the students to effectively utilise the digital knowledge resources for their chosen course of study. It is a reality that the impact of this new technology and the ever increasing potential of its gadgets on the society cannot be neglected by the students of history.

Objective of the study

- To review the basic concept and function and knowledge in the field of informatics.
- To understand what ICT is so as to explore its impact on society.
- To be able to learn and apply its basic techniques and models for learning and research in social sciences.
- To be able to register these innovations as a continuation of the break through of modern science.
- To be able to appreciate how these new generation gadgets bring changes in the traditional technology and systems.

UNIT I - Overview of Information Technology

- Technology and Society
- Historical Impact of modern scientific Break throughs - From Print culture to information Technology
- History of computers - Allied Gadgets and Peripherals - Digital Reprographic devices.
- Computer net works and internet Wireless Technology - 'Cellular wireless Networks - Mobile Phone Technology - ATM.
- IT and society - issues and concerns - cyber ethics - cyber crime - guidelines for proper use of computers.

UNIT II - Introduction to Computer Basics and Knowledge Skill for Higher Education

- DOS - Windows - Open source
- Internet Access methods - Dial up - DSL - Cable - ISDN - WI - FI - Internet as a knowledge Repository - Academic Search Techniques - case study of academic websites.
- Basic Concepts of IPR - copy rights and patents - Introduction to the use of IT in teaching and learning - Academic Services - INFIIBNET - NICNET - BRNET

UNIT III - Computer Applications and Impact of ICT

- Word Processing - Spread sheets - Power point - Access - Internet.
- Introduction to DTP - Integration of Text and graphics.

- Field of influence - Health - Communication - Transport - Visual Media.
- Education - Concepts of Worldwide class rooms - Edusat Satellite interactive programmes - Access to digital data - Libraries.

UNIT IV - Contribution to Research in History and Important sites to Access

- Quantification and Analysis, Statistical Package for social sciences (SPSS)
- Data Analysis with Scilab and SPSS.
- Historical studies on Indus script - Works on Chola inscription and statistical study of Vijaya Nagara Inscriptions - Excel - Access.
- New equipment and techniques in Archaeology.
- Academic websites
- Jaxtr - Archaeology - Kerala History.org, KCHR, etc.
- Group sites - Geological sites.
- Google earth - ASI site -UNESCO Heritage site - Arch view programmes - www archives, etc.

Classroom Strategy

The whole units are to be dealt with a very generic manner and can be taught by non-specialist teachers. Demonstrations, presentations, hands on experiences etc., are to be used wherever possible. Seminars, case studies and discussions are to be encouraged along with traditional lecture method. Final Exam should be written Exam only. It is well known that even the www is a product of war. Student of history must be given a chance to learn about the historical background of the innovations in information technology and their ongoing impact leading to revolutionary changes in the society.

Readings

Alan Evans, Kendal Martin (et al.), *Technology in Action*. IIIrd edition, Pearson Prentice Hall.

Leon Alexes and Methews Lewon, *Computer Today*, Leon Vikas.

Peter Norton, *Introduction to computers*, Indian Adapted Edition.

Rajaraman, V., *Introduction to Information Technology*, Pearson Prentice Hall.

Additional References

Alexis and Mathews Leon, *Fundamentals of Information Technology*, Leon Vikas.

Barbara Wilson, *Information Technology: The Basics*, Thomson learning.

George Beekman, Eugene Rathswohl, *Computer Confluence*, Pearson Education.

Greg Perry, SAMS Teach Yourself open office Org. SAMS.

John Ray, *10 Minute Guide to Linux*, PHI, ISBN, 81-203-1549-9.

Ramesh Bangia, *Learning Computer Fundamentals*, Khanna Book Publishers.

Web Resources

<http://computer.howstuffworks.com>

<http://ezinearticles.com/?Understanding-The-Operation-Of-Mobile-Phone-Networks&id=68259>

<http://www.oftc.usyd.edu.au/edweb/revolution/history/mobile2.html>

<http://www.scribd.com/doc/259538/All-about-mobile-phones>

<http://www.studentworkzone.com/question.php?ID=96>

www.computer.org/history/timeline

www.computerhistory.org

www.fgcu.edu/support/office2000

www.Igta.org *Office on-line lessons*

www.keralaitmission.org

www.learnthenet.com *Web Primer*

www.microsoft.com/office *MS Office web site*

www.openoffice.org. *Open Office Official Website*

www.technopark.org

HY3B04 URBAN SOCIETIES IN ANCIENT WORLD

No. of Credits: 4

No. of Contact Hours per week: 6

Aim of the Course: Aim of the course is to enable the students to have basic understanding regarding ancient civilisations. The conventional pattern of treating each geographical area of civilisation as separate studies has done away with.

Classroom Strategy

The modules printed in Italics are to be taught with the aid of Maps. Map questions may be asked on such modules.

UNIT I - Emergence of Urban Societies

- Urbanisation – urbanism and civilization
- Concept of Urban Revolution - Gordon Childe
- *Pioneering attempts in the field of archaeology – unearthing of ancient civilizations* – Flinders Petrie, Pitt Rivers, Henrich Schlegel, Leonard Woolley, Wheeler, John Marshall and Mackay.

UNIT II - From Early State to Empire

- Bronze age cities - lay out and other characteristics – *Ur- Memphis – Mohenjodaro*
- From chiefdom to state : *Egypt, Sumeria, China, Persia and Indus cities.*
- Language – ideological base – religion
- Trade and exchange systems
- Legal Systems
- Literary manifestations - writing systems.

UNIT III - Formation of Empire

- Military Technology – *Wars and Conquests* – Empire in Egypt and Mesopotamia - *Persian Empire* - Greek city states and Hellenic Culture - *Macedonian empire* - Hellenistic culture - *Roman Empire.*
- Revenue – taxation – Legal treatises – Roman edicts – Twelve Tables – Slave system – Imperial contacts – cultural contacts – growth of knowledge system.

UNIT IV - Transition from Ancient to Medieval Period

- Urban to rural society – case of India - debate
- Decline Roman empire - decline of trade in the west
- Invasions and decline of empires – Barbarian invasion of Roman empire - Tartars to China – Central Asians to India and West Asia
- General Theories of transition – Gibbon – Toynbee – Anderson – Pirenne – R.S. Sharma and the *Kali* crisis.

Readings

Adams Robert MC, *Evolution of Urban Societies*, Chicago, Aldein, 1966.
Anderson Perry, *Passages from Antiquity to Feudalism*, Verso, London
Childe, Gordon, *Man Makes Himself*.
Childe, Gordon, *What Happened in History*
Durant Will, *Our Oriental Heritage*
Eisenstadt, *Decline of the Empires*, London 1978.
Jacques Garnet, *History of Chinese Civilization*, London, 1984.
Kum Kum Roy, *Emergence of Monarchy in North India*, Delhi, 1990.
Polanyi Karl, *Trade and Market in Early Empires*, Glenco, Free Press, New
York, 1957.
Romila Thapar, *From Lineage to State*, Delhi, 1984.
Romila Thapar, *Mauryas Re-visited*, K.P. Bagchi and Co., Calcutta, 1981.
Rostorvtseq M., *Social and Economic History of Roman Empire*, London 1927.
Ruth Whitehouse, *The First Cities*
Sharma R.S., *Material Culture and Social Formation in Ancient India*, New
Delhi, 1982.
Sherene Ratnakar, *Understanding Harappa*

Further Readings

Bogucki Peter, *Origin of Human Societies*, Black Well, 2001.
Cary, M., *History of Rome*
Crane Brinton *et. al.*, *Civilisation in the West*
Possehl L. Gregory, *The Indus Civilisation A Contemporary Perspective*, Vistaar
Publications, New Delhi, 2008.

HY4B05 STRATIFIED SOCIETIES - MEDIEVAL WORLD

No. of Credits: 4

No. of Contact Hours per week: 5

Aim of the Paper: Aim of the course is to introduce the aspects of medieval state and society. Aspects of medieval India are more or less omitted as there is a separate paper on this.

UNIT I - Concept of Medieval world

- Political Structure of New Empires in the West and East
- Nature of society – Agrarian order
- Stratified and hierarchical societies in Europe, India and West Asia.

UNIT II - Medieval State and Society

- Kings and Kingship in Europe
- Caliphate
- Papacy
- Feudalism in the West – land lord tenant relations – serfdom – feudal practices in West Asian States – allotment of *Iqta* and *Mukti*.
- Concept of Kingship in India
- Imperial system in China
- Japanese feudal society - Samurai
- Medieval Economy – serfdom -slavery – trading centres – trade network – trade routes – towns and guilds.

UNIT III - Medieval Religion and Science

- Development of science in China and West Asia
- Science in Medieval Europe
- Astronomy Mathematics and Medicine in India
- Six Systems of Indian Philosophy - Bakhti tradition.
- Christianity and the Monastic orders - Islam and the Sufi orders.

UNIT IV - Aspects of Transition

- Carolingian Renaissance - revival of towns - school system.
- Economic, social, political and cultural features of transition – Crusades and cultural and scientific exchanges.

Readings

Chattopadhyaya B.D., *Making of Early Medieval India*

Collin A. Renon, *Science and Civilisation in China*

Duby George, *Warriors and Peasants in Medieval Europe*.

Durant Will, *Age of Faith*

Fisher H.A.L., *History of Europe*

Hilton, Rodney (ed.), *Transition from Feudalism to Capitalism*, London, 1990.

Jacques Garnet, *History of Chinese Civilisation*, London, 1986.

Lopez, Robert, S., *The Birth of Modern Europe*

Pirenne Henry, *Social and Economic History of Medieval Europe*

Satheesh Chandra (ed.), *Medieval India* (2 Vols.)

Sharma R.S., *Early Medieval Indian Society*

Further Readings

Chaudhuri, K.N., *Asia before Europe*, London, 1989.

Chaudhuri, K.N., *Trade and Civilisation in the Indian Ocean*, London, 1985.

Howrani G.F., *Arab Seafaring in the Indian Ocean*, London, 1971.

J. Le Goff, *Medieval Calling*, London, 1998.

J. Le Goff, *Medieval Civilisation*, London, 1995

Slicher Van Bath B.H., *Agrarian History of Medieval Europe*, London, 1969.

HY6B06 MODERN WORLD IN TRANSITION

No. of Credits: 4

No. of Contact Hours per week: 5

Aim of the Course: The course aims at introducing the major movements in history that proved to be the foundations of modern world.

UNIT I - Challenges against old order in Europe

- Renaissance – ideology of humanism – Renaissance in literature and art – Growth of an intellectual climate in the 16th and 17th centuries – Scientific revolution – Changes in culture and religion.
- Reformation – Martin Luther- Anglicanism
- Enlightenment and Philosophes
- Technological Changes – Printing and Gunpowder – European Exploratory voyages – commercial revolution – mercantilism

UNIT II - Industrial Capitalism and the Age of Revolutions

- Laissez faire and the growth of liberal thought – utilitarianism social and economic base of the emergence of capitalism – impact on colonies
- Revolution and their ideologies – Locke – Glorious Revolution – Jefferson – American Revolution - Rousseau, Voltaire, Montesquieu and Condorcet – French Revolution
- Colonialism – legitimisation of colonial plunder
- Scientific and technological progress - Newtonian science – cultural manifestation – Wordsworth – Keats – Shelly – Rembrandt

UNIT III - Struggles for Democracy and Equality

- Birth of Linguistic Nation States – Italy and Germany
- Meiji Restoration in Japan - Russo Japanese War.
- American Civil War and the Abolition of Slavery
- Socialist ideology – February Revolution – Paris Commune – Russian Revolution – the three Internationals –
- Anti colonial struggles – Latin American Revolutions – Chinese Revolution of 1911 - Making of the Peoples Republic of China.

UNIT IV - Twentieth Century – Wars and Institutions of Peace

- Imperialism and ideology – moorings of World Wars – developments between the two world wars – Fascism and Nazism .
- From League of Nations to UNO – Counter challenges
- Decolonisation and the emergence of Third World Nations.

Readings

Bailey C.A., *The Birth of Modern World*

Fisher H.A.L., *A History of Europe*

Harman Criz, *A Peoples History of the World*

Hazen C.D., *Europe Since 1789*

Ketelby C.D.M., *History of World in Modern Times*

Macneil W.H., *Rise of the West*

Palmer R.R., *History of Modern World*

Rude G., *Europe in the 18th Century*

Stavrianos, *A History of Modern World Since 1500*

Further Readings

Amesto Philipe Fernandez, *The Millennium*

Beard Michael, *A History of Capitalism*

Bronvsky Jacob and Bruce Mazlish, *Western Intellectual Tradition*

Ferro Marc, *Globalisation: A History*

Harman Criz, *A Peoples History of the World*

Hobsbaum E.J., *Age of Capital*

Hobsbaum E.J., *Age of Empire*

Hobsbaum E.J., *Age of Revolution*

HY5B07 EARLY INDIA: STATE TO EMPIRE

No. of Credits: 4

No. of Contact Hours per week: 5

Aim of the Course: To examine the aspects of the society during the development of a state in ancient India and the aspects of early empires in North India.

UNIT I - Lineage Society

- Historical Antecedents – State in Harappan cities - Archaeological Evidences for Vedic Culture - Political and Social Institutions – Gana – Gotra and Gena
- Mode of re-distribution of wealth – social divisions - *varna*
- Rituals and the Role of Brahmins
- From Jana to Janapatha

UNIT II - Mahajanapadas

- *Republics and Kingdoms* - archaeological evidences – NBPW 1st phase. Ideology Practice and Conflicts.
- Transition in the Varna System and the emergence of Caste - *Varnasramadharm* - Proliferation of agriculture - Iron Technology in Production - background of the rise of Jainism and Buddhism.
- Conflicts among the Mahajanapadas and the rise of Magadha
- Upanishad Philosophy – Gahapathi - Gamani - Vanik
- Social philosophy of Buddhism.

UNIT III - The Empire

- Emergence of Monarchy in North India.
- Formation of Mauryan Empire - *Sapthanga* and *Ashtanga* concepts of State.
- Transitions in *Varna* and *Jati* - Slavery - Surplus and exchange -

UNIT IV - State and Society in South India

- Evidences from early Tamil Anthologies and corroboration with the Megalithic relics
- *Tinai* Concepts
- *Muvendar*s - Intrusion of the Mauryas.
- Roman Trade - Early Urban centres.

Readings

Basham A.L., *The Wonder that was India.*

Champakalakshmi R., *Trade Ideology and Urbanisation in South India*

Jha D.N., *Economy and Society in Early India*

Kosambi D.D., *Culture and Civilisation in Ancient India*

Majumdar R.C., *Ancient India*

Romila Thapar, *A History of India, Vol. 1*

Romila Thapar, *Ancient Indian Social History.*

Romila Thapar, *From Lineage to State*

Sastri Nilakanta K.A., *A History of South India*

Sharma R.S., *Perspectives in the Social and Economic History of Early India*

Further Readings

Karashima Naboru, *South India History and Culture*

Kosambi D.D., *An Introduction to the Study of Indian History*

Sharma R.S., *Material Culture and Social Formation in Ancient India*

Subrahmanyam N., *Sangam Polity*

HY5B08 MEDIEVAL INDIA: SOCIETY, CULTURE AND RELIGION

No. of Credits: 4

No. of Contact Hours per week: 5

Aim of the Course: To make the students familiar with the aspects of society and culture of India from early medieval period to the period of Mughal rule. The study of individual rulers and dynasties are avoided as they are taught in detail at school level.

