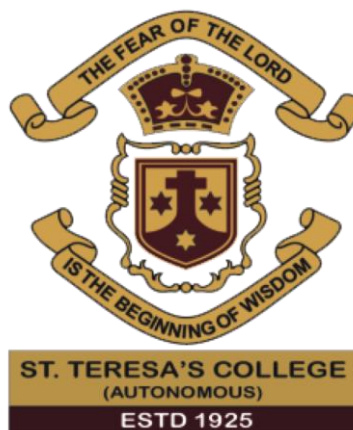


**ST. TERESA'S COLLEGE, ERNAKULAM**  
(AUTONOMOUS)

Affiliated to Mahatma Gandhi University



**CURRICULUM FOR  
BACHELOR'S PROGRAMME IN  
HISTORY**

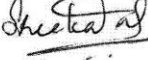

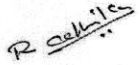

Under Choice Based Credit & Semester System  
(2015 Admissions Onwards)

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<b>2</b>	<b>Dr. Muhammed Maheen A. (Subject Expert &amp; University Nominee) HOD, Dept. of History, Calicut University</b>
<b>3</b>	<b>Dr. Radhika P., (Subject Expert) Dept. Of History, School of Social Sciences, M.G. University, Kottayam</b>
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<b>4</b>	<b>Vinitha T. Tharakan, Assistant Professor, Department of History St. Teresa's College, Ernakulam.</b>
<b>5</b>	<b>Stancy S., Assistant Professor, Department of History St. Teresa's College , Ernakulam.</b>

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Assistant Professor,  
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Stancy S.



## **Acknowledgement**

The faculty members of the Department of History would place in record our gratitude towards the Board of Studies members Dr. Muhammed Maheen A., Dr. Radhika P. , Dr. G. Mohan and Dr. Divya T. for their valuable guidance and support . We would also like to thank Dr. Venugopal B. Menon , Faculty Member ,Christ University, Bangalore for his valuable suggestions .

The guidance of Dr. Beena Job Associate Professor, Department of English and IQAC Co-ordinator and Dr. Latha Nair, Associate Professor, Department of English and member of the Governing Council helped to give shape to the overall structure. We wish to express our sincere thanks to Dr. N. J. Rao, Visiting Professor, International Institute of Information Technology, Bangalore and Dr. Rajan Gurukul, Former Vice-Chancellor, M.G. University, currently Visiting Professor, Centre for Contemporary Studies, Indian Institute of Science, for their selfless and timely service and for giving us all the help and guidance we needed . We also acknowledge our thanks to Dr. Achuthshankar S. Nair, Professor & Head, Department of Computational Biology and Bio Informatics, University of Kerala for their invaluable suggestions.

**Dr. SREEKALA S.**

Chairman

Board of Studies (UG) in HISTORY

## **Foreword**

The Higher Education environment is changing rapidly in India and particularly so in the year 2014-15, when the Government of Kerala decided to give autonomy to 13 educational institutions in the state with the aim of improving quality. Quality in Higher education has been a matter of high concern and priority in India especially after the National Policy on Education 1986 has very categorically questioned the impact of education and suggested many measures for bringing innovative practices in education.

The autonomous status asks for more responsibility and increased accountability to frame a curriculum keeping in mind the ever changing academic environment and the plethora of demands placed by the diversity of students who have a high literacy level when it comes to choosing their course.

Keeping in mind that the purpose of Higher Education is the development of the people, society and environment, special care has been taken by the IQAC team at St. Teresa's College to give the necessary Orientation and to conduct Workshops related to curricula and scientific syllabus design as part of the Faculty Development Programme. Curriculum relates to the total experience of the student and it should contain knowledge that is essentially valid. The Graduate and Post Graduate Departments have worked diligently to frame curricula and develop programmes that foster analytical ability and critical thinking and enable the students to acquire the skills required by employers. The pedagogy adopted within the context of curriculum is to facilitate valid transmission of knowledge and proper evaluation of the same.

The Courses designed at the Graduate and Post Graduate Levels have defined the competencies to enable effective teaching/learning of all the modules of the courses, both Core (compulsory) and Designate (elective). The blueprint of the final assessment of every course guarantees that all modules are taught and furthers integrity. The details of the course curriculum and structure are set in accordance with the course specifications of the affiliating university.

