

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)

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 the new syllabus. Attempts have been made at introducing new paradigms of history and at make 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 in the syllabus 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 Eurocentric one. So the new syllabus has a social bearing. History is not a mere preservation of 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 attempts to sensitivise students to the question of justice to the movements of resistance against the regimes of injustice violence and dominance. 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 to theocracy and autocracy.

The present syllabus consists of fifteen core courses, sixteen complementary courses, three open courses and five 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%

The details of 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 is appended to the detailed syllabus.

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 present main papers), each having 4 credits. Code of the course - B.
2. 16 complementary courses, divided into four groups. 4 courses are to be chosen in the place of each of the present subsidiary papers. Each paper 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 5 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 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 course and elective course are numbered in ascending order from the beginning to the end. Complementary courses are grouped into 4.

I. CORE COURSES

(15 papers 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	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
Group I - Courses for 1st Semester				
1.	HY1C01	COLONIAL STATE IN INDIA - ADMINISTRATIVE HISTORY	2	3
2.	HY1C02	EMERGENCE OF MODERN WORLD (1453-1776)	2	3
3.	HY1C03	WORKING CLASS MOVEMENT IN MODERN INDIA	2	3
4.	HY1C04	SOCIAL AND CULTURAL HISTORY OF BRITAIN - ANCIENT AND MEDIEVAL PERIOD	2	3
Group II - Courses for 2nd Semester				
5.	HY2C01	EMERGENCE OF NATIONAL CONSCIOUSNESS IN INDIA (1801-1919)	2	3
6.	HY2C02	CONSOLIDATION OF MODERN WORLD (1789-1914)	2	3
7.	HY2C03	HISTORY OF PEASANT MOVEMENTS IN INDIA	2	3
8.	HY2C04	ERA OF ABSOLUTISM AND REVOLUTION IN ENGLAND	2	3
Group III - Courses for 3rd Semester				
9.	HY3C01	STRUGGLE FOR FREEDOM IN INDIA [1919-1947]	2	3
10.	HY3C02	HISTORY OF THE WORLD [AD 1914-1945]	2	3
11.	HY3C03	WEST-ASIA IN MODERN HISTORY [SINCE SECOND WORLD WAR]	2	3
12.	HY3C04	SOCIAL HISTORY OF BRITAIN [AD 1801-1945]	2	3
Group IV - Courses for 4th Semester				
13.	HY4C01	ECONOMIC HISTORY OF MODERN INDIA	2	3
14.	HY4C02	WORLD AFTER SECOND WORLD WAR	2	3
15.	HY4C03	HISTORY OF MEDIA	2	3
16.	HY4C04	POST-COLONIALISM AND ENGLISH LITERATURE	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
4.	HY6E04	DISCOVERY OF EARLY INDIA	2	3
5.	HY6E05	AGRICULTURE: KNOWLEDGE DIMENSIONS	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 5 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. Rules of internal assessment for the Double Main Programme are as in the case of BA-History Programme.

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 Hobbs - John Locke.
- Disciplinary diversification in the 19th century - Study of society as an independent discipline - separation from other sciences and philosophy - 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.
- Historical foundations of social sciences - social changes and social science - impact of Industry Revolution - Colonial and post colonial situations.

UNIT III - Objectivity in Social Sciences and Its Limits

- What is objectivity?
- Fact, Evidence, Empiricism.
- Interrelationship with society.
- Historical changes and social theories.

- Ethical issues in social sciences.
- Individual - Group - Community - Society.

UNIT IV - Some Social Structure: Case Studies

- Caste and ethnicity - community - in Indian society.
- Class
- Gender and family
- Culture

Class Room Strategies

Emphasis will be on the discussion of certain concepts and categories that appears 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

- Hunt, Ellgin, F., "Social Science and Its Method" in *Social Science an Introduction to the study of Society*, Allyn & Backon, 2008.
- 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.
- Nataraj, V.K. *et. al.*, "Social Science: Dialogue for Revival", *Economic and Political Weekly*, August 18, 2001. p. 3128-3133.
- 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.
- 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.
- 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.
- Sreenivas, M.N. "Castes: Can they Exist in the India of Tomorrow, " *In Caste in India and Other Essays*, Asia publishing House, Delhi, 1962.

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.

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

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

Mills Wright, C. *Sociological Imagination*.

Rental John, *Individual in Society*.

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

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

Further Readings

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

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

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.

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

Rao Anupama (ed) *Caste in India*.

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

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 - Falacies 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

Carr E.H., *What is History*

Marwick Arthur, *The new nature of History*

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

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

Sheik Ali, *History, Theory and Method*

Anderson et al., *Thesis and assignment writing*

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

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

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 breakthrough 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 Respository - 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 Meida.
- Education - Concepts of Worldwide class rooms - Edusat Satellite interactive programmes - Access to digital data - Libraries.

UNIT IV -Contribution to Research in History and Important 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 delt 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.

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

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

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

Additional References

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

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

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

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

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

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

Web Resources

www.fgcu.edu/support/office2000

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

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

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

www.learnthenet.com *Web Primer*

www.computer.org/history/timeline

www.computerhistory.org

<http://computer.howstuffworks.com>

www.keralaitmission.org

www.technopark.org

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

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

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

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

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, Leonard Woolly, Wheeler, John Marshall and Mackay.

UNIT II - From Early State to Empire

- Bronze age cites - 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 – Pierenne – R.S. Sharma and the *Kali* crisis.

Readings

Childe, Gordon, *What Happened in History*

Childe, Gordon, *Man Makes Himself*.