UNIT I - Nature of State

- Important ruling families - The Chakravartin concept.
- Salient features of administration - Bureaucracy and Revenue system -War technology.
- State under Delhi Sultanate.
- Knowledge systems - Mathematics, Astronomy and Medicine.

UNIT II - Elements of Feudalism in North Indian Society

- Historiographical trends
- Political Fragmentation
- Urban decay - system of land grants
- Growth of regional kingdoms
- Government under Delhi Sultans - Iqta system - Nobility and Ulemas – debate on feudalism.
- Urban centres under the Delhi sultanate.

UNIT III - Aspect of Mughal rule

- Historiography
- Bureaucracy - Military System - Mansab and Jagirdari system.
- Trade and *Urban Centres*.
- Religion - Din-Illahi
- Mughal Art - court culture - music – dance – literary texts - growth of regional languages.
- The Maratha State.

UNIT IV - State and Society in South India

- Aspects of Historiography
- Brahmadeyas - Temples - Ideological base of Kingship.

- Pallavas and Cholas - Territorial Divisions of Mandalam and Nadus.
- Development of trade and Mercantile Corporations.
- Theory of Centralised Monarchy and Segmentary state - Govt. of Vijayanagara state - the successor states.

Classroom Strategy

The topics in italics are to be taught with the help of maps.

Readings

Chattopadhyaya. B.D., *The Making of Early Medieval India*

Irfan Habib, *Medieval India*

Irfan Habib, *The Agrarian System of Mughal India*

Karashima Noboru, *South Indian History and Culture*

Kesavan Veluthat, *Political Structure of Early Medieval South India*

Kulke Herman, *The State in India 1000-1700*

Nilakanda Sastri. K.A., *A History of South India*

Nizami. K.A., *State and Culture in Medieval India*

Sathish Chandra, *Medieval India* (2 volumes)

Sharma. R.S., *Indian Feudalism*

Stein Burton, *Peasant State and Society in Early Medieval South India*

Further Readings

Altekar. A.S., *Rashtrakutas and their Times*

K.N. Chaudhuri, *Asia Before Europe*

Kulkarni. A.R., *Maharashtra in the Age of Sivaji*

Majumdar. R.C., *The Gupta, Vakataka Age*

Muzafir Alam & Sanjay Subrahmanyam, *The Mughal State (1526-1750)*

HY5B09 MAKING OF INDIAN NATION

No. of Credits: 4

No. of Contact Hours per week: 5

Aim of the Course: To enable the students to understand the major aspects of colonialism, nationalism and the important stages of the struggle for freedom and to critically analyse colonialism and nationalism. This may help them to have their own ideas on the concepts and realities of the nation that emerged through centuries of western domination and struggles against the same.

UNIT I - Evolution of Indianhood

- Major historiographical trends
- Background of colonialism - East India Companies.
- From Company to Crown
- Colonial Discovery of India and its culture
- Dissemination of colonial knowledge - education.
- Census and colonial ethnography.

UNIT II - Economic and Political Manifestations of Colonialism

- Formation of Colonial Economy
- Agrarian Settlements
- Changes in the political structure – legal juridical apparatus – Indian penal Code – Adalath – Supreme Court – Police System – Administrative system.
- Impact of colonial knowledge - making of Indian middle class.
- Nationalist Critique of Colonial economy - challenges in the field of culture.
- Question of Social reform. – Education – Public Service – Health – Public work.

UNIT III - Struggles Against Colonial State.

- Pre-Gandhian agitations and movements - constitutional agitations - beyond constitutional agitations – moderates and extremist groups - making of grass root level movements – armed struggles
- Question of Mobilization of masses – Divisive policy of Britain - Hind Swaraj - rural reconstruction - non-violence and satyagraha - non-cooperation movement of 1921 and civil disobedience movement of 1930.
- Critique on Gandhian ideology and practice.
- Gandhi Ambedkar debates - Subaltern approach and approach of Cambridge Historians.

UNIT IV - Nationhood - Reality

- Power - communal and sectarian polarisation - national integration - subaltern reflections.
- Representation in Cinema and Literature.

Readings

Bandopadhyaya Sekhar, *Plassey to Partition*

Bipan Chandra (*et. al*), *India's Struggle for Independence*

Bipan Chandra (*et. al*), *Nationalism and Colonialism in Modern India*

Desai.A.R, *Social Background of Indian Nationalism* Popular Prakasan, Bombay, 1976.

Dharam Kumar & Tapan Ray Chauduri, *The Cambridge Economic History of Indian 1707-1970*

Kulke Herman, *State in India 1000-1800*

Mahajan Sucheta, *Independence and Partition: The Erosion of Colonial Power in India*

Majumdar. R.C., *The Struggle for Freedom*

Metcalf Barbara. D and Thomas. R. Metcalf, *A Concise History of Modern India 4th Edition*, OUP, 2008

Panikkar. K.N., *Culture Ideology Hegemony: Intellectual and Social Consciousness in Colonial India*, Tulika, New Delhi, 1995

Sarkar Sumit, *Modern India 1885-1947*

Further Readings

Ania Loomba, *Colonialism/Post Colonialism*

Bhattacharya Sabya Sachi & Romila Thapar (ed), *Situating Indian History*, OUP, 1986.

Chandra Sekhar. S, *Colonialism Conflict and Nationalism*, Viswa Prakasam, New Delhi, 1995

Chatterjee Partha, *A Possible India*

Chatterjee Partha, *National Thought and the Colonial World*

Chatterjee Partha, *Wages of Freedom*

Cohn Bernard. S, *Colonialism and its Forms of Knowledge*

Gandhi M.K., *My Experiments with Truth*.

Gosh. S.C., *The History of Education in Modern India* Orient Longman, Hyderabad, 1995

- Hanlon O'Rasalind, *Caste Conflict and Ideology: Mahatma Jyothi Rao Phule Law Caste Protest Movement in Nineteenth Century Western India*, Cambridge, Cambridge University Press 1985.
- Hasan Mushirul (ed), *India's Partition: Process, Strategy and Mobilisation*, Oxford and Delhi, O.U.P, 1995.
- Irfan Habib, *Essays in Indian History*
- Navaroji Dadabhai, *Poverty and un-British rule in India*
- Pandey Gyanendra, *Remembering Partition*, Cambridge University Press, 2001.
- Pandey Gyanendra, *The Construction of Communalism in Colonial North India*, O.U.P. 1990.
- Sarkar Sumit, *Writing Social History Oxford and Delhi*, 1998.
- Seal Anil, *Emergence of Indian Nationalisation*, Cambridge University Press, 1960.
- Tara Chand, *History of Freedom Movement in India* (Four volumes)

HY5B10 SITUATING INDEPENDENT INDIA

No. of Credits: 4

No. of Contact Hours per week: 5

Aim of the Course: To make the students aware of the issues of post independent era and conditions in contemporary India.

UNIT I - Colonial Reminiscences

- Partition and its scars
- Partition experience in culture - in literature and cinema.
- Integration of states - problems
- Adoption of the constitution.
- Consolidation of linguistic identities: materialisation and problems.

UNIT II - Locating India in International Scenario

- Concept of Development
- Nehruvian policy of International relations.
- Formation of regional associations - NAM - Common Wealth - SAARC.
- Planned development - from Mixed economy to Liberalization – Regional in Imbalances.

UNIT III - Challenges Against Nation

- Struggles within the nation - Secessionist movements: Kashmir, Punjab, Assam, Telengana.
- Land question – Industrialization – Struggles of working class and Peasants.
- Naxal Bari Movement.
- Period of Emergency
- Communalism - Babari Masjid and Gujarath.
- Social issues – question of Gender justice – untouchables – problem of Political and linguistic minorities – environmental issues.
- Challenges from outside – Chinese war – Pakistani Wars

UNIT IV - India in the Unipolar World

- GATT and WTO
- Pro-Americanism
- Indian Attitude towards Palestine, Sri Lankan Tamil issue and the Middle East.
- Indian response to Global Terrorism.

Readings

Ahmed Aijaz, *Communalism and Globalisation*

Bipan Chandra, *A History of India since Independence*

Bipan Chandra, *Essays on Contemporary India*

Brass Paul R, *Politics of India since Independence*

Byres Terence J (ed), *The Indian Economy Major debates since Independence*

Graham Bruce, *Rise of the Bharatiya Janata Party*

Hassan Mushirul, *Legacy of a Divided Nation*

Karlekar Hiranmai (ed), *Fifty years of India Independence*

Panikkar. K.N., *Communalism and Secular Agenda*

Santanam. M.K (ed), *Fifty Years of Indian Republic*

Satyamoorthy T.V. (ed), *Region, Religion Caste and Gender since Independence*

Satyamoorthy. T.V (ed), *Industry and Agriculture since Independence*

Further Readings

Brass Paul, *The problem of India since Independence was Cambridge of India History since of 1990.*

Chatterjee Partha (ed), *A Possible India*

Chatterjee Partha (ed), *Wages of Freedom*

Desai.S.S.M., *An Economic History of India*

Frankel Francine, *Indian Political Economy 1947-1977*, Princeton University Press, 1978.

Gopal. S. (ed), *Anatomy of a Confrontation: The Baberi Masjid Rama Janma Bhumi*, New Delhi, Viking, 1991

Gopal. S., *Jawaharlal Nehru: A Biography*

Kotari Rajani, *Caste in Indian Politics*

Mankekar, *Screening Culture: An Ethnography of Television Womanhood and Nation*, Durham, Duke University Press, 1999.

Menon V.P., *Story of the Integration of the State*

Pandey Gyanendra, *Remembering Partition*, Cambridge University Press, 2001.

Puri Belraj, *The Issue of Kashmir*

Romila Thapar (ed), *India: The Next Millennium*

Sen Amartya and Pranab Bardwan, *The Political Economy of Development in India*, OUP, 1988

HY6B11 FORMATION OF KERALA SOCIETY AND CULTURE

No. of Credits: 4

No. of Contact Hours per week: 5

Aim of the Course: To enable the students to understand the major aspects of the evolution of Kerala history and culture in the light of new researches and findings.

UNIT I - Introduction

- Kerala as a Geographical Entity
- Distribution of Archaeological sites - Distribution of inscriptions - locating megalithic sites - Literary texts.
- Historiographical trends

UNIT II - Experiencing State

- Perumals of Mahodayapuram. – land relations – medieval trade.
- Creation and Assimilation of new Knowledge
- Formation of *Nadus* and *Swarupams* – Formation of regional culture - Localisation - Village communities.
- Locating Power Centres – *Desam* – *Thara* – Household as a unit.
- Feudal Institutions and Legal practices - crime and punishment.
- Temples and religion.

UNIT III – Colonial Experience

- Advent of Western monopolistic mercantile groups - the Portuguese, Dutch, French and the English and their intervention in Kerala society.
- Establishment of British colonialism - hegemony - forms of bondage.
- Re-ordering of agrarian relations
- State apparatus under colonialism - The Travancore, Cochin and Malabarian experience.
- Social Change – reordering caste and family.
- Transformation in matriliney
- Degeneration of *Swarupams*

UNIT IV - Resistance Movements

- Social movements - Malabar rebellion - quit-India movement.
- Movements for representation in government – in Cochin and Travancore.

- National Movement in Malabar
- Women in the public field.
- Peasant and working class movements.
- Aikya Kerala Movement.

Readings

Kunjan Pillai Elamkulam, *Studies in Kerala History*
 Kurup. K.K.N., *Keralathile Karshika Samarangal* (Malayalam)
 Kurup. K.K.N., *Pazhassi Samarangal*
 Menon Padmanabha. K.P., *Kochi Rajya Charithram* (Malayalam)
 Menon Sreedhara. A, *A Survey of Kerala History*
 Menon. P.K.K., *History of Freedom Movement in Kerala*
 Narayanan. M.G.S., *Perumals of Kerala*
 Panikkar.K.M, *History of Kerala*
 Raja P.K.S., *Medieval Kerala*
 Varier Raghava and Rajan Gurukkal, *A Cultural History of Kerala*
 Varier Raghava and Rajan Gurukkal, *Kerala Charithram* (Malayalam)
 Varier Raghava. M.R., *Madhyakala Keralam* (Malayalam)

Further Readings

Anandi. T.K. *Malabarite Janakeeya Samarathinte Penvazhikal* (Malayalam)
 Archaeological Survey of India, *Monuments of Kerala*
 Balan. C (ed), *Kasaragode: Samoohavum Charithravum*
 Balan. C. (ed), *Reflections on Malabar*
 Bhaskaranunni, *Pathombhatham Nuttantile Keralam*
 Cheriyan.P.J (ed), *New Perspectives on Kerala History*
 Dale Stephen, *Mappilas of Malabar*
 Ganesh. K.N., *Kerala Samuha Padhanangal* (Malayalam)
 Ganesh.K.N, *Keralathinte Innelekal* (Malayalam)
 Gangadharan. M., *Malabar Rebellion*
 GopalanKutty.K., *Malabar Padhanangal* (Malayalam)
 Gurukkal Rajan, *Kerala Temple and Early Medieval Agrarian System*
 Iyer Krishna.K.V, *Zamorins of Calicut*
 Kaimal.P.K.V, *Punnapra Vayalar Upheaval*
 Kurup. K. K. N, *Modern Kerala*
 Kurup. K.K.N, *Kayyur Revolt*
 Kurup. K.K.N, *Peasantry Nationalism and Social Change in India*

Kurup.K.K.N, *Kerala Charithra Padhangal* (Malayalam)
Kurup.K.K.N. *Quit India Samaravum Keralavum* (Mal)
Kurup.K.K.N., *Studies in History*
Kusuman. K.K., *Extremist Movements in Kerala*
Kusuman.K.K, *Slavery in Kerala*
Logan William, *Malabar Manual*
Mathew.K.S., *Cochin and Portuguese Trade with India in the 16th country.*
MC. Pherson Kennath, *The Indian Ocean*
Menon Padmanabha. K.P., *History of Kerala 4 Vols.*
Menon Sreedhara. A, *Elamkulam Kunjan Pillai*
Menon Sreedhara.A, *Cultural Heritage of Kerala*
Nair Ramachandran.S., *Social and Economic History of Colonial Kerala*
Nair Sankaran Kutty.T.P, *A Tragic Decade in Kerala History*
Nambiar. O.K., *Kunjalis of Calicut*
Nambuthiri N.M., *Samuthiri Charithrathile Kanapurangal* (Malayalam)
Narayanan. M.G.S., *Aspects of Aryanization in Kerala*
Narayanan. M.G.S., *Cultural Symbiosis in Kerala*
Narayanan. M.G.S., *Kerala Charithrathinte Atistana Silakal* (Malayalam)
Panikkar. K.N., *Against Lord and State*
Publication Division, Kerala State, *Elam Kulathinte Samburna Krithikal*
(Malayalam)
Varier Raghava. M. R, *Village Communities in Pre-Colonial Kerala*
Varier Raghava. M.R, *Ativerukal* (Malayalam)
Varier Raghava. M.R., *Keraleeyatha – Charithramangal* (Malayalam)
Veluthat Kesavan, *Brahmin Settlements in Kerala*

HY6B12 CONTEMPORARY KERALA

No. of Credits: 4

No. of Contact Hours per week: 5

Aim of the Course: To enable the students to understand the issues in contemporary Kerala so as to be responsive to the same.