With sincere gratitude I acknowledge the efforts of Dr. N. J. Rao and Dr. Rajan Gurukkal who extended to us their academic expertise, astute guidance and unstinting support. I also thank Dr. Achuthshankar S. Nair for his timely guidance. I specially thank all the faculty members and the IQAC coordinator Dr. Beena Job for their diligence, commitment and exceptional contribution towards this endeavour.

**Dr. Sr. Celine E.**

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## **Preamble**

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

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



## **Graduate Attributes**

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

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

## **Objectives of the course**

By the end of the first year ( II semester)

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

By the end of the second year (IV semester)

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

By the end of the final year ( VI semester)

- provide an in depth study of the authoritarian regimes and agrarian societies , growth of market economy which had helped the social formation in pre colonial India.
- Demonstrate a significant degree of knowledge about the world and India in particular through the completion of the broad selection of courses provided in this programme.
- Present a coherent view of an emerging world and to understand the world contextually.
- Proper usage of sources in history writing and able to communicate historical knowledge in written and oral forms.
- Helps to develop a multi disciplinary approach.

## **Course Structure**

The Bachelor's programme in History covers 30 courses and a project in six semesters altogether earning 120 credits. There are **14 core courses**, including **1 choice based course** from the frontier area of the course and a **project**, **2 complementary courses** from the relevant subjects for complementing the core of the study, and **1 open course**. It also has **10 common courses** which include the first and second languages of study. All students have to start the project in the Fifth / sixth semester.

- **Open Course**

All students are expected to do one open course of their choice from any discipline other than their parent discipline.

- **Choice Based Core Course**

Departments have the freedom to change current papers /choose other papers if found relevant. But changes should not affect number of teaching hours (workload of each teacher) of each department . The department offers three choice based core courses from which one will be offered each year depending on the demand from the students.

- **Project**

All students shall do a project related to the core course. The project can be done individually or as a group of maximum 5 students. However, the viva on this project will be conducted individually. The projects are to be identified during the 5th semester of the programme with the help of the supervising teacher. The report of the project in duplicate is to be submitted to the department by the end of 6th semester and are to be produced before the external examiners.

### **Scheme of Courses for Bachelor's programme in History**

<b>Courses</b>	<b>No</b>	<b>Credit</b>
Common Courses	10	38
Core Courses	14	56
Choice based core course	1	3
Open course	1	4
Complementary Courses (Semester I, II, III, IV)	4	16
Project	1	3
<b>Total</b>	<b>31</b>	<b>120</b>

### **Detailed Distribution of Courses for Bachelor programme in History**

Sem	Title	Instructional Hours	Credits	Total hours	Marks	
					SA	FA
1	Common English- 1	5	4	90	20	80
	Common English – 2	4	3	72	20	80
	Common Second Language -1	4	4	72		
	Core -1-Methodology and Perspectives of Social Science	6	4	108	20	80
	1 <sup>st</sup> Complementary- Economics	6	4	108	20	80
2	Common English- 3	5	4	90	20	80
	Common English- 4	4	3	72	20	80
	Common Second Language -2	4	4	72	20	80
	Core- 2- Cultural Transitions in Pre-modern Kerala	6	4	108	20	80
	1 st Complementary- Economics	6	4	108	20	80
3	Common English -5	5	4	90	20	80
	Common Second Language -3	5	4	90	20	80
	Core -3- Making of Modern Kerala	4	4	72	20	80
	2 <sup>nd</sup> Complementary- Sociology	6	4	108	20	80
	Core- 4-Informatics	5	4	90	20	80
4	Common English- 6	5	4	90	20	80
	Common Second Language -4	5	4	90	20	80
	Core- 5-Understanding the Past	4	4	72	20	80
	2 <sup>nd</sup> Complementary – Sociology	6	4	108	20	80
	Core -6- Early Societies in India	5	4	90	20	80
5	Core-7- Institutions in Pre-colonial India	5	4	90	20	80
	Core-8- State and Societies in the Ancient World	5	4	90	20	80
	Core-9- India: Nation in the Making	5	4	90	20	80
	Core-10- Trends in Historical Writings	5	4	90	20	80
	Open Course-Environmental History In Indian Context	4	4	90	20	80
6	Core-11-Issues in Contemporary India	5	4	90	20	80
	Core-12-Situating Medieval World	5	4	90	20	80
	Core-13-Understanding Modern World	5	4	90	20	80
	Core-14- Capitalism and Colonialism	5	4	90	20	80
	Core 15- Choice based core	5	3	72	20	80
	Core 16 – Project	1	3	18	20	80
	<b>TOTAL</b>	<b>150</b>	<b>120</b>			