Adams Rober MC, *Evolution of Urban Societies*, Chicago, Aldein, 1966.

Ruth Whitehouse, *The First Cities*

Rostorvtseq M., *Social and Economic History of Roman Empire*, London 1927.

Durant Will, *Our Oriental Heritage*

Anderson Perry, *Passages from Antiquity to Feudalism*, Verso, London

Eisenstadt, *Decline of the Empires*, London 1978.

Jacques Garnet, *History of Chinese Civilization*, London, 1984.

Romila Thapar, *Mauryas Re-visited*, K.P. Bagchi and Co., Calcutta, 1981.

Palamyi Karl, *Trade and Market in Early Empires*, Glenco, Free Press, New York, 1957.

Kum Kum Roy, *Emergence of Monarchy in North India*, Delhi, 1990.

Romila Thapar, *From Lineage to State*, Delhi, 1984.

Sherene Ratnakar, *Understanding Harappa*

Sharma R.S., *Material Culture and Social Formation in Ancient India*, New Delhi, 1982.

Further Readings

Bogucki Peter, *Origin of Human Societies*, Black Well, 2001.

Possehl L. Gregory, *The Indus Civilisation A Contemporary Perspective*, Vistaar Publications, New Delhi, 2008.

Cary, M., *History of Rome*

Crane Brinton *et. al.*, *Civilisation in the West*

HY4B05 STRATIFIED SOCIETIES - MEDIEVAL WORLD

No. of Credits: 4

No. of Contact Hours per week: 5

Aim of the Paper: Aim of the paper 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 Monastic orders - Islam and 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

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

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

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

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

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

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

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

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

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

Durant Will, *Age of Faith*

Further Readings

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

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

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

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.

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 – mercantalism

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
- 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

Fisher H.A.L	: <i>A History of Europe</i>
Palmer R.R.	: <i>History of Modern World</i>
Hazen C.D.	: <i>Europe Since 1789</i>
Ketelby C.D.M.	: <i>History of World in Modern Times</i>
Harman Criz	: <i>A Peoples History of the World</i>
Bailey C.A.	: <i>The Birth of Modern World</i>
Stavrianos	: <i>A History of Modern World Since 1500</i>
Rude G.	: <i>Europe in the 18th Century</i>
Macneil W.H.	: <i>Rise of the West</i>

Further Readings

Ferro Marc	: <i>Globalisation: A History</i>
Beard Michael	: <i>A History of Capitalism</i>
Amesto Philipe Fernandez	: <i>The Millennium</i>
Bronvsky Jacob and Bruce Mazlish	: <i>Western Intellectual Tradition</i>
Hobsbaum E.J.	: <i>Age of Revolution</i>
Hobsbaum E.J.	: <i>Age of Capitalism</i>
Hobsbaum E.J.	: <i>Age of Empire</i>
Harman Criz	: <i>A Peoples History of the World</i>

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 - *Varnasramadharma* - 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 and 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
- *Muvendars* - Intrusion of the Mauryas.
- Roman Trade - Early Urban centres.

Readings

- Thapar Romila : *A History of India, Vol. 1*
- Thapar Romila : *Ancient Indian Social History.*
- Thapar Romila : *From Lineage to State*
- Champakalakshmi R. : *Trade Ideology and Urbanisation in South India*
- Sastri Nilakanta K.A. : *A History of South India*
- Basham A.L. : *The Wonder that was India.*
- Jha D.N. : *Economy and Society in Early India*
- Kosambi D.D. : *Cultural and Civilisation in Ancient India*
- Majumdar R.C. : *Ancient 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

Sathish Chandra	:	<i>Medieval India</i> (2 volumes)
Chattopadhyaya. B.D	:	<i>The Making of Early Medieval India</i>
Irfan Habib	:	<i>The Agrarian System of Mughal India</i>
Karashima Noboru	:	<i>South Indian History and Culture</i>
Kesavan Veluthat	:	<i>Political Structure of Early Medieval South India</i>
Kulke Herman	:	<i>The State in India 1000-1700</i>
Nilakanda Sastri. K.A	:	<i>A History of South India</i>
Nizami. K.A.	:	<i>State and Culture in Medieval India</i>
Sharma. R.S.	:	<i>Indian Feudalism</i>
Irfan Habib	:	<i>Medieval India</i>
Stein Burton	:	<i>Peasant State and Society in Early Medieval South India</i>

Further Readings

K.N. Chaudhuri	:	<i>Asia Before Europe</i>
Kulkarni. A.R.	:	<i>Maharashtra in the Age of Sivaji</i>
Muzafir Alam & Sanjay Subrahmanyam	:	<i>The Mughal State (1526-1750)</i>
Altekar. A.S.	:	<i>Rashtrakutas and their Times</i>
Majumdar. R.C.	:	<i>The Gupta, Vakataka Age</i>

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 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 Britian - Hindu 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*
- Metcalf Barbara. D and Thomas. R. Metcalf : *A Concise History of Modern India 4th Edition, OUP, 2008*
- Dharam Kumar & Tupan Ray Chauduri : *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*
- 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)*
- Navaroji Dadabhai : *Poverty and un-British rule in India*

- Irfar 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 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.
- Pandy Gyanendra : *Remembering Partition*, Cambridge University
Press, 2001.
- Seal Anil : *Emergence of Indian Nationalisation*,
Cambridge University Press, 1960.

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, Srilankan Tamil issue and the Middle East.
- Indian response to Global Terrorism.