Unit I - Historical Foundations

- Aikya Kerala Movement and the Proclamation of State – Structural adjustments and Regional imbalances.
- Coalition politics
- Reforms in Education
- Land reforms
- Liberation agitation
- End of feudalism

Unit II - Historical Background

- Reorienting district boundaries
- Development of service sectors – Health and education
- Growth of service organisations
- Experiences of Emergency period and the development of human rights movements
- Marxist-Leninist organisations.

Unit III - Kerala Experience in the Making

- Impact of migration from the South to the north on economy society and culture
- New shift in coalition politics
- Literacy movement
- Janakeeyasutranam
- Kerala urbanism.
- Impact of Gulf money
- Growing consumerism

Unit IV - Kerala Experience : Realities and Issues

- Sustainable growth and the problem of ecology – Silent Valley – Plachimada and Mathur
- Adivasi and land rights – Muthanga and Chengara

- Women rights issues
- Issues in Education Sector – Governmental withdrawal – new experiments and public responses – issues of self financing institutions
- Communal issues.

Readings

- Anamdi. T.K, *Malabarile Janakeeya Samarathinte Penvazhikal* (Malayalam)
- Bairathi Sasi, *Communism and Nationalism in India*, Delhi, 1987.
- Balan. C. (ed), *Kasargod: Samohavum Charithravum*
- Baskaranunni, *Irupatham Nattantile Keralam*
- Ganesh. K.N., *Kerala Samuhapadhanangal*
- Kurup. K.K.N., *Keralathile Karshika Samarangal*
- Kusuman K.K., *The Extremist Movement in Kerala*
- Liten George Christophell, *The First Communist Ministry in Kerala*
- Menon Sreedharan.A, *A Survey of Kerala History*
- Nayanar E.K., *My Struggles: An Autobiography*, Delhi, 1992.
- Oomman M.O., *Land Reforms in Kerala*
- Radhakrishnan.P, *Peasant struggles, Land Reforms and Social change Malabar 1836-1982*. Sage Publications, London 1989.
- Ronald Herring, *Land to the Tiller*
- State Institute of Language, *Janakeeyasuthranam Oru Padhapusthakam* (Malayalam). Thiruvananthapuram, 2000.
- Thomas Isaac & Richard W. Frank, *Local Democracy and Development*, Delhi, 2000
- Vishnu Baratheeyan , *Adimakalengane Udamakalayi* (Malayalam), Thiruvananthapuram, 1980

No. of Credits: 4

No. of Contact Hours per week: 5

Aim of the Course: The aim of the course is to introduce studies on women in the light of new concepts and researches.

UNIT I - Introduction

- Making women visible - Women in History – Women's work, Men's property - Space and Location of Women.
- Key Concepts and Terminologies - Sex – Gender and Gendering – Sexuality – Patriarchy – Matriarchy – Matriliney – Patriliney – Domestic Violence – Household Management.

UNIT II - Scanning the Indian Society through Women Perspective

- Brahmanical patriarchy – Wifhood – Seed and Earth - *Sthreedharma* – *Pathivratha* concepts
- Widowhood
- Food as a medium of proliferation of caste
- Three fold oppression of Dalit women
- Caste and Gender.

UNIT III - Women in the Fight for Freedom and Social Justice in India - realities

- Women in the Revolt of 1857
- Participation of Santhal, Bhil and Munda women in anti British struggles
- British attitude towards women fighters.
- Eminent followers of Mahatma Gandhi
- Women in Revolutionary Movements
- Women Regiment of INA
- Women question in the social reform movement in Kerala
- Freedom movement and Kerala women.

UNIT IV - Women in Narratives

- Goddess and *Dasis* in Vedas – Sakuntala - *Jatakas* and Budhist literature.

Readings

Catherne Belsay and Jane Moore (ed), *The Feminist Reader*

Gandhi Nandhitha and Nandhitha Shah, *Issues at State; Theory and Practice in the contemporary women Movement in India.*

Gerda Lerner, *Creation of Patriarchy*

Kiran Pawar, *Women in India History: Vision and Venture*, 1996

Kumkum Roy (ed), *Women in Early Indian Societies*, Manohar, 1991

Leela Duby, *Seed and Earth*

Peta Henderson et.al (ed), *Women's Work Men's Property*

Rajeswari Sunder Rajan, *Sign Posts: Gender Issues in Independent India*, Kali for Women, 2001.

Scott Joan (ed), *Feminism and History*, Black Well, 1992

Simon De Bover, *The Second Sex*,

Tripathi. L.K (ed), *Women in Ancient India*, Banares, 1992.

Uma Chakravathy, *Every Day Lives – Every Day Histories. Beyond the kings and Brahmins of 'convert' India.*

Uma Chakravathy, *Gendering Caste*

Uma Chakravathy, *Reverting History, Life and Times of Pandita Ramabai*

V. Geetha , *Gender, Patriarchy*

Vandana Siva, *Staying Alive*, Manohar, 1988.

Further Readings

Anandi. T.K, *Malabarile Janakeeya Samarathinte Penvazhikal*

Baig Tara Ali, *India's Women Power*

Bhuthalia Urvashi, *The Other Side of Silence: Voices from the Partition of India*, Penguin, 1998.

Chandra Sudhir, *Colonialism Law and Women's Right*

D'Souz A (ed.), *Women in Contemporary India and South Asia*

Dutt, Kalpana, *Chittagong Armoury Raiders: Reminiscences*

Forbes Geraldine, *Women in Modern India.*

Gerda Lerner, *Creation of Patriarchy*, New York, OUP, 1986.

Guha Ranajith (ed.), *Subaltern Studies*, Vol. I.

Jayavardhana Kumari, *Feminism and Nationalism in the Third World.*

Joan Scott, *Gender and the Politics of History*, New York, 1987.

Menon. P.K.K., *Kerala in the Struggle for Independence*

Moti Chandra, *The World of Courtesans*

Nanditha Gandhi, Nanditha Shah, *Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India.*

Seu Morgan (ed.), *New Feminist History Reader*, Routledge, 2006.

Usha Bala and Ansu Sharma, *Indian Women Freedom Fighters.*

HY6B14 MAJOR TRENDS IN HISTORICAL THOUGHT AND WRITING

No. of Credits: 4

No. of Contact Hours per week: 5

Aim of the Course:

- To enable the students to understand history of the discipline of history.
- To locate works on history in the background of the varying trends in writing the same and to critically evaluate them in the light of new theories and concepts.

UNIT I - Significance of Historiography in the writing and teaching of History

- Antecedents - writers with historical consciousness in ancient and medieval periods - Greece, Rome, West Asia, India and China.
- Influence of Religion - regional histories - historical consciousness in myth and legends.

UNIT II - Diffusion of Knowledge - Humanistic Approach

- Segmentisation of Knowledge - Bacon - Descartes - Cartesianism - Vicco - anti-Cartesianism.
- Enlightenment Modernity - Secularisation and Scrutiny of Sources in History - use of regional language for writing history.
- Positivism - Social Physics - Ranke and Berlin Revolution.
- Philosophy of History Hegal - Giest - Dialectics.
- Toynbee, Spengler - Herder and *Zeist*.
- Narratives - Gibbon and Carlyle

UNIT III - Materialistic Interpretation of History

- Critique of positivism - Marx
- Base and Superstructure
- Structuralism
- Saussure - Claude Levi Strauss
- Annals - March Bloc - Lefabvre - Braudal.
- Social history and History from below - emergence of subaltern writers - Gramsci - Christopher Hill - E.P. Thompson, Ranajith Guha - Sumit Sarkar - Partha Chatterjee.

UNIT IV - Recent Developments

- *History of Mentalities* - Philip Aries - Foucault and *Archaeology of Knowledge*.
- Local History
- Narratives
- Contemporary issues - oral history - micro history.

Readings

- Carr. E.H : *What is History*
- Burke Peter : *The French Historical Revolution*
- Burke Peter (ed) : *New Perspectives in Historical Writing*, Polity Press, London, 1991.
- Barnes Robert M and H Raymond Pickard : *Philosophy of History*
- Kohn. G.A : *Karl Marx Theory of History*, London, 1978.
- Collingwood. R.G : *The Idea of History*
- Barnes. H. E : *History of Historical Writing*, New York, 1963.
- Marwick Arthur : *Nature of History*
- Marwick Arthur : *The New Nature of History*, London, 1998
- Sheik Ali : *History Its Theory and Method*
- Thomson. J.W : *A History of Historical Writing*, 2 Vols. New York, 1968.
- Jenkins Keith : *Re thinking History*, London, 2002.
- Sreedharan. E : *A Text book of Historiography*

Further Readings

- Rouse. A.L : *The Use of History*
- Philips (ed) : *Historians of India Pakistan and Ceylon*
- Cannadian David : *What is History Now*
- Hobsbaum. E.J : *On History*
- Guha Ranajith (et. al.,) (ed) : *Subaltern studies*. 11 Vols.
- Hunt Lynn : *Essays in Ancient and Modern Historiography* Oxford, 1977.

HY6B16 COURSE WORK - PROJECT

Aim of the Course: To see if the student has understood the techniques and methods of writing history.

The project may be on regional or local history. It may be pertaining to the local culture, economy, etc. The project work must be according to the methodology of History and written under the guidance of a teacher. It may be 30-40 pages in length. The project work is assigned to the 5th and the 6th semesters. The final evaluation will be at the end of the 6th semester.

COMPLEMENTARY COURSES

HY1C01 MODERN INDIAN HISTORY (AD 1857 - 1992)

Course: 1 - ASPECTS OF COLONIAL STATE

No. of Credits: 2

No. of Contact Hours per week: 3

Aim of the Course: To enable the student to understand the nature of the colonial state in India and the early struggles against the British imperialism and colonialism.

UNIT I - Revolt of 1857

- Antecedents - Consolidation of colonial power - Double Government in Bengal permanent settlement - Subsidiary Alliance - Early Resistance Movements - Introduction of English education - Social Reforms under the East India Company - Doctrine Lapse.
- The Revolt - Causes - Nature - Interpretations
- Significance of the Revolt
- Impact of the Revolt - Transfer of Power from the Company to the Crown - Act of 1858 - Secretary of State for India - Introduction of Uniform Penal Code.

UNIT II - Administrative Reforms under the Crown

- Lord Lytton - Famine Commission - Vernacular Press Act - Queens Proclamation of 1877.
- Lord Ripon - Local Self Government - Factory Acts - Repeal of Vernacular Press Act - Hunter Commission - Ilbert Bill Controversy.

UNIT III - Economic Impact of British Rule

- Deindustrialisation of India
- Commercialisation of Agriculture.
- Development of Transport and Communication.
- Anti British Revolts in the Second half of the 19th century - the revolts of the Santhals, Bhils and Mundas - Pabna uprisings - Indigo revolts and the Mappila uprisings in Malabar (19th Century).

Readings

- Misra B.B. : *The Administrative History of India.*
- Bandopadhyaya Sekhar : *Plassey to Partition*
- Bipan Chandra (*et. al*) : *India's Struggle for Independence*
- Bipan Chandra (*et. al*) : *Nationalism and Colonialism in Modern India*
- Metcalf Barbara. D and Thomas. R. Metcalf : *A Concise History of Modern India 4th Edition, OUP, 2008*
- Rajayyan K. : *South Indian Rebellion: The First War of Independence.*
- Dharam Kumar and Tapan

- Ray Chaudhuri : *The Cambridge Economic History of Indian 1707-1970*
- Desai.A.R : *Social Background of Indian Nationalism* Popular Prakasan, Bombay, 1976.
- Kulke Herman : *State in India 1000-1800*
- Sarkar Sumit : *Modern India 1885-1947*
- Majumdar R.C. (Ed.) : *British Paramountcy and Indian Renaissance, the History and Culture of Indian People Series, Vols. 9 and 10.*

Further Readings

- Naoroji Dadabhai : *Poverty and un-British rule in India*
- Irfan Habib : *Essays in Indian History*
- Ghosh. S.C. : *The History of Education in Modern India* Orient Longman, Hyderabad, 1995
- Bhattacharya Sabya Sachi & Romila Thapar (ed) : *Situating Indian History*, OUP, 1986.
- Kurup K.K.N. : *Pazhassi Samarangal* (Malayalam)
- Ania Loomba : *Colonialism/Post Colonialism*
- Cohn Bernard. S : *Colonialism and its Forms of Knowledge*
- Sarkar Sumit : *Writing Social History Oxford and Delhi, 1998.*
- Stokes Eric : *The Peasant and the Raj*
- Guha Ranajith : *Elementary Aspects of Peasant Insurgency in India*
- Desai A.R. : *Peasant Struggles in India*
- Dhanagare D.N. : *Peasant Movements in India*
- Shirin Mehta : *Peasantry and Nationalism*
- Panikkar K.N. : *Against Lord and State*

HY1C02 MODERN WORLD HISTORY FROM AD 1500

Course 1 - EMERGENCE OF MODERN WORLD

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To enable the student to understand the major incidents and movements that became the foundations of modern world.

UNIT I - Transition from Medieval to Modern Societies

- Beginnings of changes in Europe - scientific and technological progress.
- Decline of feudalism
- Emergence of nation states
- Renaissance - humanism - growth of an intellectual climate in Europe in the 16th and 17th centuries - developments in art, literature and science.
- Reformation - legacy of Wycliff - Lollards - John Huss - Martin Luther - Protestantism - Reformation in England - Anglicanism - Huguenots in France - Calvinism.
- Reforms in Catholic Church.
- European Exploratory Voyages - Discoveries - Commercial Revolution.

UNIT II – Era of Absolutism and Mercantilism

- Absolutism in France, England, Prussia and Russia.
- Mercantilism - European trading companies in the East.
- European colonies in South America and North America - Flow of wealth to Europe - commercial rivalries.

UNIT III – Age of Reason

- Glorious Revolution in England - John Locke
- The philosophes - legacy of Aquinas - Bacon
- Thomas Hobbes - Decartes - Montesquieu - Rousseau - Diderot - Voltaire
- Concepts of Rationalism and democracy - Physiocrats
- American Revolution - Thomas Paine - Declaration of Independence.