## COURSE CODING

Every course in the programme is coded according to the following criteria:

1. The first two letters from the programme History i.e. HY.
2. One digit to indicate the semester i.e. HY1 (HISTORY 1 semester);
3. One letter from the type of course such as Common Course A, Core Course B, Complementary Course C, Open Course D, i.e.HY1B (HISTORY 1 Semester Core Course);
4. Two digits to indicate the core course number of that semester, i.e. HY1B01 (HISTORY 1 semester, Core Course No.1);
5. One letter to indicate the Programme is Bachelor or Masters, i.e. Bachelor's – B

Programme / semester/ type of course /course no /bachelor's

two letters / one digit / one letter/two digits/one letter

eg. HY / 1 / B / 01 / B , HYIB01B

### **Details of Core Courses for the Bachelor's programme in History**

Semester	Course code	Title of the course	Instructional hours	Credits
1	HY1B01B	Methodology and perspectives in Social Sciences	6	4
2	HY2B02B	Cultural Transition in Pre Modern Kerala	6	4
3	HY3B03B	Making of modern Kerala	4	4
	HY3B04B	Informatics	5	4
4	HY4B05B	Understanding the past	4	4
	HY4B06B	Early Societies in India	5	4
5	HY5B07B	Institutions in Pre - Colonial India	5	4
	HY5B08B	State and Societies in Ancient World	5	4
	HY5B09B	India: Nation in the Making	5	4
	HY5B10B	Trends in Historical Writings	5	4
6	HY6B11B	Issues in Contemporary India	5	4
	HY6B12B	Situating Medieval World	5	4
	HY6B13B	Understanding Modern World	5	4
	HY6B14B	Capitalism and Colonialism	5	4

### **Complementary Courses for Bachelor's programme in sociology**

Semester	Course code	Title of the course	Instructional hours	Credits
1	HY1C01B	Roots of the Modern World	6	4
2	HY2C02B	Transition to the contemporary World	6	4

**Choice based Core courses offered by the department**

SEMESTER VI - COURSE CODE (HY6B15B)			
NO	Title of the course	Instructional hours	Credits
A	Archaeology in India	5	3
B	Basics of Museology	5	3
C	History of Science and Technology in India	5	3
D	History of Folklore	5	3

**Open Course for other departments**

Semester	Course code	Title of the course	Instructional hours	Credits
5	HY5D01B	Environmental History in Indian Context	4	4

**Project work**

Semester	Course code	Title of the course	Instructional hours	Credits
6	HY6B16B	Project	1	3



## **Examinations**

The evaluation of each course shall contain two parts – Sessional Assessment and Final Assessment. The Sessional and Final Assessments shall be made using a Mark- based Grading system based on a 7-point scale. Overall Sessional: Final ratio will be maintained as 20:80.

### **a) SESSIONAL ASSESSMENT**

The Sessional evaluation is to be done by continuous assessment of the following components. The components of the evaluation for theory and their marks are as below.

#### **I. Distribution of sessional marks:**

- Attendance- 5 marks
- Assignment- 5 marks
- Test paper- 10 marks

**Total -20marks**

#### **II. Attendance Evaluation**

A student should have a minimum of 75% attendance. Those who do not have the minimum requirement for attendance will not be allowed to appear for the Final Examinations.

##### **Marks for attendance:**

- 90% - 100% - 5marks
- 85% - 89% - 4 marks
- 80% - 84%- 3 marks
- 75% - 79% - 2 marks

#### **III. Assignment/Seminar/Viva**

- 1<sup>st</sup> to 5<sup>th</sup> semesters - Assignment/Seminar
- 6<sup>th</sup> semester – Seminar only

**IV. Test Paper**

- Average mark of two sessional examinations shall be taken.

**b) FINAL ASSESSMENT**

The final examination of all semesters shall be conducted by the institution on the close of each semester. For reappearance/ improvement, students may appear along with the next batch.

**Pattern of Questions**

The pattern of questions for common courses, core course, open course and elective course courses are listed below.