Readings

Bipan Chandra	:	<i>Essays on Contemporary India</i>
Brass Paul R	:	<i>Politics of India since Independence</i>
Bipin Chandra	:	<i>A History 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>
Ahanmed Aijaz	:	<i>Communalism and Globalisation</i>
Byres Terence J (ed)	:	<i>The Indian Economy Major debates since Independence</i>
Satyamoorthy. T.V (ed)	:	<i>Industry and Agriculture since Independence</i>
Satyamoorthy T.V. (ed)	:	<i>Region, Religion Caste and Gender since Independence</i>

Further Readings

Desai.S.S.M	:	<i>An Economic History of India</i>
Gopal. S	:	<i>Jawaharlal Nehru: A Biography</i>
Chatterjee Partha (ed)	:	<i>Wages of Freedom</i>
Chatterjee Partha (ed)	:	<i>A Possible India</i>
Romila Thahar (ed)	:	<i>India: The Next Millennium</i>
Puri Belraj	:	<i>The Issue of Kashmir</i>
Kotari Rajani	:	<i>Caste in Indian Politics</i>
Brass Paul	:	<i>The problem of India since Independence was Cambridge of India History since of 1990.</i>
Frankel Francine	:	<i>Indian Political Economy 1947-1977, Princeton University Press, 1978.</i>

- 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.
- Pindey Gyanendra : *Remembering Partition*, Cambridge
University Press, 2001.

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 functioning.
- Temples and religion.

UNIT III – Colonial Experience

- Advent of Western monopolistic merchantile 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	:	<i>Studies in Kerala History</i>
Kurup. K.K.N	:	<i>Keralathile Karshika Samarangal (Mal)</i>
Kurup. K.K.N	:	<i>Pazhassi Samarangal</i>
Menon. P.K.K	:	<i>History of Freedom Movement in Kerala</i>
Menon Padmanabha. K.P	:	<i>Kochi Rajya Charithram (Mal)</i>
Menon Sreedhara. A	:	<i>A Survey of Kerala History</i>
Narayanan. M.G.S	:	<i>Perumals of Kerala</i>
Panikkar.K.M	:	<i>History of Kerala</i>
Raji. P.K.S	:	<i>Medieval Kerala</i>
Varies Raghava. M.R	:	<i>Madhyakala Keralam (Mala)</i>
Varies Raghava and Rajan Gurukkal	:	<i>A Cultural History of Kerala</i>
Varies Raghava and Rajan Gurukkal	:	<i>Kerala Charithram (Mal)</i>

Further Readings

Archaelological Survey of India	:	<i>Monuments of Kerala</i>
Balan. C (ed)	:	<i>Kasaragode: Samoohavum Charithravum</i>
Balan. C. (ed)	:	<i>Reflections on Malabar</i>
Bhaskaranunni	:	<i>Pathombhatham Nuttantile Keralam</i>
Cheriyen.P.J (ed)	:	<i>New Perspectives on Kerala History</i>
Dale Stephen	:	<i>Mappilas of Malabar</i>

- Ganesh. K.N. : *Kerala Samuha Padhanangal* (Mal.)
- Ganesh.K.N : *Keralathinte Innelekal* (Mal.)
- Gangadharan. M : *Malabar Rebellion*
- GopalanKutty.K : *Malabar Padhanangal* (Mal.)
- 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 : *Kayyur Revolt*
- Kurup.K.K.N : *Kerala Charithra Padhangal* (Mal.)
- Kurup. K. K. N : *Modern Kerala*
- Kurup. K.K.N : *Peasantry Nationalism and Social Change in India*
- Kurup.K.K.N : *Quit India Samaravum Keralavum* (Mal)
- Kurup.K.K.N : *Studies in History*
- Kunjuman.K.K : *Slavery in Kerala*
- Logan Withom : *Malabar Manual*
- Mathew.K.S : *Cochin and Portuguese Trade with India in the 16th country.*
- MC. Pherson Kennath : *The Indian Ocean*
- Menon Sreedhara.A : *Cultural Heritage of Kerala*
- Menon Sreedhara. A : *Elamkulam Kunjan Pillai*
- Menon Padmanabha. K.P : *History of Kerala 4 Vols.*
- Nasi Ramachandran.S : *Social and Economic History of Colonial Kerala*
- Nasi Sankaran Kutty.T.P : *A Tragic Decade in Kerala History*
- Nambiar. O.K : *Kunjalis of Calicut*
- Nambuthiri. N.M : *Samuthiri Charithrathile Kanapurangal* (Mal.)
- 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* (Mal.)
- Panikkar. K.N : *Against – Lord and State*

- Publication Division, Kerala
State : *Elam Kulathinte Samburna Krithikal* (Mal.)
- Varies Raghava. M.R : *Ativerukal* (Mal.)
- Varies Raghava. M.R : *Keraleeyathe – Charithramangal* (Mal.)
- Varies Raghava. M. R : *Village Communities in Pre-Colonial Kerala*
- Velnthat Kesavan : *Brahmin Settlement in Kerala*
- Anandi. T.K : *Malabarite Janakeeya Samarathinte Penvazhikal* (Mal.)
- Kusuman. K. : *Extremist Movements 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

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

HY6B13 GENDER STUDIES

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 – Wifehood – *Sthreedharma* – *Pathivratha* concepts
- Widowhood – Seed and earth – 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 Buddhist literature.