Readings

Stavrianos.A.J. : *History of the Modern World Since 1500*
Bronoski Jacob &

Bruce Mazlish	:	<i>Western Intellectual tradition</i>
Robertz. J.M.	:	<i>Pelican History of the World</i>
Fisher. H.A.L	:	<i>History of Europe</i>
Ketelby. C.D.M.	:	<i>History of Modern Times</i>
Palmer. R.R.	:	<i>A History of Modern World</i>
Wallerstine Immanuel	:	<i>Modern World System</i>
Macneill. W.H	:	<i>History of the World</i>
Panikkar. K.M	:	<i>Asia and Western Dominance</i>
Bailey. C.A.	:	<i>The Birth of Modern World</i>
Fisher H.A.L.	:	<i>A History of Europe</i>
Allan Navins and Henry Commager	:	<i>A History of USA</i>
Parkes Henry Balmford	:	<i>United States of America</i>

HY1C03 SOCIAL AND CULTURAL HISTORY OF BRITAIN

Course 1 - ANCIENT AND MEDIEVAL PERIOD

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To enable the students to understand the background of early English literature so as to have a better understanding of the developments in literature.

UNIT I - Historical Antecedents

- Great Britain - Geographical Entity.
- Early Settlers
- Roman conquest - impact on society
- Advent of Christianity
- Anglo Saxon period - Alfred the Great - development of learning and education.
- Danish influence
- Norman conquest

UNIT II – England under Feudalism

- Origin of Feudalism-Manorial system – Feudal practices – Laws – Feudal hierarchy – condition of serfs - Chivalry and Romance – Dooms Day Book – Church and Feudalism – Thomas Bucket.
- Magna Carta – background - significance – Consolidation of Feudal Power.
- Impact of Crusades on English Society.
- Anglo-French rivalry – Hundred years War – Impact on society – Joan of Arc – Development of Nationalism - medieval superstitions.
- Black Death-peasant revolts.
- Technology - War Technology
- Development of towns – guilds - role guilds in the society.

UNIT III – English Society in Transition

- Medieval Universities - curriculum - relation with the church - intellectual life - Medieval English Literature - Chaucer
- Defiance of established order - Wycliff and Lollards - John Huss
- Development of trade and commerce – emergence of a new middle class.

- Wars of the Roses – establishment of Tudor monarchy – Nature of Tudor Monarchy - Monarchy and the New Middle Class - Period of remedy and seed time – English parliament.
- Decline of feudalism
- Transition to modern period

Readings

Travelyan, G.M.	:	<i>A Social History of England, Vol. I</i>
Travelyan, G.M.	:	<i>Illustrated English Social History</i>
Carter and Mears	:	<i>A History of England</i>
Adams G.B.	:	<i>Constitutional History of England</i>
Churchill	:	<i>History of English Speaking Peoples</i>
Seaman	:	<i>A New History of England</i>
Fischer H.A.L.	:	<i>History of Europe</i>
Durant Will	:	<i>Age of Faith</i>
Elton G.R.	:	<i>Tudor England</i>
Warner and Martin	:	<i>A Ground Work of British History</i>

HY1C04 WEST ASIAN STUDIES

Course 1: WEST ASIA IN TRANSITION

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: This course is intended to be an introduction to the study of West-Asia in modern history.

UNIT I - Introduction

- Nomenclature - The Middle East - West Asia.
- Geographical Features - Resources.
- Historic and Strategic importance of West Asia.
- Importance of Regional Studies.

UNIT II - West Asia in the 19th Century

- Wahabi Movement.
- Turkey - The Sick man of Europe.
- Jalaludhin Afghani - Pan-Islamic Movement.
- Revolt of Arabi Pasha in Egypt.
- Construction of Suez Canal.
- Islamic Movements in the Early 20th Century.

UNIT III - Period of European Imperialism

- Emigration of Jews into Palestine - Zionism.
- Young Turk Movement - Young Turk Revolution of 1908.
- Impact of First World War - Treaty of Sevres - Break down of Turkish Empire - the Khilafat Movement.
- Mustafa Kamal Pasha and Reform Movement in Turkey.
- British Occupation of Palestine - Arab Rebellion against British imperialism - Beginning of Arab - Zionist conflicts.
- Mandatory systems in Palestine Development of Jewish Agency.
- Emergence of Arab Nationalism - Al Fatah - Arab National Congress - Impediments to Arab Nationalism.

Readings

- Agwani M.S., *Contemporary West Asia (1995)*.
- Agwani M.S., *Politics in the Gulf*, New Delhi, 1984.
- Ahmad Talmiz, *Reform in the Arab World (2005)*.
- Antonio George, *The Arab Awakening*
- Armajani Yayha, *Middle East: Past and Present*.
- Binder Leonard, *The Ideological Revolution in the Middle East*.
- Brown Laniel, *Rethinking Tradition in Modern Islamic Thought*.
- Cleveland W.L., *A History of Modern Middle East*.
- Cobban H., *Palestine Liberation Organisation*
- Esposito J.L. (Ed.), *The Oxford Encyclopaedia of Modern Islamic World*.
- Esposito John L., *Voices of Resurgent Islam*.
- Fischer S.N., *A History of Middle East*
- Fisher S.N., *Middle East: A History*.
- Guandt W.B., *Camp Dard and Politics*
- Howrani Albert, *A History of the Arab People*, London, 1996.
- Hiro Dilip, *Inside the Middle East*, London, 1982.
- Lenczowski George, *The Political Awakening in the Middle East*.
- Leonard B., *The Study of the Middle East*
- Lewis Bernard, *The Middle East the West*
- MacDonald D., *Palestine and Israel*
- Majeed Akhtar, *Encyclopaedia of West Asia*.
- Majeed Akhtar, *West Asia: An Introduction*
- Peretz Don, *The Middle East Today*.
- Said Edward, *The Question of Palestine*, London, 1978.
- Sharabi Hisham, *Nationalism and Revolution in the Arab World*

HY1C05 ARCHAEOLOGY IN INDIA

Course: 1 - PRINCIPLES AND METHODS OF ARCHAEOLOGY

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To familiarise the students with certain basic concepts in archaeology.

UNIT I - Introduction

- Definition - Scope and Subject matter.
- Importance of the study of archaeology.
- Interdisciplinary nature - Relation with history, anthropology, heritage studies, etc. - Archaeology as a source of history.
- Relation with biological sciences and physical sciences - dependence on physics and chemistry.
- Archaeology and Auxiliary sciences - Numismatics - Epigraphy.

UNIT II - Basic Concepts

- Artefacts - Assemblage - Industry - Culture - Tell - Stratigraphy - Layer - Trenching.
- Fossils and Artefacts
- Field laboratory - Conservation.

UNIT III - Methods of Exploration and Excavation

- Identification of Site - Field Survey and Sampling Techniques - Application of Scientific Methods.
- Methods of Excavation - Vertical and Horizontal - Trenching - gridding - excavation of pits - stone walls - unit method and locus method - site and offsite.

Readings

- Atkinson RJC : *Field Archaeology*, London, Mathew and Co. 1953.
- Basker P. : *Techniques of Archaeological Excavation*, London, Batsford, 1982.
- Chakrabarthy D.K. : *Theoretical Perspectives in Indian Archaeology*, Munshiram Manoharlal, 1989.
- Rajan K. : *Archaeology, Principles and Methods*, Tanjavur, 2002.
- Raman K.V. : *Principles and Methods in Archaeology*, Madras 1976.

HY1C06 HISTORY OF JOURNALISM

Course: 1 - EARLY HISTORY OF JOURNALISM

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To give an idea about the beginning of journalism in the world so as to have a better understanding of journalism today.

UNIT I - Introduction

- Definition of Journalism - Nature and Scope - Principles and Functions.
- Journalism and Mass Communication Media
- Concept of the Fourth Estate
- Democracy and the Press - Freedom of Press.
- Early forms of Mass Communication - Use of symbols and signs - messengers - *Dutas* - Proclamations - use of animals and birds - use of writing - Edicts of Asoka - Roman tables.
- Primitive types of journalism - practices in Rome and Ancient China - War reports under the Mughals - Manuscript newspapers under Akbar - Bulletins on the newly discovered regions - Bulletin of Venice.

UNIT II - Emergence of Modern Journalism

- Print Media - Printing in China - Importance of Print Revolution - Beginning in Strassburg - in Britain and Holland.
- Early Newspapers - *Relation* from Strassburg
- Early Newspapers in Britain - *Weekly News* of England (1622) - Work of Nicholas Burne - Milton and Freedom of Press.
- Early Newspapers in USA
- Genesis of Modern Indian Press - Printing - Portuguese Machineries - Beginnings of the Press in Bengal - James Hicky - Buckingham - Raja Ram Mohan Roy.

UNIT III - Development of Popular Press

- Development of education during the closing decades of 19th Century.
- Newspapers in the West - Joseph Pulitzer - William Randolph Herst - Lord North Cliff.
- Intervention of the Press in specific Historical context - American Revolution and French Revolution.
- Popular newspapers - working class newspapers - *Herald* - *London Times* - *Guardian* - Advertising and Journals - Cost of Production - purchasing power of common man.
- Newspaper magnates - corporate bodies - *New York Times*.
- Collection of News - Early modes - Telegraphic communication - Morse code - Radio - Electronic Revolution - Online Journalism.

Readings

Agee, Ault & Emery, *Introduction to Mass Communication*.

Asa Briggs, *A Social History of Media from Guttenberg to the Internet*.

Gardiner Lambert, *A History of Media*.

Kamath, M.V., *Professional Journalism*.

Keval J. Kumar, *Mass Communication in India*.

Ramakrishnapillai K., *Vritantha Patra Pravarthanam* (Malayalam).

Venugopalan T., *Patralokam*.

Vijayan K.P., *Pathrangal Vichithrangal* (Malayalam)

HY2C01 MODERN INDIAN HISTORY (AD 1857 - 1992)

Course: 2 - EMERGENCE OF NATIONAL CONSCIOUSNESS

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To enable the students to understand and analyse the development of Nationalism in India, in the light of new studies and researches.

UNIT I - Social and Religious Movements of the 19th Century

- Development of Nationalism - Formative Forces - English Education.
- Social reform movements - Brahma Samaj and the acculturative aspects - Aryasamaj and the deculturative aspects.
- Reforms among in the Sikh Community - Nirankari Movement - Namadhari Movement - Singh Sabha.
- Assertion of backward classes - Jyothiba Phule - Narayana Guru - Anti-caste Movements.
- Aligarh Movement and Sir Sayyid Ahammed Khan.
- Wahabi Movement
- Swami Vivekananda and the Ramakrishna Mission.
- Theosophical Society.
- Women's Organisations.

UNIT II – Emergence and Functioning of National Associations

- Formation of political associations upto 1885 - Aims and objectives.
- Indian National Congress - Early Policies - Constitutional Methods - petitions and memorials - The Moderates.
- Dada Bhai Naoroji - Exposing Colonialism - Drain Theory.
- Divisive policies of the colonial government - Lord Curzon and the Partition of Bengal - National agitation - Swadesi Movement - National Educational Institutions - Development of Extremist Group - Surat Split.

UNIT III – Challenges and Responses

- Anti-imperialist struggles of Indians outside India - the Ghadar party.
- Terrorist and the radical associations
- Hindu Mahasabha and Muslim League
- Minto Morly Reforms - Nationalist responses to the reforms

- First World War and Indian Nationalism - Home Rule Movement - Advent of Gandhi - Champaran Sathyagraha and Ahammedabad Mill Strike.
- Beginning of Trade Union Movement.

Readings

- Bandopadhyaya Sekhar : *Plassey to Partition*
- Bipan Chandra (*et. al*) : *India's Struggle for Independence*
- Bipan Chandra (*et. al*) : *Nationalism and Colonialism in Modern India*
- Metcalf Barbara. D and Thomas. R. Metcalf : *A Concise History of Modern India 4th Edition, OUP, 2008*
- Dharam Kumar & Tapan Ray Chaudhuri : *The Cambridge Economic History of Indian 1707-1970*
- Desai.A.R : *Social Background of Indian Nationalism* Popular Prakasan, Bombay, 1976.
- Kulke Herman : *State in India 1000-1800*
- Panikkar. K.N. : *Culture ideology Hegemony Intellectual and Social consciousness in Colonial India Tulika, New Delhi, 1995*
- Sarkar Sumit : *Modern India 1885-1947*
- Majumdar. R.C. : *The Struggle for Freedom*

Further Readings

- Gandhi Mohandas Karamchand : *My Experiments with Truth.*
- Tara Chand : *History of Freedom Movement in India (Four volumes)*
- Naoroji Dadabhai : *Poverty and un-British rule in India*
- Irfan Habib : *Essays in Indian History*
- Chatterjee Partha : *National Thought and the Colonial World*
- Chatterjee Partha : *Wages of Freedom*
- Chatterjee Partha : *A Possible India*
- Chandra Sekhar. S : *Colonialism Conflict and Nationalism, Viswa Prakasam, New Delhi, 1995*
- Gosh. S.C. : *The History of Education in Modern India* Orient Longman, Hyderabad, 1995
- Bhattacharya Sabya Sachi & Romila Thapar (ed) : *Situating Indian History, OUP, 1986.*
- Ania Loomba : *Colonialism/Post Colonialism*

- Cohn Bernard. S : *Colonialism and its Forms of Knowledge*
- Pandey Gyanendra : *The Construction of Communalism in colonial North India*, O.U.P. 1990.
- Sarkar Sumit : *Writing Social History Oxford and Delhi*, 1998.
- Hanlon O'Rasalind : *Caste Conflict and Ideology: Mahatma Jyothi Rao Phule and Low Caste Protest Movement in Nineteenth Century Western India*, Cambridge, Cambridge University Press 1985.
- Seal Anil : *Emergence of Indian Nationalisation*, Cambridge University Press, 1960.

HY2C02 MODERN WORLD HISTORY FROM AD 1500

Course 2 - CONSOLIDATION OF MODERN WORLD

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To enable the students to understand the major movements and incidents that were crucial in the evolution of modern civilisation.

UNIT I - Era of French Revolution

- French Revolution - Ideologies - Declaration of the Rights of Man - Napoleon - Continental System - the purpose of the Congress of Vienna.
- July Revolution in Paris

UNIT II – Age of Industrial Revolution

- Developments in Technology
- Growth of Factory system - impacts - development of urban centres - environmental pollution - accumulation of capital - laissez-faire.
- Drain of resources from the colonies.
- Development of working class movement - Chartist Movement.
- Mechanisation of agriculture - Agrarian Revolution.