1. The duration of examination is 3 hours.
2. Each question paper has four parts A, B, C & D.
3. Part A contains 6 questions of 1 mark each all of which the candidate has to answer.
4. Part B contains 10 short answer type questions spanning the entire syllabus and the candidate has to answer 7 questions. Each question carries 2 marks.
5. Part C contains 8 short essays spanning the entire syllabus and the candidate has to answer 5 questions. Each question carries 6 marks.
6. Part D contains 4 essay type questions spanning the entire syllabus and the candidate has to answer 2 questions. Each question carries 15 marks.
7. The total marks for finals is 80.

**c) Project Evaluation**

All students have to begin working on the project in the **FIFTH** semester and must submit it in the **SIXTH** semester.

The ratio of Sessional to Final component of the project is 1:4. The mark distribution for assessment of the various components is shown below:

**1. Sessional Evaluation**

Component	Marks
Punctuality	4
Use of data	8
Scheme / Organisation of Report	4
Group Involvement	4
Total sessional Assessment	<b>20</b>

**2. Final Evaluation of Project**

Component	Marks
Relevance of the Topic	4
Statement of Objectives	4
Methodology	4
References	4
Quality of Analysis	8
Inferences	8
Presentation of Facts, figures & diagrams	8
Total	40
Viva voce on project	40
Grand Total ( Sessional + Final) (20 + 80)	100

### **COMPUTATION OF CCPA**

Grade and Grade Point is given to each course based on the percentage of marks obtained as follows:

<b>Percentage of Marks</b>	<b>Grade</b>	<b>Grade Point</b>
90 and above	A+ - Outstanding	10
80-89	A – Excellent	9
70-79	B - Very Good	8
60-69	C – Good	7
50-59	D - Satisfactory	6
40-49	E – Adequate	5
Below 40	F – Failure	4

Note: Decimal are to be rounded to the next whole number

### **CREDIT POINT AND CREDIT POINT AVERAGE**

**Credit Point (CP)** of a course is calculated using the formula

***CP = C x GP, where C = Credit for the course; GP = Grade point***

Semester Credit Point Average (SCPA) is calculated as

$$\text{SCPA} = \frac{\text{TotalCreditPoints (TCP)}}{\text{TotalCredits (TC)}}$$

***where TCP = Total Credit Point; TC = Total Credit***

Grades for the different semesters / programme are given based on the corresponding SCPA on a 7-point scale as shown below.

SCPA	Grade
Above 9	A+ - Outstanding
Above 8, but below or equal to 9	A – Excellent
Above 7, but below or equal to 8	B -Very Good
Above 6, but below or equal to 7	C – Good
Above 5, but below or equal to 6	D – Satisfactory
Above 4, but below or equal to 5	E – Adequate
4 or below	F – Failure

Cumulative Credit Point Average for the programme is calculated as follows:

$$\text{CCPA} = \frac{(TCP)_1 + (TCP)_2 + \dots + (TCP)_6}{TC_1 + TC_2 + \dots + TC_6}$$

where  $TCP_1, \dots, TCP_6$  are the **Total Credit Points** in each semester and  $TC_1, \dots, TC_6$  are the **Total Credits** in each semester

Note: A separate minimum of **30% marks** each for Sessionals and Finals (for theory) and an aggregate minimum of **40 %** is required for the pass of a course. For pass in a programme, a separate minimum of Grade E is required for all the individual courses. If a candidate secures **F** Grade for any one of the courses offered in a Semester/Programme only **F** grade will be awarded for that Semester/Programme until he/she improves this to **E** grade or above within the permitted period. Candidate who secures **E** grade and above will be eligible for higher studies.

## **Syllabi for Core Courses**

**Core Course 01**

**Methodology and Perspectives of Social Sciences**

COURSE CODE	<b>HY1B01B</b>
TITLE OF THE COURSE	<b>Methodology and Perspectives of social Sciences</b>
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	1
NO OF CREDITS EARNED	4
TOTAL LECTURE HOURS	72

**Aim of the Course:**

The course intends to enrich the students with the broad contours of Social Sciences with special reference to History.

**Course Overview and Context:**

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

**Syllabus Content:**

**Module I: Introduction to Social Science (20 hours)**

Emergence of Social Sciences – Key Concepts in Social Sciences( Epistemology & Ontology )

**Module II: Survey of social sciences (20 hours)**

Social sciences – relations and differences – Historical foundation of social Sciences( Multi-disciplinary and Inter -disciplinary) – Locating History

**Module- III- Objectivity in Social Sciences (20 hours)**

Facts – Evidences –Empiricism – Its Limitations

**Module IV- Some Social Structures: Case Studies (12 hours)**

Caste - Community - Family – Culture

**Competencies of the course:**

- understand the epistemology and Ontology of social sciences.
- articulate the basic terminology and theories across disciplines.
- Analyze the multi disciplinary and interdisciplinary nature of the disciplines.
- understand the key concept of objectivity in Social Science.
- focus on some social structures and its case studies.