Readings

- Catherine Belsay and Jane Moore (ed) : *The Feminist Reader*
- Peta Henderson et.al (ed) : *Women's Work Men's Property*
- Uma Chakravarthi : *Gendering Caste*
- Uma Chakravarthi : *Every Day Lives – Every Day Histories. Beyond the kings and Brahmins of 'convert' India.*
- Uma Chakravarthi : *Reverting History, Life and Times of Pandita Ramabai*
- Leela Duby : *Seed and Earth*
- Simon De Bover : *Second Sex, Vijeetha gender, Patriarchy*
- Gerda Lerner : *Creation of Patriarchy*
- Scott Joan (ed) : *Feminism and History*, Black Well, 1992
- Kumkum Roy (ed) : *Women in early Indian Societies*, Manohar, 1991
- Kiran Pawar : *Women in India History: Vision and Venture*, 1996
- Tripathi. L.K (ed) : *Women in Ancient India*, Banares, 1992.
- Vandana Siva : *Staying Alive*, Manohar, 1988.
- Rajeswari Sunder Rajan : *Sign Posts: Gender Issues in Independent India*, Kali for Women, 2001.
- Gandhi Nandhitha and Nandhitha Shah : *Issues at State; Theory and Practice in the contemporary women Movement in India.*

Further Readings

- Gerda Lerner : *Creation of Patriarchy*, New York, OUP, 1986.
- Bhuthalia Urvasi : *The Other Side of Silence: Voices from the Partition of India*, Penguin, 1998.
- Joan Scott : *Gender and the Politics of History*, New York, 1987.
- Seu Morgan (ed.) : *New Feminist History Reader*, Routledge, 2006.
- Moti Chandra : *The World of Courtesans*

- D'Souza A (ed.) : *Women in Contemporary India and South Asia*
- Chandra Sudhir : *Colonialism Law and Women's Right*
- Baig Tara Ali : *India's Women Power*
- Jayavardhana Kumari : *Feminism and Nationalism in the Third World.*
- Dutt, Kalpana : *Chittagong Armoury Raiders: Reminiscences*
- Forbes Geraldine : *Women in Modern India.*
- Gandhi Nanditha
Nanditha Shah : *Issues at Stake: Theory and Practice in the Contemporary Women's Movement in India.*
- Guha Ranajith (ed.) : *Subaltern Studies, Vol. I.*
- Usha Bala and Ansu Sharma : *Indian Women Freedom Fighters.*
- Menon. P.K.K : *Kerala in the Struggle for Independence*
- Anandi. T.K : *Malabarile Janakeeya Samarathinte Penvazhikal*

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 - Dialectics.
- Toynbee, Spengler - Herder and *Zeist Giest*.
- 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.T. 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 - local 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*
- Kannadiyan David : *What is History Now*
- Hobbsbaum. 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 presentation in 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 in 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 COLONIAL STATE IN INDIA-ADMINISTRATIVE HISTORY (1757-1909)

No. of Credits: 2

No. of Contact Hours per week: 3

Aim of the Course: To enable the student to understand introduction of new administrative devices during the period of colonialism.

UNIT I - Foundation of Colonial Administration

- Antecedents - Development of Overseas trade in Europe following the discovery of new sea routes - Advent of trading companies - English East India Company - Early English Settlements in India.
- British in Bengal - Battle of Plassey and Battle of Buxar.
- Double Government in Bengal.
- Warren Hastings - foundation of the system of civil administration - establishment of the Board of Revenue
- Administration of justice - establishment of supreme civil court and supreme criminal court.
- Regulating Act
- Pitt's India Act.

UNIT II - Consolidation of Colonial Power

- Lord Wellesley and subsidiary alliance - Lord Hastings and policy of subordinate isolation - Lord Dalhousie and Doctrine of Lapse
- Reforms in revenue department - Permanent Settlement - Ryotwari system
- Humanitarian reforms of Lord William Bentick
- Minutes of Macaulay - English Education
- Hunter Commission - Woods Despatch
- Social reforms of Dalhousie
- Charter Acts - Act of 1813, Act of 1833 and Act of 1853 - provisions for missionary activities and education.

UNIT III - India under the Crown

- Impact of the revolt of 1857 - Transfer of power from Company to the Crown - Act of 1858 - Secretary of State for India - Introduction of uniform penal code.
- Lord Ripon - Ilbert Bill controversy - Factory Acts - Repeal of vernacular press act - development of local self government.
- Lord Curzon - reforms - India University Act of 1904.
- Policy of Divide and Rule - Partition of Bengal - Minto Morley reforms.

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 & Tupan Ray Chauduri : *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*

Further Readings

- Navaroji Dadabhai : *Poverty and un-British rule in India*
- Irfar Habib : *Essays in Indian History*
- 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*
- Sarkar Sumit : *Writing Social History Oxford and Delhi, 1998.*

HY1C02 EMERGENCE OF MODERN WORLD (1453-1776)

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 Mercantalism

- Absolutism in France, England, Prussia and Russia.
- Mercantalism - 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 Hobbs - Decartes - Montesquieu - Rousseau - Diderot - Voltaire
- Concepts of Rationalism and democracy - Physiocrates
- American Revolution - Thomas Paine - declaration of independence.

Readings

- Stavrianos.A.J. : *History of the Modern World Since 1500*
- Bronoski Jacob & Bruce Mazlish : *Western Intellectual tradition*
- Robertz. J.M. : *Pelican History of the World*
- Fisher. H.A.L : *History of Europe*
- Ketelby. C.D.M. : *History of Modern Times*
- Palmer. R.R. : *A History of Modern World*
- Wallerstine Immanuel : *Modern World System*
- Macneill. W.H : *History of the World*
- Pannikar. K.M : *Asia and Western Dominance*
- Bailey. C.A. : *The Birth of Modern World*
- Fisher H.A.L. : *A History of Europe*
- Allan Navins and Henry Commager : *A History of USA*
- Parkes Henry Balmford : *United States of America*

HY1C03 WORKING CLASS MOVEMENT IN MODERN INDIA

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To enable the students to analyse the trade union movement in India and to understand the worker's participation in national movement.