UNIT III – Forces of Liberalism and Nationalism

- Development of socialist ideas - February Revolution - Paris Commune
- Parliamentary reforms in Britain
- Latin American Revolutions
- Question of Slavery and American Civil War
- Unification of Germany and Italy

Readings

- Beard Michael : *A History of Capitalism*
Black Burn Robin : *Making of New World Slavery*
Hobsbaum. E.J : *Age of Capital*
Hobsbaum. E.J : *Age of Empire*
Hobsbaum. E.J : *Age of Revolution*
Macneill W.H. : *Rise of the West*
McPherson Kenneth : *The Indian Ocean*
Rude. G : *Europe in the 18th century*
Stavarinous : *History of Modern World Since 1500*
Panikkar. K.M : *Asia and Western Dominance*
Weiden Field and Nicholson : *The Revolution of 1848*
Tawney. R.H : *Religion and Rise of Capitalism*
Edwards Michael : *Asia in the European Age*
Fisher H.A.L. : *A History of Europe*
Hazen C.D. : *Europe since 1789*
Ketelby C.D.M. : *History of World in Modern Times*
Robberts J.M. : *Pelican History of the World*
Allan Navins and
Henry Comager : *A History of USA*
Parkes Henry Balmford : *United State of America*

Course 2 - ERA OF ABSOLUTISM AND REVOLUTION IN ENGLAND

No. of credits: 2

No. of Contact hours per week: 3

Aim of the Course: To enable the student to understand the major aspects of royal absolutism in England and challenges against the same so as to have a better understanding of the nature of English people and the development of English literature during the 17th and 18th centuries.

UNIT I - Age of Renaissance and Reformation

- Tudor monarchy – rise of new aristocracy and new middle class – statutes against feudalism.
- Influence of Printing Press.
- Reformation – Reformation Parliament – Confiscation of the property of the church – impact on the society
- Elizabethan Church Settlement – Anglicanism – development of Puritanism – Reformation in Scotland.
- Elizabethan Era – Defeat of Spanish Armada – pride as a nation – Voyages of exploration – Development of Overseas Trade – Mercantilism, Formation of Trading Companies – English East India Company.
- Social Impact of Reformation - Legislations - Poor Laws - Roger Ascham
- Renaissance in Literature – Humanism – Thomas Moore - Milton – Shakespeare – Spenser – Marlowe – Ben Johnson - Growth of prose literature– Elizabethan theatre – Development of Scientific spirit – Francis Bacon – Isaac Newton.

UNIT II – Impact of Royal Absolutism

- Stuart Monarchy – Petition of Right – Migration to the New World.
- Civil War – England without a King – Puritanism – Oliver Cromwell – Protestant ethics.
- Social life in the 17th century - influence of overseas trade.- growth of middle class
- Restoration – restoration of monarchy and parliament - restoration of theatre – Political pamphleteering and Satire Alexander Pope - Swift – Dryden
- Glorious Revolution – ideology of Locke – Bill of Rights - Limited monarchy- Limitations of Democracy in England – Domination of landed Aristocracy and traders in the parliament – Development of Party system
- Era of Independence – Coffee houses and clubs – Bank of England – Economic development.

UNIT III – Eighteenth Century England

- Union of England and Scotland – Act of Union Advent of Hanoverians – strengthening of Parliament - Walpole.
- Impact of American War of Independence - Thomas Paine - impacts on England - blow to mercantilism.
- Impact of French Revolution – Burke and Carlyle- Social attitude towards revolution - fear of change.
- Neo Classism – Johnson – Romantic revival – Wordsworth, Coleridge, Shelly and Keats – Social back ground of the novels of Walter Scot and Jane Austin.
- Union with Ireland - The Union Jack.
- Developments in technology.

Readings

Travelyan. G.M	:	<i>Social History of England, Vol. I and II</i>
Adams, G.B.	:	<i>Constitutional History of England</i>
Churchill	:	<i>A History of English Speaking Peoples</i>
Carter and Mears	:	<i>History of England</i>
Fischer H.A.L.	:	<i>History of Europe</i>
Warner and Martin	:	<i>The Groundwork of British History</i>
Gottschalk Louis	:	<i>The Era of French Revolution</i>
Gibbert C.	:	<i>The English: A Social History</i>
Hobsbaum E.J.	:	<i>Age of Capital</i>
Hobsbaum E.J.	:	<i>Age of Empire</i>
Hobsbaum E.J.	:	<i>Age of Revolution</i>
Stawarinous	:	<i>History of Modern World Since 1500</i>

Course 2: EMERGENCE OF MODERN WEST ASIA

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To acquaint the students with the circumstances leading to the emergence of modern West Asian states and to make them aware as to how the super powers exploited the disunity among these states.

UNIT I - Emergence of Nation States in West Asia

- Important Nation States - Iran, Iraq, Saudi Arabia, Egypt, Turkey, Kuwait, Jordan, Palestine, etc. - Location.
- Iraq - Separation from Turkish rule - Intrusion of Western Powers into Iraq - conquest by Britain - Establishment of British Mandate - Anti-British agitation - Establishment of Arab Government.
- Accession of Amir Faisal Iraq to Power (1920) - Complete Independence of Iraq (1932) - Establishment of Arab League 1945.
- Iran - Persia becomes Iran (1935) - Accession of Reza Khan Shah to power - Influence of Western powers - Reforms of 1923 - Accession of Muhammad Reza Pahlavi - Tehran Conference (1943) and agreements with Western powers.
- Problem of Kurds - Establishment of the Kurdistan Republic in 1946.
- Problem of Jews in Palestine - Origin of the Problem - Flight of the Jews from Palestine from the 1st Century AD - Islamic government in Palestine - Disruption of Turkish empire and the growth of self government in Palestine - growth of anti-Semitic feelings among European countries - Steady migration to Palestine - World Zionist Conference (1897) - Support from USA.

UNIT II - Jewish National Movement

- Political Zionism - Theodore Herzl
- Balfour Declaration - Responses of Palestine - Jewish Agency - Chaim Weizmann - Jewish investments in Palestine - Marginalisation of the Arabs - British Attitude - Haj Amin and the anti - Jewish rebellion - suppression by the British.
- Royal Commission under William Peel on Palestine - Activities of Zionist terrorists.
- Withdrawal of Britain from Palestine - Intervention of UNO-UNSCOP Plan for the partition of Palestine.
- Second World War and the formation of the State of Israel.

UNIT III - Oil Politics

- Discovery of oil reserves in West Asia
- Development of oil companies
- Development of the Organisation of the Petroleum Exporting Countries and the Organisation of Arab Petroleum Exporting Countries.

Readings

- Agwani M.S., *Contemporary West Asia (1995)*.
Agwani M.S., *Politics in the Gulf*, New Delhi, 1984.
Ahmad Talmiz, *Reform in the Arab World (2005)*.
Antonio George, *The Arab Awakening*
Armajani Yayha, *Middle East: Past and Present*.
Binder Leonard, *The Ideological Revolution in the Middle East*.
Brown Laniel, *Rethinking Tradition in Modern Islamic Thought*.
Cleveland W.L., *A History of Modern Middle East*.
Cobban H., *Palestine Liberation Organisation*
Esposito J.L. (Ed.), *The Oxford Encyclopaedia of Modern Islamic World*.
Esposito John L., *Voices of Resurgent Islam*.
Fischer S.N., *A History of Middle East*
Fisher S.N., *Middle East: A History*.
Guandt W.B., *Camp Dard and Politics*
Hawrani Albert, *A History of the Arab People*, London, 1996.
Hiro Dilip, *Inside the Middle East*, London, 1982.
Lenczowski George, *The Political Awakening in the Middle East*.
Leonard B., *The Study of the Middle East*
Lowis Bernard, *The Middle East the West*
MacDonald D., *Palestine and Israel*
Majeed Akhtar, *Encyclopaedia of West Asia*.
Majeed Akhtar, *West Asia: An Introduction*
Peretz Don, *The Middle East Today*.
Said Edward, *The Question of Palestine*, London, 1978.
Said Edward, *The Question of Palestine*.
Sharabi Hisham, *Nationalism and Revolution in the Arab World*

HY2C05 ARCHAEOLOGY IN INDIA

Course: 2 - HISTORY OF ARCHAEOLOGY

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To enable the student to understand the important stages in the development of the science of archaeology both at the international and national level.

UNIT I - Beginnings of Archaeology

- Beginnings - King Nabonidus
- Antiquarianism - Medieval attitudes to antiquity.
- Excavations at Indian Mounds in Virginia by Thomas Jefferson.
- Exploration connected with Napoleonic wars in Egypt.
- Influence of Humanism - Charles Darwin and the theory of Evolution.

UNIT II - Development of Scientific Archaeology

- Development of Scientific Techniques
- Achievements of the early scientific Archaeology - Discovery of Stone-Age cultures of the world.
- Discovery of Ancient Civilisations - Flinders Petrie and Pitt Rivers - Excavations in Egypt - Heinrich Schliemann - Excavation of Troy - Robert Bruce Foote - South Indian Excavations - Leonard Woolley and Rowlinson - Mesopotamian cities - Gordon Childe.

UNIT III - Specialised Areas of Archaeology

- Ethno Archaeology
- Salvage Archaeology
- Marine Archaeology
- Concept of New Archaeology
- Processual Archaeology
- Cognitive Archaeology

Readings

- Agrawal D.P. : *Archaeology in India*, Copen Hagen Scandinavian Institute of Asian Studies, 1982.
- Aiken, M.J. : *Science based Dating in Archaeology*, London, Longmans, 1990.
- Allchin Bridget and Raymond Allchin : *Rise of Civilisation in India and Pakistan*, Cambridge, Cambridge University Press, 1982.
- Atkinson RJC : *Field Archaeology*, London, Mathew and Co. 1953.
- Basker P. : *Techniques of Archaeological Excavation*, London, Batsford, 1982.
- Chakrabartha D.K. : *A History of Indian Archaeology: From the beginning to 1947*, New Delhi, Munshiram Manoharlal, 1988.
- Chakrabartha D.K. : *Theoretical Perspectives in Indian Archaeology*, Munshiram Manoharlal, 1989.
- Ghosh A. : *Encyclopaedia of Indian Archaeology 2008*, New Delhi, Munshiram Manoharlal, 1990.
- Rajan K. : *Archaeology, Principles and Methods*, Tanjavur, 2002.
- Raman K.V. : *Principles and Methods in Archaeology*, Madras 1976.
- Sankhalia H.D. : *Indian Archaeology Today*, Heras Memorial Lectures, Bombay, Asia Publishing House, 1962.
- Himanshu P. Ray : *Colonial Archaeology in South Asia*, Delhi, Oxford University Press, 2008.

HY2C06 HISTORY OF JOURNALISM

Course: 2 - HISTORY OF JOURNALISM IN INDIA

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To give a precise account of the development of press in India and to make the students aware of the vicissitudes of the pioneers in the field of journalism.

UNIT I - Beginnings of the Modern Indian Press

- Pioneering Attempts - James Hicky - *Bengal Gazette* - Early publications from Bengal - *Calcutta Gazette* - *Bengal Journal* - *Oriental Magazine* and *Calcutta Chronicle*.
- James Silk Buckingham and the *Calcutta Journal* - Contents of the early English journals.
- Freedom of press - Attitude of the English East India Company - Measures against Hicky and Buckingham - Anti Indian Press regulation of Lord John Adams - Critique by Ram Mohan Roy - Repeal of the regulation by Charles Metcalf.
- Ram Mohan Roy and the Indian Press - *Brahmanical Magazine*, *Persian Weekly*, *The Sambad Kaumudi* - Aspects of Acculturation.
- Beginning of newspapers in Indian Languages - Gangadhar Bhattacharya - Works of Serampur Missionaries - the *Dig Darsan* - *Bombay Samachar* in Gujarati - *Sayyad Un Akbar* in Urdu - *Rast Gofthar* - *Madras Courier* - Kannada Newspapers from Bangalore.
- Aims and Objectives of the Early Newspapers.
- Role of Press in the 19th Century Social Reform Movement and anti British struggles - Press and the Revolt of 1857 - Impact of Revolt on the Press - Press Censorship of Lord Canning - The *Hindoo Patriot* and the peasant movements.

UNIT II - Developments in the Second Half of 19th Century

- New Publications from Bombay - Calcutta - Alahabad and Madras.
- Repressive measures of the colonial government - Vernacular Press Act of Lord Lytton - Repeal of the Act by Lord Ripon.
- Impact of Technological Development - Telegraph - Roeter Telegrams - Establishment of the Associated Press of India - Free Press of India New Agency - United Press of India.

UNIT III - Press and the National Movement

- Nationalist Press - Cultural awakening - media as the agency and the instrument of the propaganda - social change - Pamphlets - Journals - Newspapers - Role played by Libraries and Clubs.
- Important Newspapers - *Kesari* and *Maratha* of Tilak - *Spectator* - The Press and the Partition of Bengal - Annie Basent and the *Common Weal* - Gandhiji and the Press - *Harijan* and *Young India* - *Leader* - *Bombay Chronicle* - *Hindustan Times* - *Swarat* - *Mathrubhumi* and *Bhaji Bharatham* from Kerala.
- Indian Press Act of 1931 - *Hindustan Standard* and *Yugadhar* - Revolutionary Terrorists.
- Nehru and *National Herald*.
- Quit India Movement and Indian Press.

Readings

Asa Briggs, *A Social History of Media from Guttenberg to the Internet*.

Gardiner Lambert, *A History of Media*.

Herman Edward and Nom Chomsky, *The Political Economy of Mass Media*.

K. Ramakrishna Pillai, *Vritanta Patrapravarthanam*.

Keval J. Kumar, *Mass Communication and Journalism India*.

Krishnamurthy Nadig, *Indian Journalism*.

Mehta D.S., *Mass Communication and Journalism in India*.

Natarajan, S., *A History of the Press in India*.

Raghavan G.N.S., *The Press in India*.

Raghavan, G.N.S., *Broadcasting in India*.

Rivers William, *Mass Media and Society*.

Venugopalan T., *Patralokam*.

Vijayan, K.P., *Patrangal Vichitrangali*.

HY3C01 MODERN INDIAN HISTORY (1857 - 1992)

Course: 3 - STRUGGLE FOR FREEDOM

No. of credits: 2

No. of Contact hours per week: 3

Aim of the Course: To make the students understand important aspects of the freedom movement and the strategies of freedom fighters.

UNIT I - National Movement - Post First World War Scenario

- Impact of First World War on the national movement.
- Rowlatt Act - Jallian Wallabagh Massacre
- Advent of Gandhi - Khilafat movement - Malabar Rebellion - non-cooperation movement - the Swaraj party
- Montague-Chelmsford reforms - provisions - diarchy - Simon Commission.
- Working Class Movement and the formation of AITUC.
- Revolutionary terrorists - Bhagat Singh and Surya Sen - Hindustan Republican Association - participation of women - Kalpana Dutt - Beena Das - influence of Russian Revolution
- Khudai Khidmatagars

UNIT II – Strengthening Freedom Struggle

- Purna Swaraj Resolution
- Civil Disobedience Movement - Participation of Women - Gandhi Irwin Pact - Round Table Conferences.
- Gandhian Methods of Struggles - Strategies
- Emergence of Left Wing - Jawaharlal Nehru and Subhas Chandra Bose - Formation of Workers and Peasant Parties.
- Role of Press in the National Movement - Fight for the Freedom of Press.
- Communal Award and the Pune Pact
- Emergence of the Communist Party of India
- Formation of All India Kisan Sabha.
- Government of India Act of 1935 - Elected Ministries in the Provinces.