**References:**

1. F. Elgin Hunt, Social Science and its Methods.
2. John Perry, Through the Lens of Science
3. Donatella Della Porta and Michael Keating, *Approaches and Methodologies in the Social Sciences: A pluralistic Perspective*.
4. Max Weber, *Objectivity in Social Science and Social Policy*.
5. Mark J Smith (Ed.) , *Philosophy and Methodology of Social Sciences*, Vol II, Sage Publications, New Delhi 2005, pp 3-49.
6. Ernest Nagel, *Problems of Concept and Theory Formation in Social Sciences*, Ibid pp.301-390
7. M. N. Srinavas , *Castes: Can they exist in the India of Tomorrow*, In *Caste in India; and other Essays*.
8. Frank D. Zwart, The Logic of Affirmative Action; Caste, Class and Quotas in India, In *Acta Sociologica* Vol 43, No 3, 2000, pp 235-249
9. A. M. Shah; *The Family in India, Critical Essays*, Orient Blackswan, 1998, pp. 14-80.
10. Peter Burke : History and Social Theory.



**BLUE PRINT OF QUESTION PAPER  
SEMESTER I  
CORE I- METHODOLOGY AND PERSPECTIVES IN SOCIAL SCIENCES**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A (1 Mark) (6/6)</b>	<b>PART B (2 Marks) (7/10)</b>	<b>PART C (6 Marks) (5/8)</b>	<b>PART D (15 Marks) (2/4)</b>	<b>TOTAL MARKS: 80</b>
1	20	1	2	2	1	32
2	20	1	2	2	1	32
3	20	2	3	2	1	35
4	12	2	3	2	1	35

**Model Question Paper**

**FIRST SEMESTER**

**HY1B01B – Methodology and Perspectives in Social Sciences**

**Time: 3 Hours**

**Maximum: 80 Marks**

**Part A**

Answer all the following questions in one sentence.

Each question carries 1 mark

- |                   |                  |              |
|-------------------|------------------|--------------|
| 1. Social Science | 2. Enlightenment |              |
| 3. Concept        | 4. Geography     |              |
| 5. M.N.Srinivas   | 6. Endogamy      | (6x1=6marks) |

**Part- B**

**Answer any 7 of the following in not more than 50 words each.**

**Each question carries 2 marks**

7. Differentiate social science from physical sciences
8. Explain basic epistemology of social sciences.
9. What is a Variable? Distinguish between independent and dependent variable?
10. What is the experimental method?
11. What is meant by sample survey?
12. What are social facts?
13. Explain the limits of objectivity.
14. Explain the term “Casteism”
15. What do you understand by Sanskritisation ?
16. What was the orientalist view of Indian society. (7x 2= 14marks)

**PART- C**

**Answer any five of the following in not more than 200 words each.**

**Each question carries six marks.**

17. What is the purpose of social science? Give an example.
18. Explain the historical foundations of Social Science.
19. What is Anthropology? Explain the different branches of Anthropology.
20. What is the difference between subjectivity and objectivity?
21. Explain briefly the scientific method for the study of social science.
22. Elucidate the role of ethical and value judgments in Social sciences.
23. Explain the nature and characteristics of social class.
24. Write a short note on the status of women in India. (5 x 6=30 marks)

**PART- D**

**Answer any two of the following in not more than 500 words each.**

**Each question carries 15 marks**

25. Explain the factors contributed to the emergence of social sciences.
26. Describe the interdependence between various branches of Social sciences.
27. What are the difficulties in achieving objectivity in social sciences?
28. Discuss the Salient features of Caste system ?