UNIT I - Early Developments

- Formation of Indian working class.
- Working class movements before the formation of Trade unions - early attempts of social activists - workmen's club in Bengal - Role of Press.
- Regional workers association
- Bombay Mill and Mill Hands' Association - Bombay Factory Commission
Early attitude of Indian National Congress.
- Problem of Indian Labourers in British enterprises - Labour strike in the Great Indian Peninsular Railway - impact of Swadeshi Movement.

UNIT II - National Level Trade Unions

- Formation of AITUC - Role Tilak and Lala Lajpat Rai - Manifesto of AITUC.
- Trade Unions and Indian National Movement
- Gandhiji and Ahmedabad Textile Labour Association.

UNIT III - Influence of Leftist Ideologies

- Formation of Workers and Peasant Parties - Participation in the National struggles.
- Girni Kamgar Union of Bombay and the textile workers' strike.
- Response of the colonial government - Public Safety Act - and Trade Dispute Act.
- Provincial governments and the Trade unions.
- Workers response to IInd World War - Trade union and Quit India Movement - Bombay workers and the RIN Mutiny.

UNIT IV - Developments in the Post Independent Era

- Split in AITUC - Formation of INTUC - Trade Unions and Political ties - Formation of BAMS.
- Middle Class Movements - Association of Teachers - Trade Unions in LIC, Banks - Railway employees strike for 1974.

Readings

- Chandra Bipan, *India's Struggle for Independence*
- Karnik V.B., *Indian Trade Unions - A Survey*, Bombay, Popular Prakasam, 1978.
- Johri C.K., *Trade Unionism in a Developing Economy*, Bombay, Asia Publishing House, 1967.
- Crouch, H., *Trade Union Problems in India*, Bombay, 1966.
- Mehrorthra S.N., *Labour Problems in India*, Delhi, Chand and Co., 1964.
- Mathur J.S., *Indian Working Class Movement*, Allahabad, 1964.
- Chakraborty Deepesh, *Rethinking Working Class History*.
- Punekar S.D., *N.M. Joshi and Trade Unionism in India*, New Delhi, 1986.
- Ramanujam B., *Indian Labour Movements*, New Delhi, 1976.
- Ghosh Gopal, *Indian Trade Union Movement*.
- Hobbsbaum E.J., *World of Labour - Further Studies in the History of Labour*, London, 1984.
- Jha Sivachandra, *Indian Trade Union Movement - An Account and An Interpretation*, Calcutta, 1970.
- Reviri Chamanlal, *The Indian Trade Union: An Outline History (1818-1947)*, New Delhi, 1977.
- Agarwala A.N., *Indian Labour Problems*, Allahabad, 1947.
- Chatterjee Rakhahar, *Working Class and the National Movement in India - The Critical Years*, New Delhi, 1984.
- Choudhuru Sukhbir, *Peasant and Workers Movements in India (1905-1929)*, New Delhi, 1971.
- Cohen Robin et al., (ed.), *Peasant and Proletariats - The Struggle of Third World Workers*, London, 1979.
- Dange S.A., *On Indian Trade Union*, Bombay, 1952.
- Dange S.A., *The Origin of Trade Unions in India*, New Delhi, 1972.

HY1C04 SOCIAL AND CULTURAL HISTORY OF BRITAIN - 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 same.

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 – Doms Day Book – Church and Feudalism – Thomas Buckton.
- 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

- Defines 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 Hill	:	<i>Age of Faith</i>
Elton G.R.	:	<i>Tudor England</i>
Warner and Martin	:	<i>A Ground Work of British History</i>

HY2C01 EMERGENCE OF NATIONAL CONSCIOUSNESS IN INDIA (1801-1919)

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 - Anti-British Movements in the 19th Century

- Nature of Colonialism.
- Early resistance movements - Anti-British struggles in the beginning of the 19th century in South India.
- Revolt of 1857 - Elements of nationalism - impact on British policies towards India.

UNIT II – Emergence of National Associations

- Development of Nationalism - formative forces - English education.
- Social Reform Movements - Brahmasamaj and the Acculturative movements - Arya Samaj and the deculturative movements - Nirangaries and Namadharies - Assertion of backward classes - Jyothiba Bhule - Narayanaguru - anti-caste movements.
- Functioning of national political associations upto 1885.
- Indian National Congress - early policies - constitutional methods - petitions and memorials
- Dadabhai Naoroji - explosive colonialism - Drain theory.
- Divisive policies of the colonial government - partition of Bengal - National agitation - Swadheshi movement - national education institutions - Development of extremist group - Surat split.

UNIT III –Struggles against British Imperialism

- Anti-imperialist struggles of Indians outside India - the Ghadar party.
- Terrorist and the radical associations
- Hindu Mahasabha and Muslim League
- Responses to the Minto-Morley reforms.
- First World War and Indian Nationalism - Home Rule Movement - Advent of Gandhi.

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 & Tupan Ray Chauduri : *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*
- 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)*
- Navaraji Dadabhai : *Poverty and un-British rule in India*
- Irfar 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 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.
- Pandy Gyanendra : *Remembering Partition*, Cambridge University Press, 2001.
- Seal Anil : *Emergence of Indian Nationalisation*, Cambridge University Press, 1960.