UNIT III – Towards Freedom

- Second World War and Indian Nationalists
- Quit-India Movement
- Indian National Army

- Crips Mission
- RIN Mutiny - Labour Strikes
- INA Trials
- Cabinet Mission - Mount Batten Plan - Interim government
- Wawell Plan - Direct Action - communalism - Massacre - Partition and Independence - scars of partition.

Readings

- Bandopadhyaya Sekhar : *Plassey to Partition*
- Bipan Chandra (*et. al*) : *India's Struggle for Independence*
- Bipan Chandra : *Nationalism and Colonialism in Modern India*
- Metcalf Barbara. D and Thomas. R. Metcalf : *A Concise History of Modern India 4th Edition, OUP, 2008*
- Dharam Kumar & Tapan Ray Chaudhuri : *The Cambridge Economic History of Indian 1707-1970*
- Mahajan Sucheta : *Independence and Partition: The Erosion of Colonial Power in India*
- Desai.A.R : *Social Background of Indian Nationalism*
Popular Prakasan, Bombay, 1976.
- Kulke Herman : *State in India 1000-1800*
- Panikkar. K.N. : *Culture Ideology Hegemony Intellectual and Social Consciousness in Colonial India,*
Tulika, New Delhi, 1995
- Panikkar K.N., : *Against Lord and State.*
- Gangadharan M. : *Malabar Rebellion.*
- Sarkar Sumit : *Modern India 1885-1947*
- Majumdar. R.C. : *The Struggle for Freedom*

Course 3 - WORLD IN CRISES - THE PERIOD OF WORLD WARS

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To present the major incidents and movements that led to the First and Second World Wars and to enable the student to understand the background of the present era and the need for preserving peace.

UNIT I - Antecedents

- Nationalism in Europe - Emergence of Italy and Germany as unified nations.
- Meiji Restoration in Japan - Russo Japanese war.
- Imperialism - Scramble for Africa
- Intrusion of Imperialists into China - impacts - Boxer Rebellion - Chinese Revolution of 1911.

UNIT II – First World War

- Aggressive nationalism - Balkan crisis - Fashoda crisis.
- Alliances among countries - Europe in two blocks - race for armaments - incidents leading to the war.
- War technology
- Fourteen points
- The victors and the vanquished
- Paris Peace Conference and Treaties
- The League of Nations

UNIT III – Between the World Wars

- The Russian Revolution - establishment of the USSR - Comintern
- Dictatorships - Fascism in Italy - Nazism in Germany - Totalitarian rule in Spain and Portugal - dictatorship in Turkey.
- Outbreak of the Second World War - fundamental causes - incidents leading to the war - Allied powers and axis powers - war technology.

Readings

- Amesto Phillipe Fernandez : *The Millennium*
Arreghi. G. : *The long 20th Century*
Beard Michael : *A History of Capitalism*
Carr. E.H : *A History of Soviet Russia 3 Vols.*
Fanon. F : *Wretched of the Earth*
Fanon. F : *Black Skin white masks*
Ferrow Marc : *Colonialism: A Global History*
Field House. D.K : *Economics and Empire*
Hazen.C.D : *Europe Since 1789*
Hobsbaum E.J. : *Nations and Nationalism since 1780*
Hobsbaum E.J. : *The Age of Revolution*
Hobsbaum E.J. : *The Age of Capital*
Hobsbaum. E.J : *Nations and Nationalism since 1780.*
Hobson. J : *Imperialism*
Ketelby. C.D.M : *A History of Modern Times*
Ketelby. C.D.M : *A History of Modern Times*
Lichtheim George : *A Short History of Socialism*
Panikker. K.M : *Asia and Western Dominance*
Rodeniy. W : *How Europe under developed Africa*
Trotsky Leon : *History of the Russian Revolution*
Wallerstain Emmanuel : *The Modern World System*

HY3C03 SOCIAL AND CULTURAL HISTORY OF BRITAIN

Course 3 - BRITAIN IN THE ERA OF COLONIALISM

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To enable the student to understand the aspects of British history during the period of colonialism that serve as the background of the English literature of this period.

UNIT I - Colonialism and its Impact

- Growth of British empire.
- Justification for colonialism and imperialism – Imperialist Writers Rudyard Kipling – White man's burden – orientalism – The Union Jack.
- Victorian society – Social values – upper class morality.
- Development of science and technology – Darwin and the theory of evolution
- Development of liberalism and utilitarianism – Oxford Movement – development of Party system.

UNIT II - Impact of Industrial Revolution

- Changes in technology.
- Factory system – new urban centres – environmental problems.
- Growth of Trade Unionism and working class movement– Chartist movement.
- Agrarian revolution impact on village life – migration to Industrial centres.
- Laissez Faire - English economists
- Need for Parliamentary reforms – ideas represented by Gladstone and Disralie - Impact of the Act of 1832.
- The co-operative movement - John Wesley.
- Development of Socialist ideas – Robert Owen – Impact of 1848 Revolution (February Revolution) Parliamentary Act of 1867 – Impact of corn laws – Representation of social problems in literature – Charles Dickens – Thackeray – Oscar Wilde- The Raphalite movement – William Wilber Force and the abolition of slavery.

Readings

- Bailey C. : *Imperial Meridian*
- Ferguson Niall : *Empire*
- Fisher H.A.L. : *A History of Europe*
- Fontana Series : *History of England*
- Harman Cris : *A Peoples History of the World*
- Harris Tim : *Popular Culture in England*
- Hobsbaum E.J. : *As the Age of Capital*
- Hobsbaum E.J. : *Age of Revolution*
- Hobsbaum E.J. : *Age of Empire*
- Hobsbaum E.J. : *Industry and Empire*
- Ketelby C.D.M. : *A History of the World in Modern Times*
- Laurence Stone : *England 1500-1800.*
- Raymond William : *Culture and Society in England (1800-1960)*
- Thompson E.P. : *Making of English Working Class*
- Travelyan. G.M : *Social History of England, Vol. II*
- Warner and Martin : *The Groundwork of British History*

HY3C04 WEST ASIAN STUDIES

Course 3: WEST ASIA IN CRISIS

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To acquaint the students with the circumstances leading to the Arab-Israel conflicts in the background of the Cold-War and to give the students a general understanding of the ideologies and politics in West-Asia.

UNIT I - Arab National Movement

- The Arab League
- Free officers and the Revolution of 1952 in Egypt - Establishment of Egyptian Republic.
- Nazar and the Nationalisation of Suez Canal.
- Bathism in Syria and Iraq.
- Arab Socialism - Communist Movement in West Asia.
- Arms race during the period of Cold War.
- Al Fatah - Growth of Palestine Liberation Organisation (PLO).
- Turkey and the NATO
- Iraq becomes a republic - General Abdul Kareem Kasim.
- The Gulf Co-operation Council.

UNIT II - Arab-Israeli Conflict

- Background of the conflicts
- PLO and Yasar Arafat
- Arab-Israel War of 1948 - Intervention of UNO - Development of Fedayeen.
- Cold War and the Nationalisation of Suez Canal - The Arab-Israeli war of 1956 - Decline of British influence in West-Asia.
- The Arab Israeli War of 1967 - The Six day War - Ba'ath Party.
- New Government in Iraq - Influence of Ba'ath under Al Becker.
- Establishment of Socialist-Republic in Iraq - Saddam Hussain becomes President (1979).
- Arab Israeli War of 1973 - The Yom Kippur War.

UNIT III - Era of Negotiations

- Camp David Agreement - Black September - Intifadah.
- Reagan Plan
- Madrid Negotiations
- Oslo Peace Process
- Mediatory efforts of Bill Clinton - George Bush - Towards a Palestinian State.

Readings

- Agwani M.S., *Contemporary West Asia (1995)*.
- Agwani M.S., *Politics in the Gulf*, New Delhi, 1984.
- Ahmad Talmiz, *Reform in the Arab World (2005)*.
- Antonio George, *The Arab Awakening*
- Armajani Yayha, *Middle East: Past and Present*.
- Binder Leonard, *The Ideological Revolution in the Middle East*.
- Brown Laniel, *Rethinking Tradition in Modern Islamic Thought*.
- Cleveland W.L., *A History of Modern Middle East*.
- Cobban H., *Palestine Liberation Organisation*
- Esposito J.L. (Ed.), *The Oxford Encyclopaedia of Modern Islamic World*.
- Esposito John L., *Voices of Resurgent Islam*.
- Fischer S.N., *A History of Middle East*
- Fisher S.N., *Middle East: A History*.
- Guandt W.B., *Camp Dard and Politics*
- Hawrani Albert, *A History of the Arab People*, London, 1996.
- Hiro Dilip, *Inside the Middle East*, London, 1982.
- Lenczowski George, *The Political Awakening in the Middle East*.
- Leonard B., *The Study of the Middle East*
- Lewis Bernard, *The Middle East the West*
- MacDonald D., *Palestine and Israel*
- Majeed Akhtar, *Encyclopaedia of West Asia*.
- Majeed Akhtar, *West Asia: An Introduction*
- Peretz Don, *The Middle East Today*.
- Said Edward, *The Question of Palestine*, London, 1978.
- Said Edward, *The Question of Palestine*.
- Sharabi Hisham, *Nationalism and Revolution in the Arab World*

HY3C05 ARCHAEOLOGY IN INDIA

Course: 3 - ARCHAEOLOGICAL EXCAVATIONS IN INDIA

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: Give an idea of the history of Archaeology in India, including important excavations and achievements in the same field.

UNIT I - Beginning of Archaeology in India

- Colonial Mode of understanding India - Surveys - Mckenzie Collections - survey of Ancient monuments - Cunningham.
- Functioning of the Asiatic Society of Bengal.
- Treasure Trove Act.

UNIT II - Archaeological Survey of India

- Establishment
- Early Activities
- Chance discovery of Harappan Civilisation - Exploration of Dayaram Sahni - R.D. Banerjee - John Marshall.
- Excavations of Mackay
- Mortimer Wheeler and discovery of Greco-Roman Contacts - Arcamedu.
- Pre-historic cultures in India - Paleolithic Cultures - Mesolithic Culture - Neolithic Culture - Chalcolithic Cultures - Bronze age and the Indus Civilization.
- Megalithic Culture in South India

UNIT III - Archaeological Excavations and Explorations in Kerala

- Excavations under the Department of Archaeology, Cochin State - find spots of Roman Coins - Excavations of B.K. Thaper - Megalithic sites - Faucett and Edakkal Caves - recent excavations at Pattanam - Excavation at Anakkara.

Readings

- Agrawal D.P. : *Archaeology in India*, Copen Hagen Scandinavian Institute of Asian Studies, 1982.
- Aiken, M.J. : *Science based Dating in Archaeology*, London, Longmans, 1990.
- Allchin Bridget and Raymond Allchin : *Rise of Civilisation in India and Pakistan*, Cambridge, Cambridge University Press, 1982.
- Atkinson RJC : *Field Archaeology*, London, Mathew and Co. 1953.
- Basker P. : *Techniques of Archaeological Excavation*, London, Batsford, 1982.

- Chakrabarthy D.K. : *A History of Indian Archaeology: From the beginning to 1947*, New Delhi, Munshiram Manoharlal, 1988.
- Chakrabarthy D.K. : *Theoretical Perspectives in Indian Archaeology*, Munshiram Manoharlal, 1989.
- Ghosh A. : *Encyclopaedia of Indian Archaeology 2008*, New Delhi, Munshiram Manoharlal, 1990.
- Rajan K. : *Archaeology, Principles and Methods*, Tanjavur, 2002.
- Raman K.V. : *Principles and Methods in Archaeology*, Madras 1976.
- Sankhalia H.D. : *Indian Archaeology Today*, Heras Memorial Lectures, Bombay, Asia Publishing House, 1962.

HY3C06 HISTORY OF JOURNALISM

Course: 3 - JOURNALISM IN KERALA

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To enable the student to understand the major aspects of the development of the journalism in Kerala which has been crucial in shaping the personality of Kerala.

UNIT I - Beginning of Modern Journalism in Kerala

- Introduction of Printing
- Early journals of Kerala - Basel Evangelical Missionaries - *Rajya Samacharam* - *Paschimodhayam* - Herman Gundert.
- First Magazine - *Jnana Nishhepam* from Kottayam - CMS Missionaries - Benjamin Bailey - Objectives of the early Journalism.
- Development in the 19th Century - *Western Star*, the First English News Paper - *Malabar Spectator* and *West Coast Express*.
- Malayalam Dailies - *Sandhishta Vadi* - *Travancore Herald* - *Sathyanandha Kahalam* and the Criticism of Travancore government - *Kerala Mithram* - Devji Bhimji - *Kerala Patrika* and C. Kunjurama Menon - *Kerala Kesari* and Poovadan Ravunni - *Malayali* - K. Ramakrishna Pillai - K.G. Sankar - E. Krishna Pillai and *Kerala Sanchari* - *Vidya Vinodini* and *Vidya Vilasini* - *Sujana Nandini*
- *Malayala Manorama* and Kandathil Varughese Mappila.
- The Press and the Development of language and literature.

UNIT II - Nationalist Movement and the Press in Kerala

- Development of English Education - Nationalist Movement.
- Freedom of Press - Swadeshabhimani Ramakrishnapillai - Vakkam Abdul Khadhar Maulavi - Moorkoth Kumaran and *Mitavadi* - C.V. Kunjuraman and *Kerala Kaumudi* - T.K. Madhavan and Desabhimani - *Al-Ameen* and Muhammed Abdu Rahiman.
- Impact of New Trends in Society - *Samadarsi* - *Vivekodayam* - *Prabhatham* - *Mathrubhumi* - K.P. Kesavamenon - *Gomathi* - Kesari Balakrishnapillai - *Desabhimani* - *Chandrika* - Ideologies and the Press.
- Library Movement and the press
- Press and the Progressive Movement in Kerala - Nambuthiri Yogakshema Sabha - *Yogakshemam* - *Unni Nambuthiri* - Vagbhatananda and *Atmavidhyakahalam* - *Nayar* - *Service*.
- Women Magazines
- Press and National Agitation - *Lokamanyan* - *Swarat* - *Mathrubhumi* - *Al-Ameen* - *Bhaje Bharatham*, etc.
- Press Regulation in Thiruvithamkur - 1926.

- K.G. Sankar and *Malayala Rajyam - Express and Navajeevan* from Thrissur.

UNIT III - Kerala Press Today

- Press and day today life in Kerala - Role in the spread of literacy.
- Establishment of Press Academy.
- Increasing circulation - competition
- Important journals, weeklies and news papers.
- Editionalising
- Advertisements

Readings

Menon M.K., *Swale*.

Murkoth Kunhappa, *Malayala Manorama Samskaratharangini* (Malayalam).