(2 X 15=30 Marks)

**CORE COURSE 02**  
**CULTURAL TRANSITIONS IN PRE- MODERN KERALA**

COURSE CODE	<b>HY2B02B</b>
TITLE OF THE COURSE	<b>Cultural Transitions in pre-modern Kerala</b>
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	SECOND
NO OF CREDITS EARNED	4
TOTAL LECTURE HOURS	72

**Aim of the Course:**

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

**Course Overview and Context:**

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

**Syllabus Content:**

**Module I : Iron Age Cultures in Kerala ( 25 hours)**

Geographical setting - Iron Age and the beginning of societies - archaeological evidences and anthropological inferences - megaliths and other burial practices -Ancient Tamil heroic poems: The corpus- Nature and Classification - chronology, Idea of the Sangam Age - Tamil Heroic culture: features, social groups, institutions and culture - the *Tinai* concept- chiefdom polity – Roman Trade

**Module 2: (20 hours)**

Agrarian and Brahmin Settlements - 32 Settlements - The Temple and the Bhakti cult - Alvars

and Naynars - Perumals of Mahodayapuram- Nature of Monarchy - Presence of Jains, Buddhists, Jews, Syrian Christians, Arabs - Cultural achievements.

**Module 3: (15 hours)**

Venad, Kozhikode, Kolathunadu, Cochin- the resources of the nadus and swaroopams - the formation of independent Monarchies.

**Module 4: ( 12 hours)**

Proliferation of castes and sub castes -Agriculture and trade- The Marumakkathayam System- Temple Sanketams and Changatams – Festivals –Literature, Art and Architecture

**Competencies of the course:**

- understand the landscape eco types and Iron Age Cultures of pre modern Kerala
- learn about the confluence of religions in pre modern Kerala
- Understand the rise of nadus and naduvazhis and their practices
- focus on ancient institutional practices and cultural transitions.

**Learning Resources**

- 1 Raghava Varrier and Rajan Gurukkal (eds.), *Cultural History of Kerala. Vol. I*
2. K.A.N.Nilakanta Sastri, *A History of South India*,
3. A. Sreedhara Menon, *Survey of Kerala History*
4. K N Ganesh., *Keralathinre Innelakals*
5. Raghava Varier and Rajan Gurukkal, *Kerala Charitram*
6. Elamkulam Kunjan Pillai, *Studies in Kerala History*
7. K N Ganesh., *Keralathinte Innelakal*, Chapter [VII]
8. Raghava Varier and Rajan Gurukkal, *Kerala Charithram* [Chapter II, III]
9. M G S Narayanan., *Cultural Symbiosis*

10. M G S Narayanan, *Aspects of Aryanisation*.
11. Rajan Gurukkal, *The Kerala Temple and the Early Medieval Agrarian System*.
12. P. J. Cherian (ed.), *Perspectives in Kerala History*.
13. Sreedhara Menon, *Cultural Heritage of Kerala*.
14. T.K. Gangadharan, *Kerala History*
15. R Champakalakshmi, Kesavan Veluthat et. al. *State and Society in Pre- Modern Kerala*
16. K P Padmanabha Menon, *History of Kerala*
17. K V Krishna Iyer, *Zamorins of Calicut*.

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<b>SEMESTER - II</b>						
<b>CORE COURSE 02 : CULTURAL TRANSITIONS IN PRE- MODERN KERALA</b>						
<b>MODULE</b>	<b>HOURS</b>	<b>PART A (1 Mark) (6/6)</b>	<b>PART B (2 Marks) (7/10)</b>	<b>PART C (6 Marks) (5/8)</b>	<b>PART D (15 Marks) (2/4)</b>	<b>TOTAL MARKS: 80</b>
1	25	2	3	2	2	50
2	20	1	2	3	1	38
3	15	2	3	2	1	35
4	12	1	2	1	0	11

**Model Question Paper**  
**Second Semester**  
**HY2B02B – Cultural transitions in Pre-Modern Kerala**

**Time: Three Hours**

**Maximum: 60 Marks**

**Part A**

**Answer all the following questions in one sentence.**

**Each question carries 1 mark**

- |                  |                   |
|------------------|-------------------|
| 1. Western Ghats | 2. Muziris        |
| 3. Megaliths     | 4. Kandalur Salai |
| 5. Anchuvannam   | 6. Marumakkatayam |
- (6x1 = 6marks)

**Part- B**

**Answer any 7 of the following in not more than 50 words each.**

**Each question carries 2 marks**

7. Point out the importance of Palghat Gap .
8. Why Sangam Age is called as a misnomer ?
9. Trace the impact of Jainism in Kerala Society and Culture.
10. Examine the impact of Aryanisation in Kerala Society.
11. What is meant by mercantile corporations in ancient Kerala?
12. Write the political significance of Mamankam.
13. What is meant by Revathipattathanam?
14. What is meant by Smarthavicharam ?
15. Mention about local trade in ancient Kerala.
16. Point out the nature of paddy cultivation in ancient Kerala.