HY2C02 CONSOLIDATION OF MODERN WORLD (1789-1914)

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	:	<i>A History of Capitalism</i>
Black Burn Robin	:	<i>Making of New World Slavery</i>
Hobbsbaum. E.J	:	<i>Age of Capital</i>
Hobbsbaum. E.J	:	<i>Age of Empire</i>
Hobbsbaum. E.J	:	<i>Age of Revolution</i>
Macneill	:	<i>Rise of the West</i>

- 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*

HY2C03 HISTORY OF PEASANT MOVEMENTS IN INDIA

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To enable the students to understand various phases of peasant movements in India and participation of peasants in the National movement in the light of new researches and studies.

UNIT I - Approaches to the Study of Peasant Movements

- Concepts of Rich Peasant – Middle peasant – Poor Peasant
- Approaches of Theodore Shanin and Hamza Alavi – Subaltern approaches - revolutionary potential of the peasants.

UNIT II - Impact of Colonialism on Indian Peasantry

- Plantation economy in the 19th century - agrarian uprisings –
- Peasants and the Revolt of 1857 - Indigo uprisings – Peasant revolts in the Deccan – Pabna uprisings.
- Tribal revolts – Santhal - Bhil and Munda
- Kurichya revolt in Malabar
- Champaran Satyagraha

UNIT III - Indian National Movements and the Peasant Agitations

- Kisan Sabhas – Eka movement
- Mapila riots in Malabar and the Malabar rebellion
- Impact of Great depression – No tax movement – Bardoli Satyagraha
- Peasant problems and the Congress ministries in the provinces
- Activities of Karshaka Sangham in Malabar.
- Telungana uprisings – Tebhaga struggle in Bengal – Kayyur Riot in Kerala.

Readings

Stokes Eric, *Peasants and the Raj*

Stokes Eric, *Peasant Armed*

Guha Ranajith, *Elementary Aspects of Peasant Insurgency in India*

Desai A.R., *Peasant Struggles in India.*

Hardiman David., *Peasant Nationalist in Gujrat: Kheda District 1917-34.*
Choudhury Sukhbir, *Peasants and Workers Movements in India.*
Shanim Theodor, *Peasants and Peasants Societies*
Shirin Mehta, *Peasantry and Nationalism.*
Ranjith Guha, *Subaltern Studies*, Vols. 1-12.
Rasul M.A., *History of All India Kissan Sabha*
Dhanagre, D.N., *Peasant Movements in India*
Chandra Bipan, *India's Struggle for Freedom*
Mridula Mukherjee, *Peasants in India's Non-violent Revolution.*
P. Sundarayya, *The Telengana Armed Struggle and Its Lessons.*
Panikkar K.N., *Against the Lord and the State.*
Gangadharan M., *Malabar Rebellion.*

HY2C04 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 century.

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 lords 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 – Advent of Hanoverians – strengthening of Parliament.
- 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.
- 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>
Canter 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>

HY3C01 INDIA'S STRUGGLE FOR FREEDOM (1919-1947)

No. of credits: 2

No. of Contact hours per week: 3

Aim of the Course: To make the students understand the important aspects of Indian National 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 Walabagh Massacre
- Advent of Gandhi - Khilafat movement - Malabar Rebellion - non-cooperation movement - the Swaraj party
- Montague-Chelmsford reforms - provisions - diarchy
- Simon Commission - Nehru Report
- Revolutionary terrorists - Bhagat Singh and Surya Sen - Hindustan Republican Association - influence of Russian Revolution
- Khudai Khidmatagars

UNIT II – Strengthening Freedom Struggle

- Purna Swaraj Resolution
- Civil Disobedience Movement - Gandhi Irwin Pact - Round Table Conferences.
- Gandhian Methods of Struggles - Strategies
- Emergence of Left Wing - Jawaharlal Nehru and Subhas Chandra Bose
- Communal Award and the Pune Pact
- Development of Trade unionism and peasant movements.
- Emergence of the Communist Party of India
- 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 - Hinting 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 (*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*
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- 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*
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- Majumdar. R.C. : *The Struggle for Freedom*

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- Gandhi Mohandas Karamchand : *My Experiments with Truth.*
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- Irfar 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 Law Caste Protest Movement in
Nineteenth Century Western India*,
Cambridge, Cambridge University Press 1985.
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Mobilisation*, Oxford and Delhi, O.U.P, 1995.
- Pandy Gyanendra : *Remembering Partition*, Cambridge University
Press, 2001.
- Seal Anil : *Emergence of Indian Nationalisation*,
Cambridge University Press, 1960.

HY3C02 HISTORY OF WORLD (1914-1945)

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To present the major incidents and movements that lead to the First and Second World Wars and to enable the student 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 - incidence 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

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

HY3C03 WEST-ASIA IN MODERN HISTORY (SINCE SECOND WORLD WAR)

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: West Asia has been the centre of certain crucial events in international relations recently. This course looks into the history of such events and the movements behind them.

UNIT I - Introduction

- Relevance of regional studies - West Asia as a region
- Physical Features - nomenclature - the Middle-East and West Asia.
- Peoples and States
- Significance of West Asia and the formation of modern Arab nations.