Raghavan Puthupally, *Malayala Patra Pravarthana Charithram*.

Sam N., *Malayala Pathrapravarthanam Pothampatham Noottandil* (Malayalam).

Venugopalan T., *Patralokam*.

Rivers William, *Mass Media and Society*.

Ramakrishna Pillai, K., *Vritanta Patrapravarthanam*.

Krishnamurthy Nadig, *Indian Journalism*.

Natarajan, S., *A. History of the Press in India*.

Vijayan, K.P., *Patrangal Vichitrangal*.

HY4C01 MODERN INDIAN HISTORY (1857 - 1992)

Course: 4 - CONTEMPORARY INDIA

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To make the students aware of the issues and changes of post independent era and condition in contemporary India.

UNIT I - Post Independent Era

- Partition and its scars
- Radcliff Line and the Problem of Refugees
- Integration of States
- Adoption of the Constitution
- Re-organisation of States

UNIT II - Era of Development

- Nehruvian Policy of International Relations - Non Alignment Movement - Relation with China - *Panchasheel*.
- Association with Regional Associations - Commonwealth - SAARC.
- Planned Development - mixed economy.
- Foreign exchange crisis - IMF and World Bank Loans.
- Trade Union Movement in the Post Independence years - Peasant uprisings in the post independence era.

UNIT III - Challenges against the Nation

- Struggles within the Nation - Secessionist movements - Kashmir - Punjab - Assam - Telengana
- Naxal Bari Movement
- Period of Emergency
- Communalism
- Challenges from outside - Chinese war - Pakistani Wars.

Readings

Bipan Chandra	:	<i>Essays on Contemporary India</i>
Bipan Chandra	:	<i>A History of India since Independence</i>
Brass Paul R	:	<i>Politics of India since Independence</i>
Santanam. M.K (ed)	:	<i>Fifty Years of Indian Republic</i>
Karlekar Hiranmai (ed)	:	<i>Fifty years of India Independence</i>
Hassan Mushirul	:	<i>Legacy of a Divided Nation</i>
Graham Bruce	:	<i>Rise of the Bharatiya Janata Party</i>
Panikkar. K.N	:	<i>Communalism and Secular Agenda</i>

- Ahammed Aijaz : *Communalism and Globalisation*
- Byres Terence J (ed) : *The Indian Economy Major debates since Independence*
- Satyamoorthy. T.V (ed) : *Industry and Agriculture since Independence*
- Satyamoorthy T.V. (ed) : *Region, Religion Caste and Gender since Independence*

Further Readings

- Desai.S.S.M : *An Economic History of India*
- Gopal. S : *Jawaharlal Nehru: A Biography*
- Chatterjee Partha (ed) : *Wages of Freedom*
- Chatterjee Partha (ed) : *A Possible India*
- Romila Thapar (ed) : *India: The Next Millennium*
- Puri Belraj : *The Issue of Kashmir*
- Kotari Rajani : *Caste in Indian Politics*
- Brass Paul : *The problem of India since Independence was Cambridge of India History since of 1990.*
- Frankel Francine : *Indian Political Economy 1947-1977, Princeton University Press, 1978.*
- Sen Amartya and Pranab Bardwan : *The Political Economy of Development in India, OUP, 1988*
- Gopal. S. (ed) : *Anatomy of a Confrontation: The Baberi Masjid Rama Janma Bhumi, New Delhi, Viking, 1991*
- Mankekar : *Screening Culture: An Ethnography of Television Womanhood and Nation, Durham, Duke University Press, 1999.*
- Pandey Gyanendra : *Remembering Partition, Cambridge University Press, 2001.*
- Menon V.P. : *Story of the Integration of the State*

Course 4 - WORLD AFTER SECOND WORLD WAR

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To enable the students to have a better understanding of the movements and incidents after the second world war and to analyse the problems that confront the world today.

UNIT I - Preparations for World Peace and the UNO

- Scars of the World War
- Conferences during the war - Atlantic Charter - Washington Conference - Potsdam conference - end of unity among allied powers - San Francisco Conference and the foundation of UNO.
- Organs of UNO and their functioning - specialised agencies of UNO.
- Attempts at arms limitation - International Atomic Energy Agency - Disarmament Decade - Nuclear Non-Proliferation Treaty - SALT - Helsinki Conference (1975)- CTBT.
- Appraisal of the working of UNO.

UNIT II – Cold War

- Origin
- Containment of Communism - Truman Doctrine - Marshal Plan.
- Cominform
- Division of Germany
- Emergence of communist China
- Military Pacts
- Suez Crisis
- Korean war
- Vietnam war
- Liberal Government in Cuba
- Cuban missile crisis
- Arab-Israeli Conflicts - Palestine Liberation Organisation
- Decline of USSR and the end of Cold War.

UNIT III – Decolonisation and Neo Colonialism

- Strengthening of National movements in Asian-African Countries.
- Freedom struggle in Malaya, Singapore, Indonesia and Myanmar
- National movement in Africa - Egypt - Algeria - Ghana - Congo - Forces against the unity of African nations.
- South Africa - African National Congress - Struggles against Apartheid
- Neo-colonialism - Oil wars - Multi National Companies - colonising the intelligence - GATT, WTO - IMF.
- Globalisation - Impact on Third World Countries

Readings

Ania Loomba	:	<i>Colonialism/Post Colonialism</i>
Arrighi	:	<i>The Long 20th Century</i>
Breeher. M	:	<i>The New States of Asia</i>
Calvorressi Peter	:	<i>World Politics Since 1945</i>
Carr. E.H	:	<i>Between the Two World Wars</i>
Fanon. F	:	<i>The Wretched of the Earth</i>
Fleming. D.F	:	<i>Cold war and Origins</i>
Hall G.D.H.	:	<i>A History of South-East Asia</i>
Halle. L.J	:	<i>The Cold War As History</i>
Hobsbaum. E.J	:	<i>The Age of Extremes</i>
Ketelby.C.D.M	:	<i>A History of the World in Modern Times</i>
Raymond Aron	:	<i>Peace and War</i>
Seaman. L.C	:	<i>From Vienna to Versailles</i>
Smith Antony	:	<i>Nationalism</i>
Vinacke Harold. M	:	<i>A History of Far East in Modern Times</i>
Young Robert. J.C	:	<i>Post Colonialism</i>
Young Robert. J.C	:	<i>Post Colonialism</i>

HY4C03 SOCIAL AND CULTURAL HISTORY OF BRITAIN

Course 4 - POST COLONIALISM AND ENGLISH LITERATURE

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To enable the students to understand the English literature in the background of the Commonwealth Countries and post colonial Latin America.

UNIT I - Antecedents

- First World War – Nationalism – impact on society – Women's movements - Struggle for Enfranchisement - Struggles for representation in the Parliament -
- Socialist movement – Fabian Philosophy – concept of welfare state – Labour party.
- Impact of II World War – Loss of colonies-post war social and economic problems in Britain – disillusionment – Impact on literature – New trends in art and literature - Elliot - Russel- Hardey - Toynbee - W.B. Yeats.

UNIT II - Social Background of the Commonwealth Nations

- Definition – formation – Location.
- Historical roots of Anglo Indian Literature – Introduction of Western Education in India – Minutes of Macaulay – White man's burden – Middle class and the making of Anglo Indian Literature.
- Translations - Impacts

UNIT III - Background of Latin American Literature

- Latin America - Nomenclature - location
- Historical background - Spanish, Portuguese and British Colonial enterprises.
- Destruction of Indigenous culture - imposition of European administration – Literature.
- Substitution of colonial moulds language and literature – Post colonial situation and experiences.

Readings

Ania Loomba, *Colonialism/Post Colonialism*

Bernell Martin, *Black Athena*

Blackmore, Harold and Smith (Ed.), *Latin America: Geographical Perspectives*.

Chand Attar, *Commonwealth Nations: Past and Present*.

Cohen, Bernad, *Colonialism and Its Forms of Knowledge*

David Mc W., *Commonwealth Nations: Origin and Impact (1868-1971)*.

Fanon Frantz, *The Wretched of the Earth*.

Ferro Marc, *Globalisation: A History*.

H.A.L. Fisher, *History of Europe*

Harold Blakemore and Clifford T. Smith, *Latin America Geographical Perspectives*

Herring Hubert, *History of Latin America from the Beginning to the Present*, 3rd Edition.

Said Edward, *Orientalism*

Velis Claudio, *Latin America and the Caribbean - Handbook*.

Further Readings

E.M. Foster - *A Passage to India*

Sen Amartya - *Argumentative Indian*

Raja Rao - *The Meaning of India*

G.N. Devi - *After Amnesia*

Kamala Markandeya - *Nectar in Sieve*

Marques - *A Reading of the Imagination; Transformation of Polity and History*.

Narayanan R.K. - *Malgudy days*.

HY4C04 WEST ASIAN STUDIES

Course 3: CONTEMPORARY WEST ASIA

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To acquaint the students with the aspects of contemporary West Asia and certain aspects of the relation between India and Gulf countries.

UNIT I - Changing West Asia

- Social and Intellectual awakening in modern West Asia.
- Reform Movements of Jamaluddin Afghani and Muhammed Rashid Rida.
- Nationalisation of Oil companies in Saudi Arabia.
- Fundamentalist Revolution in Iran - Ayatollah Khomeini - Resurgence of Islam.

UNIT II - West Asia after Cold War

- Saddam Hussain in Iraq.
- Iran-Iraq War.
- Formation of Gulf Co-operation Council - Muslim World League - Gulf War of Kuwait - Aftermath of the War - Intervention of USA.
- Gaza - Jericho First.
- The PLO-Israel agreement of 1995 - Palestinian Authority (PA).
- West Asia and the Taliban in Afghanistan.
- Intervention of USA in Iraq - Fall of Saddam Hussain

UNIT III - India and West Asia

- India and the Palestine question
- Indian labour force in the Gulf Countries.
- Migration trends and remittances
- Impact of 'Gulf Money' on the society and economy of Kerala.

Readings

Agwani M.S., *Contemporary West Asia (1995)*.

Agwani M.S., *Politics in the Gulf*, New Delhi, 1984.

Ahmad Talmiz, *Reform in the Arab World (2005)*.

Antonio George, *The Arab Awakening*

Armajani Yayha, *Middle East: Past and Present*.

Binder Leonard, *The Ideological Revolution in the Middle East*.

Brown Laniel, *Rethinking Tradition in Modern Islamic Thought*.

Cleveland W.L., *A History of Modern Middle East*.

Cobban H., *Palestine Liberation Organisation*

Esposito J.L. (Ed.), *The Oxford Encyclopaedia of Modern Islamic World*.

Esposito John L., *Voices of Resurgent Islam*.

Fischer S.N., *A History of Middle East*

Fisher S.N., *Middle East: A History*.

Guandt W.B., *Camp Dard and Politics*

Hawrani Albert, *A History of the Arab People*, London, 1996.

Hiro Dilip, *Inside the Middle East*, London, 1982.

Lenczowski George, *The Political Awakening in the Middle East*.

Leonard B., *The Study of the Middle East*

Lowis Bernard, *The Middle East the West*

MacDonald D., *Palestine and Israel*

Majeed Akhtar, *Encyclopaedia of West Asia*.

Majeed Akhtar, *West Asia: An Introduction*

Peretz Don, *The Middle East Today*.

Said Edward, *The Question of Palestine*, London, 1978.

Said Edward, *The Question of Palestine*.

Sharabi Hisham, *Nationalism and Revolution in the Arab World*

HY4C05 ARCHAEOLOGY IN INDIA

Course: 4 - MODERN TECHNIQUES IN ARCHAEOLOGY

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To familiarize the students with the modern trends and techniques in archaeology in the light of new studies on the same.

UNIT I - Dating Techniques in Archaeology

- Relatives techniques - Stratigraphy
- Absolute dating methods - Carbon 14 method - Fluorine method - Potassium Argon Dating.
- Limitation of Carbon 14 method.
- Dendrochronology - Pollen analysis - Petrology.
- Thermo luminescence
- Typology - Terracotta, Metallic, Stone, Sacrophagi

UNIT II - Post Excavations Activities

- Collection and classification of artefacts.
- Field Laboratory
- Services of Curator
- Preservation of the finds.
- Preparation and publication of the archaeological report.
- Conservation and Exhibition of Artefacts - Methods of Conservation - Organic objects - various kinds of Metallic objects.
- Need for display and exhibition
- Archaeological Museums of India.

UNIT III - Recent Trends in Indian Archaeology

- Underwater archaeology - S.R. Rao - Indian Institute of Oceanography - Goa - Recovery of submerged sites - Dwaraka.
- Environmental archaeology.

Readings

- Atkinson RJC : *Field Archaeology*, London, Mathew and Co. 1953.
- Basker P. : *Techniques of Archaeological Excavation*, London, Batsford, 1982.
- Chakrabarthy D.K. : *Theoretical Perspectives in Indian Archaeology*, Munshiram Manoharlal, 1989.
- Rajan K. : *Archaeology, Principles and Methods*, Tanjavur, 2002.
- Raman K.V. : *Principles and Methods in Archaeology*, Madras 1976.

HY4C06 HISTORY OF JOURNALISM

Course: 4 - JOURNALISM IN CONTEMPORARY INDIA

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To enable the students understand the role of the press in contemporary India and the development of organisational aspects in the field of press.

UNIT I - Independence and the changes in the field of the Press

- Changes in the outlook of the press.
- Political Changes and the changes of ownership of press.
- Press commission of 1947.
- Report of the Commission

UNIT II - Development of Press in the Post-Independent Period.

- Constitution and the Freedom of Press - Limitations of the Freedom of Press - Organisational Aspects - Indian Federation of Working Journalists - Indian News Paper Society.
- Press Acts - Working Journals Act of 1955 - Delivery of Books and Newspaper Act, etc.
- Indian Language Newspaper Association.
- Press council of India - 1966 - Aims and objectives.
- Nehruvian Era and the strengthening of the freedom of Press.
- Major News Establishments

UNIT III - Recent Trends

- Press during the period of emergency.
- Development in the Post Emergency Period - investigative journalism - social journals - exposive journalism - role of periodicals - Full-time news channels - commercialisation - sensationalisation - networking - Media sensitivity issues - communal violence, terrorism, etc.
- Newspaper Magnates - corporate bodies - New York Times.
- News Agencies - International Agencies - Reuters, AP, UPI, AFP, Shinghua - Indian News Agencies - PTI, UNI, Hindustan Samachar, Samachar Bharathi, etc.
- Changes in the Editionalising of Newspapers.
- Changes in Printing Techniques - offset - DTP - Digitalisation.

Readings

Asa Briggs, *A Social History of Media from Guttenberg to the Internet*.

Gardiner Lambert, *A History of Media*.

Herman Edward and Nom Chomsky, *The Political Economy of Mass Media*.

Keval J. Kumar, *Mass Communication and Journalism India*.

Krishnamurthy Nadig, *Indian Journalism*.

Madhukar J.P., *Press Laws*.