(7x 2= 14marks)



**PART- C**

**Answer any five of the following in not more than 200 words each.**

**Each question carries six marks.**

17. Examine the role of rivers and backwaters in the evolution of Kerala history and culture.
18. Explain the five physiographic divisions in Tamilakam.
19. Account for the disintegration of the Chera Kingdom of Mahodayapuram
20. Write about the contents and historical value of the Jewish Copper Plate.
21. How did Calicut became an emporium of world trade and commerce?
22. Explain the importance of Ravi Varma Kulashekara of Venad.
23. What led to the Panniyur – Chovvaram Conflicts? What were its results?
24. Discuss the nature of early trade contacts of Kerala

(5 x 6=30 marks)

**PART- D**

**Answer any two of the following in not more than 500 words each.**

**Each question carries 15 marks**

25. Explain the geographical factor in relation to the history of Kerala.
26. Give an account of the life and culture of Kerala revealed in Tamil classical literature.
- 27 . What were the chief characteristics of socio- economic life of the age of the Perumals?
28. Examine the nature of state power under the rulers of Venad.

(2 X 15=30 Marks)

**CORECOURSE 03**

**Making of Modern Kerala**

COURSE CODE	<b>HY3B03B</b>
TITLE OF THE COURSE	<b>Making of Modern Kerala</b>
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	THIRD
NO OF CREDITS EARNED	4
TOTAL LECTURE HOURS	72 hours

**Aim of the Course:**

The course intends to explore the complexities emerging due to the interaction with the different socio-politico economic aspects in medieval Kerala.

**Course Overview and Context:**

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

**Syllabus Content:**

**Module 1 (15 hours)**

Suppression of Oligarchs and rise of New Monarchy - eclipse of Swaroopams and nadus – Travancore and Cochin– Modernization of the Army and Administration – Hyder and Tipu – Revenue reforms

**Module 2 (20 hours)**

European powers – nature of early resistance movements - Kurichiya Revolt- Pazhassi Raja, Paliyath Achen and Velu Thampi.

**Module 3 (20 hours)**

Role of missionaries and the growth of Western Education – Role of the Press – Literature – Westernizing medicinal practices – institutionalization of indigenous medicinal practices - Social Reform Movements - Emergence of religious and regional identities – Mappilla Rebellion - Political movements - Peasant movements - Workers' movements - Movement for Political reform and responsible government in Travancore and Cochin.

**Module 4 (17 hours)**

Formation of the State of Kerala - Political Processes- Education - Social Legislations - Land reforms .

**Competencies of the course:**

- understand the rise of new princely states in kerala.
- learn about the early response to colonialism
- Focus on the changes that took place in the society due to western influences
- study the political processes that led to the formation of Kerala State

**References**

1. Sreedhara Menon, *Survey of Kerala History*, (D. C Books, 2<sup>nd</sup> Ed. Kottayam, 2008)  
[Chapters IX, X, XI]
2. -----, *The Legacy of Kerala*.
3. -----, *Cultural Heritage of Kerala*.
4. Narayanan, MGS, *History of Calicut*, University of Calicut.

5. Krishna Iyer, K.V. *Zamorins of Calicut*.
6. P J Cherian (ed.), *Perspectives in Kerala History*, [Chapter III]
7. Padmanabha Menon., *Kochi Rajya Charithram*, Mathrubhumi Publications, Calicut.
8. T.P. Sankarankutty Nair., *A Tragic Decade in Kerala History*, S V Publishers, Madras.
9. P.J.Cherian (ed.), *Perspectives in Kerala History*, Gazetteer Department, Tirvandrum, [ChapterIII]
10. Sreedhara Menon, *Survey of Kerala History*, [Chapter XIII]

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**SEMESTER - III**  
**CORE COURSE 03 : MAKING OF MODERN KERALA**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A (1 Mark) (6/6)</b>	<b>PART B (2 Marks) (7/10)</b>	<b>PART C (6 Marks) (5/8)</b>	<b>PART D (15 Marks) (2/4)</b>	<b>TOTAL MARKS: 80</b>
1	15	2	3	2	2	35
2	20	1	2	3	1	35
3	20	2	3	2	1	32
4	17	1	2	1	0	32

**CORE COURSE 04**

**Informatics**

COURSE CODE	<b>HY3B04B</b>
TITLE OF THE COURSE	<b>Informatics</b>
DURATION OF THE COURE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	THIRD
NO OF CREDITS EARNED	4
TOTAL LECTURE HOURS	90 hours

**Aim of the Course:**

The course explores an overview of information technology and the knowledge skills for higher education.