UNIT II - West Asia during the Second World War Period

- Zionism and the establishment of Israel.
- Palestine Liberation Organisation (PLO)
- Arab Israel Wars of 1948, 1946, 1967 and 1973.
- Peace proposals - Camp David - Reagans Plan - Madrid Negotiation - Oslo Peace Process - Towards a Palestine Identity - Yasar Arafat - Edward Said and Mahammud Darvish.
- India and the Palestine Question

UNIT III - West Asia in Transition

- Arab Nationalist Movements - Nasserism - Bathism - Arab Socialism -
- Arab Socialism - Communist Movement in West Asia.
- Arab league - Gulf cooperation council - Muslim World League.
- Iran - Iraq war
- Gulf war of Kuwait
- Oil Politics

Readings

Antonio George, *The Arab Awakening*

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

Lowis Bernard, *The Middle East the West*

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

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

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

MacDonald D., *Palestine and Israel*

Cobban H., *Palestine Liberation Organisation*

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

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

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

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

HY3C04 SOCIAL HISTORY OF BRITAIN (1801-1945)

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 fair - 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

- Travelyan. G.M : *Social History of England, Vol. II*
- Warner and Martin : *The Groundwork of British History*
- Bailey C. : *Imperial Meridian*
- Hobbsbaum : *As the Age of Capital*
- Hobbsbaum : *Age of Revolution*
- Hobbsbaum : *Age of Empire*
- Hobbsbaum : *Industry and Empire*
- Thompson E.P. : *Making of English Working Class*
- Harris Tim : *Popular Culture in England*
- Raymond William : *Culture and Society in England (1800-1960)*
- Ferguson Niall : *Empire*
- Laurence Stone : *England 1500-1800.*
- Fontana Series : *History of England*

HY4C01 ECONOMIC HISTORY OF MODERN INDIA

No. of credits: 2

No. of contact hours per week: 3

Aim of the Course: To enable the students to understand the deterioration of Indian economy during the period of colonialism and the varying fortunes of Indian economy during the post independent period so as to have a better understanding of present day economic problems.

UNIT I - Advent of European Companies

- Mercantalism
- Economic Impact of British Conquest - Impact on indigenous crafts - De-Industrialisation - Drain theory of Dada Bhai Naoroji.

UNIT II - Agrarian Settlements and Capitalist Investments under the Colonial Rule

- Permanent Settlement - Zamindari system and Mahalwari system - Ryotwari system.
- Capitalist investment on Indian agriculture - growth of plantation economy.
- Root causes of the peasant rebellions of the 19th century.
- Banking and Commerce - Early development of Industries - Impact of the great depression. Tata plan and Bombay Plan - Bengal Famine.

UNIT III - Development in the Post Independence Period

- Nehruvian Concept of Economic Development - Planned Development - Mahalanobis plan - industrial policies.
- Mixed Economy.
- Stagnation in Indian Economy
- Foreign Exchange Crisis - efforts to get over the crisis - IMF and World Bank Loans.

Readings

Sinch V.B., *Economic History of India 1857-1947*

Tomlinson B.R., *The Economy of Modern India*

Sugata Bose, *The World of Indian Capital*

Roy Tirthankar, *The Economic History of Modern India*

Aditya Mukherjee, *Imperialism, Nationalism and Making of Indian Capitalist Class.*

Bipan Chandra, *The Rise and Growth of Economic Nationalism in India,*

Bipan Chandra, *India Since Independence*

Dharma Kumar (Ed.), *Cambridge Economic History of India, Vol. 2.*

Further Readings

R.P. Dutt, *India Today*

R.C. Dutt, *Economic History of India (2 Vols.)*

Ranajith Guha, *A Regime of Property for Bengal*

Gadgil D.R., *Industrial Revolution of India in recent times.*

A.K. Bagchi, *Private Investments in India.*

Naoroji Dadabai, *Poverty and Un-British Rule in India.*

HY4C02 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

Fanon. F	:	<i>The Wretched of Earth</i>
Smith Antony	:	<i>Nationalism</i>
Young Robert. J.C	:	<i>Post Colonialism</i>
Lumba Ania	:	<i>Colonialism/Post Colonialism</i>
Carr. E.H	:	<i>Between the Two World Wars</i>
Seaman. L.C	:	<i>From Vienna to Versailles</i>
Ketelby. C.D.M	:	<i>A History of Modern Times</i>
Hobbsbaum. E.J	:	<i>The Age of Extremes</i>
Young Robert. J.C	:	<i>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>
Raymond Aron	:	<i>Peace and War</i>
Fleming. D.F	:	<i>Cold war and Origins</i>
Ketelby.C.D.M	:	<i>A History of Modern Times</i>
Vinacke Harold. M	:	<i>A History of Far East in Modern Times</i>
Halle. L.J	:	<i>The Cold war As History</i>
Hall G.D.H.	:	<i>A History of South-East Asia</i>

HY4C03 HISTORY OF MEDIA

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 evolution of media and the role of media in the present day society.

UNIT I - Conceptualising the Media

- Emergence of Print Media and transformation of communication - geographical discoveries - travelogues - works of Hakulyt Society.
- Print Media and its Basic differences from the traditional channels of dissemination of knowledge.
- Ancient chronicles
- Vicissitudes of print capitalism.
- Media as the agency and instrument of propaganda - Social change - colonialism

UNIT II - Situating Media in historical Context

- Intervention of the media in specific historical contexts - 17th and 18th century England - American revolution - French Revolution - Latin American Revolution - Russian Revolution - Freedom movement in India - World Wars - Cold War era.
- Manufacturing Consent - Chomskyan view.

UNIT III - Development of the Press in India in the Colonial Era and Post Independent Period

- European initiatives - Nationalist Press - Cultural awakening - regional newspapers - role played in nationalist struggles - social reform and journalism - Pamphlets - Journals - Newspapers - Role played by libraries and clubs.
- Proliferation of the Media - experiences in independent India
- Nehruvian era and strengthening of Freedom press - Major newspaper establishments - media during the period of emergency - electronic media - media's sensitivity to issues: gender, caste, tribals, communal violence, terrorism, democratisation, etc.