Mehta D.S., *Mass Communication and Journalism in India*.

Natarajan, S., *A History of the Press in India*.

Raghavan G.N.S., *The Press in India*.

Raghavan Puthuppalli, *Malayala Pathrapravarthana Charithram*.

Raghavan, N.S., *Broadcasting in India*.

Ramakrishnapillai K., *Vrithanta Patrapravarthanam*.

Rivers William, *Mass Media and Society*.

Venugopalan T., *Patralokam*.

Vijayan, K.P., *Patrangal Vichitrangal*.

OPEN COURSES

HY5D01 HERITAGE STUDIES

No. of credits : 4

No. of contact hours per week - 3

Aim of the course: To enable the students studying disciplines other than history to understand the value of heritage and the need for preserving the same for the posterity.

UNIT I - Introducing Heritage Studies

- Meaning and definition of Heritage
- Types of heritage – natural and cultural – tangible and intangible.
- Conservation of Heritage – Archaeology – Museology – Archives – Folklore – Fine arts.
- Cultural Tourism.

UNIT II - Heritage and Law

- Laws against vandalism and plunder
- Archaeological Survey of India
- Rescue and Salvage Archaeology
- International Organisation for preserving heritage – Role of UNESCO – ICOMOS - ICOM - ICCROM - State Departments – International organisations – Smuggling and antiquities.

UNIT III - Indian Heritage

- Indian heritage defined – perspectives from above and perspectives from below – Locating folk and tribal culture.

UNIT IV - Heritage Destinations of India

- Selected World Heritage Monuments of India - Ajanta - Ellora - Taj Mahal - Badami, Fatepur Sikri, Sanchi, Mahabalipuram and Hampi.
- Pilgrim Centres
- Archaeological Sites - Nagarjuni Konda - Lothal - Arikamedu - Bhimbetka - Edakkal - Pattanam.
- Important Museums of India
- Heritage Destinations of Kerala - Natural Heritage - Bekal Fort - Jain Temple, Sulthan Bathery - Palakkad Fort - Jewish Synagogue, Mattanchery - Dutch Palace - Mural Paintings of Siva Temple, Kottakkal.

Readings

- Cleere Henry (ed.), *Approaches to Archaeological Heritage*, Cambridge University Press, 2002.
- UNESCO, *Museums and Monuments - The Organisation of Museums: Practical Advice*, Switzerland, 1960.
- Gupta S.P., *Cultural Tourism*, 2002.
- Fopp Michael A., *Managing Museums and Galleries*, Routledge, 1997.
- Sarkar H., *Museums and Protection of Monuments and Antiquities in India*, Delhi, Sandeep Prakasam, 1998.
- Gurukkal Rajan and M.R. Raghava Variar (ed.), *Cultural History of Kerala*, Vol. 1, Dept. of Cultural Publication, Govt. of Kerala, 1999.
- Menon Sreedhara A., *Cultural Heritage of Kerala*.

HY5D02 HISTORY OF IDEAS

No. of credits : 4

No. of contact hours per week: 3

Aim of the course: To enable the students to understand and analyse the ideas and movements that shaped modern culture and civilisation through the ages.

UNIT I - Scope of Enquiry

- Role of Individuals in History – Roles of Great men and genius – methodological individualism
- Crowd in History
- Ideas as social products – relation between existence and consciousness
- Methodological holism – Making of culture Creativity and convention – Philosophy and world view – Ideologies and institutions.

UNIT II - Growth of Perceptions of Universe

- Cosmogonies of early historic period – India, China, Mesopotamia, Greece and Rome - early theories of creation and evolution.
- Early scientific perceptions – Ionian thinkers – Pythagoras – Hipparchus – Indian atomism – Samkhya and Yoga, astronomy, mathematics and medicine – growth of science in China.
- Religious perceptions – from magic to religion – teleological view – semiotic ethnography – concepts of sin and redemption – Dharma and Moksha – Taoistic and Buddhist perceptions.
- Emergence of idealism and materialism – Zeno, Parmenides and Heraclitus, Socrates, Plato and Aristotle, Upanishadic Monism – Nyaya - Vaisheshika realism – Lokayatha.

UNIT III - Scientific Rationality and Its Critics

- Renaissance and the efflorescence of thought and culture
- Enlightenment paradigm
- Mechanistic perceptions of the Universe – Human nature and Idealism
- Utilitarianism – Instrumental rationality – Prochristic perceptions
- Emergence of modernism in arts and literature – Arnola and Elliot.

UNIT IV - Growth of Critical Ideas

- Early critics of modernism – Renaissance and the Romanticism – Hegel and Marx
- Marxism as critical philosophy and political theory.
- Transformation of science – conjectures – Refine and paradigm shifts – Social foundations of Science and Scientific realism.
- Growth of social criticism – post structuralism and post modernism – Body and self-challenging the system – Gender – caste and race.
- Looking beyond – ideas emerging, complexity, theories – network society – autopoiesis and self – Realist syntheses – culture as a site of struggle.

Readings

Durant Will, *Story of Philosophy*

Crane Brinton, *Shaping of Modern Mind.*

Bronowski Jacob and Bruce Mazlish, *Western Intellectual Tradition*

Novak, George, *Origins of Materialism.*

Chattopadhyaya Debi Prasad, *Indian Philosophy - An Introduction.*

Lamon, M.C., *Philosophy of History.*

Nisbet R.V., *History of the Idea of Progress.*

Passmore John, *The Perfectibility of Man.*

Randell John, *Individual and Society.*

HY5D03 HISTORICAL TOURISM

No. of Credits : 4

No. of contact hours per week: 3

Aim of the course: To inculcate the need for travel and site seeing among the students so as to widen their understanding of cultural past and heritage.

UNIT I - Conceptualising and Preserving the Memories of Travel

- Early Travellers and Early travellers and travels in India
- Megasthannis - Pliny and Natural History Fa-hien - Huen Tsang and Fu-ko-ki - Senkia - Sulaiman and Masudi - Marcopolo - Ibn Battutta and Ma-huan.
- Relation between travel and Tourism - Tour
- Tourist and the host destination.

UNIT II - Tourism as Industry

- Tourism and Leisure
- Tourism and Development
- Tourism and Learning
- Tourism and Social Acculturation
- Varieties of Tourism

UNIT III - Tourist Potential of India

- Geography - History and Monuments
- Heritage - natural and cultural heritage.

UNIT IV - Kerala and Its Tourist Manifestations

- Geography - Cultural Heritage - History and its Ramifications - identification and location of tourist attractions - Tools of Tourism.

Readings

Salini Modi, *Tourism and Society*, Rawat Publications, 2001.

Ghosh Viswanath, *Tourism and Travel Management*, Vikas Publishing House, Delhi, 1998.

Singh Ratan Deep, *Dynamics of Modern Tourism*, Kanishka, New Delhi, 1998.

Singh Ratan Deep, *Infrastructure of Tourism in India*.

Singh Ratan Deep, *Economic Impact of Tourism Development: An Indian Experience*.

Chattopadhyaya Kunol, *Tourism Today - Structure, Marketing and Profile*.

Gupta S.P., *Cultural Tourism*, 2002.

ELECTIVE COURSES

HY6E01 PRINCIPLES AND METHODS OF ARCHAEOLOGY

No. of credits : 2

No. of contact hours per week: 3

Aim of the course: To enable the students to understand the basic principles and methods of archaeology, an important source of writing history and means for understanding and preserving heritage.

UNIT I - Introduction

- Definition - Scope of the study
- Interdisciplinary nature
- Archaeology and History
- Basic concepts - artefacts - assemblage - industry - culture - tell - site - layer - stratigraphy.
- Kinds of Archaeology - Ethno archaeology - Marine archaeology - salvage archaeology.

UNIT II – History of Archaeology

- Development in the global context - from antiquarians to scientific archaeology - Flinders Petrie - Pitt Riveres - Leonard Woolly.
- Archaeology in India - Archaeologists from William Jones to Wheeler - the Allchins - S.R. Rao.
- Archaeological Survey of India.

UNIT III – Exploration, Excavation and Analysis

- Identification of a site - field survey and sampling techniques - Application of scientific methods.
- Methods of Excavation - vertical and horizontal - Trenching - gridding - excavation of burial mounds - excavation of pits - Excavation of a typical site.
- Dating Techniques - relative techniques - stratigraphy - Absolute dating techniques - Carbon 14 dating - Thermoluminiscence - Dendro chronology - Archaeo magnetism.
- Preparation and publication of Archaeological Report.

Classroom Strategy

History of Archaeology may be taught in a precise manner. The students may be shown an excavated area.

Readings

- Agrawal D.P. : *Archaeology in India*, Copen Hagen Scandinavian Institute of Asian Studies, 1982.
- Aiken, M.J. : *Science based Dating in Archaeology*, London, Longmans, 1990.
- Allchin Bridget and Raymond Allchin : *Rise of Civilisation in India and Pakistan*, Cambridge, Cambridge University Press, 1982.
- Atkinson RJC : *Field Archaeology*, London, Mathew and Co. 1953.
- Basker P. : *Techniques of Archaeological Excavation*, London, Batsford, 1982.
- Chakrabarthy D.K. : *A History of Indian Archaeology: From the beginning to 1947*, New Delhi, Munshiram Manoharlal, 1988.
- Chakrabarthy D.K. : *Theoretical Perspectives in Indian Archaeology*, Munshiram Manoharlal, 1989.
- Ghosh A. : *Encyclopaedia of Indian Archaeology 2008*, New Delhi, Munshiram Manoharlal, 1990.
- Rajan K. : *Archaeology, Principles and Methods*, Tanjavur, 2002.
- Raman K.V. : *Principles and Methods in Archaeology*, Madras 1976.
- Sankhalia H.D. : *Indian Archaeology Today*, Heras Memorial Lectures, Bombay, Asia Publishing House, 1962.

HY6E02 HISTORY OF HUMAN RIGHTS MOVEMENTS

No. of credits : 2

No. of contact hours per week: 3

Aim of the course: To enable the student to understand the main strides in the development of struggles for human rights.

UNIT I - Problematizing Human and Inhuman

- Defining human rights and violation – UN Proclamation
- Human Rights in the current scenario.

UNIT II - Movements Against Racial Discrimination

- Anti-slavery movements - activities of William Wilber Force - Question of Slavery and the Civil War in America (1848) - Emancipation proclamation.
- Movements led by Mahatma Gandhi, Martin Luther King, Nelson Mandela, Desmond Tutu and Vamgari Matai – International Human Rights Law.

UNIT III - Indian Experience of Human Rights

- Constitutional safeguards – Movements against violation – Ideological background
- Dalit Panthers
- Tribal movements
- Women's movements.

UNIT IV - International Scenario

- Problematizing the First, Second and Third World – Shameer Amin's concept of Third World
- Cultural manifestation of human rights - violation – cinema – Advertisements – Role of fourth estate – Need for alternative paradigm.

Readings

Cynthia Sahoo, Catherine Albisa and Martha S. Davis (ed.), *Bringing Human Rights Home: Portraits of Movements*, Vol. I.

Naomi Klein, *The Shock Doctrine*, The Rise of Disaster Capitalism.

Donnelly Jack, *Universal Human Rights in Theory and Practice*.

Steiner Henry J., *Diverse Partners: Non Governmental Organisations in Human Rights Movements*.

Shute Stephern and Susan Harley, *On Human Rights*.

Marlin J., *Revolution in Wonderland*

Menon Krishna (ed.), *Human Rights Gender and Environment*, Delhi, 2009.

HY6E03 INTELLECTUAL HISTORY OF THE WORLD

No. of credits : 2

No. of contact hours per week: 3

Aim of the course: To enable the students to understand and analyse the ideas and movements that shaped modern culture and civilisation through the ages.

UNIT I - Scope of Enquiry

- Ideas and Movements - Role of Individuals in History – methodological individualism
- Crowd in History
- Ideas as social products – relation between existence and consciousness
- Methodological holism – Ideologies and institutions.

UNIT II - Growth of Perceptions of Universe

- Cosmogonies of early historic period – India, China, Mesopotamia, Greece and Rome - early theories of creation and evolution.
- Religious perceptions – from magic to religion – teleological view –Dharma and Moksha – Taoistic and Buddhist perceptions.
- Emergence of idealism and materialism – Zeno, Parmenides and Heraclitus, Socrates, Plato and Aristotle, Upanishadic Monism – Nyaya - Vaisheshika realism – Lokayatha.

UNIT III - Scientific Rationality and Its Critics

- Renaissance and the efflorescence of thought and culture
- Enlightenment paradigm
- Mechanistic perceptions of the Universe – Human nature and Idealism
- Utilitarianism – Instrumental rationality – Prochristic perceptions
- Emergence of modernism in arts and literature – Arnola and Elliot.

UNIT IV - Growth of Critical Ideas

- Early critics of modernism – Renaissance and the Romanticism – Hegel and Marx
- Marxism as critical philosophy and political theory.
- Growth of social criticism – post structuralism and post modernism – Body and self-challenging the system – Gender – caste and race.
- Looking beyond – ideas emerging, complexity, theories – network society – autopois and self – Realist syntheses – culture as a site of struggle.

Readings

Durant Will, *Story of Philosophy*

Crane Brinton, *Shaping of Modern Mind.*

Bronowski Jacob and Bruce Mazlish, *Western Intellectual Tradition*
Novak, George, *Origins of Materialism*.
Chattopadhyaya Debi Prasad, *Indian Philosophy - An Introduction*.
Lamon, M.C., *Philosophy of History*.
Nisbet R.V., *History of the Idea of Progress*.
Passmore John, *The Perfectibility of Man*.
Randell John, *Individual and Society*.

Rules for Continuous Internal Assessment

The continuous internal assessment must be based on the following.

1. Test papers
2. Assignment
3. Seminar
4. Attendance

All the Core, Open and Elective courses contain four units. Test papers may be conducted at the completion of each unit. Thus at least four test papers may be conducted and the best two of the four are to be considered for assessment. Regarding complementary papers test papers may be conducted at the completion of each unit. Thus at least 3 test papers may be conducted, one for each unit and the best two of the three are to be considered for final assessment. Test papers for internal assessment on all courses are to be in objective type questions.

The assignment and seminars may be on the portions included in the syllabus or matters closely connected with the same. The assignments of the four courses offered for the fifth semester must be reports based on study tour to places or sites of historical importance. The seminar may be valued on the basis of the content of the paper and presentation of the same. As regards attendance the following rules are to be followed. 90% and above is to be graded as A, attendance between 85 and 89% as B, between 80 and 85 as C and between 75 and 79 as D. No grade is to be given to attendance below 75%.

Classroom Strategy

Along with lectures, the student may be taught through seminars, group discussions, quiz programmes, etc. Films, documentaries, and the like visual media can be used for teaching. Students may be taken out to visit the museums, places of historical importance and centres of heritage, etc. They may be encouraged to have oral evidences and first hand information regarding historical aspects and everyday life. This may increase their social contacts and make them responsive to the contemporary challenges in the society.