Readings

Lippman Walter, *Public Opinion*

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

Gardiner Lambert, *A History of Media.*

Robert Neimi, *History in the Media, Film and TV.*

Theobald John, *The Media and the Making of History.*

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

HY4C04 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 - 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.

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 – Language and Para – White man's burden – Middle class and the making of Anglo Indian Literature.
- Translations - Impacts

UNIT IV - Social Back ground of Latin American Nations

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

Readings

Ania Lumba, *Colonialism/Post Colonialism*

Cohen, Bernad, *Colonialism and its forms of Knowledge*

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

Said Edward, *Orientalism*

Further Readings

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

Amartyasen - *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.*

R.K. Narayanan - *Malgudy days.*

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 – Musicology – 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

- Select 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 Varier (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 – Lokayata.

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 – Post-christian perceptions
- Emergence of modernism in arts and literature – Arnold 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 - Thermoluminescence - 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*, Copenhagen Scandinavian Institute of Asian Studies, 1982.
- Aiken, M.J. : *Science based Dating in Archaeology*, London, Longmans, 1990.
- Allchin Bridget and Raymond and Alchin : *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 - Problematising 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
- Dalith panthers
- Tribal movements
- Women's movements.

UNIT IV - International Scenario

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

Readings

Cynthia Sahoo, Catherene 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.

Davis Mike, *Planet of Slum*, Verso, 2007.

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 – Postchristic perceptions
- Emergence of modernism in arts and literature – Arnold 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 – 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.*

HY6E04 DISCOVERY OF EARLY INDIA

No. of credits : 2

No. of contact hours per week: 3

Aim of the course: To give an introduction to the discovery of the heritage in literature and arts, urbanisation and the like in early India.

UNIT I - Concept of Early India

- Discovery of India - a need based one - purpose of colonial masters - purpose of nationalist.
- Vedic Age and the Orientalist view of the Vedic culture.
- Ithihasa Purana Tradition - Dharmasastra Texts.
- Orientalism - Indology - William Jones - Wilkins
- Translation of ancient Sanskrit texts - H.H. Wilson.

UNIT II – Understanding India

- Census and Surveys - survey of ancient monuments
- Inscriptions and manuscripts - Collection of Manuscripts - Collin Mekenzie.
- Discovery of Asokan Inscriptions - Decipherment and interpretations
- Functioning of the Asiatic Society of Bengal
- Archaeological Survey of India - Cunnigham
- Chance - Discovery of Harappan Civilization - Explorations of Dayaram Sahni and R.D. Banerjee - Excavations of Marshall.
- Discovery of Texts - Arthasastra - Early Tamil Anthology.

UNIT III – In Search of Information

- Archaeological explorations and excavations - Discovery of relics - Hampi.
- P.G.W. Culture - NBP Culture.
- Fau Fawcett and Discovery of Edakkal Cave.
- Discovery of the Megalithic Sites of Kerala.
- Discoveries of the Archaeological Department of Cochin State.
- Recent Excavations at Pattanam.

Readings

- Romila Thaper : *Early India*
Romila Thaper : *History of India, Vol. 1.*
Bandarkar D.R. : *Dynasties of Deccan*
Pargitter : *Ancient Indian Historical Traditions*
Kane P.V. (ed.) : *Dharmasasthras*
Archaeological
Survey of India : *Ancient India (No. 9)*

HY6E05 AGRICULTURE: KNOWLEDGE DIMENSIONS

No. of Credits : 2

No. of contact hours per week: 3

Aim of the course: To enable the students to understand the important stages in the development of agriculture from the very beginning in a global context.

UNIT I - Beginnings of Agriculture

- The culture of Agriculture – From Hunter - gatherer to agriculturalist.
- Domestication of animals – breeding and species selection
- Neolithic Revolution
- Vedic beginnings in India - Pastoral Communities.

UNIT II - Knowledge of Agriculture

- Agriculture as social knowledge – Technology
- Seasons - Calendar – *Krishigeethi* – Crop - transaction - distribution – Manuring and other operations.

UNIT III - Development and Agriculture

- Agriculture as institutional knowledge – Modernisation of agriculture – Mechanisation - New crops and technology – Change in agrarian relations – Green revolution.

UNIT IV - Agriculture in the New World Order

- Agriculture as corporate knowledge – GATT and agrarian contracts – IPRs, GM seeds and animals and Bio plundering – New seeds, Corporates and Peasant community.

Readings

Childe, Gordon	:	<i>What Happened in History</i>
Childe, Gordon	:	<i>Man Makes Himself</i>
Piggot Stuart	:	<i>Pre Historic Societies</i>
Sircar D.C.	:	<i>Indian Epigraphy</i>
Sircar D.C.	:	<i>Indian Palaeography</i>
Ojha	:	<i>Indian Palaeography</i>
Sasinath P.	:	<i>Everybody Loves a Good Draught</i>
Vandana Siva	:	<i>Violence of Green Revolution</i>

- Vandana Siva : *Bio Piracy*
- Vandana Siva : *Stolen Harvest*
- Guha Ramachandra
and Madhav Gadgil : *This Fissured Land*
- Sharma G.R. *et al.*, : *Beginnings of Agriculture*, Allahabad, Allahabad
University Press, 1980.

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 are to be conducted and the best two of the four may be considered for assessment. Regarding complementary papers test papers may be conducted at the completion of each unit. At least 3 test papers are to be conducted, one for each unit and the best two of the three may 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 to be taught. The assignment of the fifth semester must be a report based on a study tour to any place or site 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&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.