**Course Overview and Context:**

The course offers information about the various aspects of informatics , the role of information technology in various sectors.

**Syllabus Content:**

**Module 1 ( 20 hours)**

**Overview of Information Technology**

Features of modern computer and peripherals, computer networks and internet, wireless technology, cellular wireless networks, introduction to mobile phone technology, introduction to ATM( networking technology), purchase of technology, License, Guarantee, Warranty, overview of Operating systems and major application softwares.

**Module 2**

**Knowledge Skills For Higher Education (30 hours)**

Data, information and knowledge - knowledge management – Internet access methods – Dial-up, DSL, Cable, ISDN, Wi-Fi – Internet as a knowledge repository, academic search techniques, creating cyber presence, Basic concepts of IPR, copyrights and patents – plagiarism, introduction to the use of IT in teaching and learning, case study of educational software, academic services, INFLIBNET, NICNET, BRNET - case study of academic websites- specialised areas of historical studies - open access initiatives, open access publishing models

### **Module 3**

#### **Social Informatics (20 hours)**

IT and Society – issues and concerns – digital divide, IT and development, the free software movement, IT industry: new opportunities and new threats, software piracy, cyber ethics, cyber crime, cyber threats, cyber security, privacy issues, cyber laws, cyber addictions, information overload, health issues – guidelines for proper usage of computers, internet and mobile phones, e-wastes and green computing, impact of IT on language and culture – localisation issues- Unicode – IT and regional languages.

### **Module 4**

#### **IT Applications (20 hours)**

e-Governance – applications at national and state level, IT for national integration, overview of IT application in medicine, health care, business, commerce, industry, defense, law, crime detection, publishing, communication, resource management, weather forecasting, education, film and media, IT in service of disabled, futuristic IT – Artificial Intelligence, Virtual reality, Bio-computing.

#### **Competencies of the course:**

- understand the features of modern computer and peripherals, computer network , internet
- learn about the operating systems used in networking
- know about social informatics
- focus on I T applications and modern technological developments

## References

1. [www.fgcu.edu/support/office2000](http://www.fgcu.edu/support/office2000)
2. [www.openoffice.org](http://www.openoffice.org) *Open Office Official web site*
3. [www.microsoft.com/office](http://www.microsoft.com/office) *MS Office web site*
4. [www.lgta.org](http://www.lgta.org) *Office on-line lessons*
5. [www.learnthenet.com](http://www.learnthenet.com) *Web Primer*
6. [www.computer.org/history/timeline](http://www.computer.org/history/timeline)
7. [www.computerhistory.org](http://www.computerhistory.org)
8. <http://computer.howstuffworks.com>
9. [www.keralaitmission.org](http://www.keralaitmission.org)
10. [www.technopark.org](http://www.technopark.org)
11. <http://ezinearticles.com/?Understanding-The-Operation-Of-Mobile-Phone-Networks&id=68259>
12. <http://www.scribd.com/doc/259538/All-about-mobile-phones>
13. <http://www.studentworkzone.com/question.php?ID=96>
14. <http://www.oftc.usyd.edu.au/edweb/revolution/history/mobile2.html>
15. Informatics –Technology in Action , Pearson.



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SEMESTER - III  
CORE COURSE 04 : INFORMATICS**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A (1 Mark) (6/6)</b>	<b>PART B (2 Marks) (7/10)</b>	<b>PART C (6 Marks) (5/8)</b>	<b>PART D (15 Marks) (2/4)</b>	<b>TOTAL MARKS: 80</b>
1	20	2	3	1	1	29
2	30	2	3	3	1	51
3	20	1	2	2	1	32
4	20	1	2	2	1	32

**CORE COURSE 05**

**Understanding the Past**

COURSE CODE	<b>HY4B05B</b>
TITLE OF THE COURSE	<b>Understanding the Past</b>
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	Fourth
NO OF CREDITS EARNED	4
TOTAL LECTURE HOURS	72 hours

**Aim of the Course:**

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

**Course Overview and Context:**

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

**Syllabus Content:**

Module 1 (20 hours)

Introducing the Discipline

History – meaning and definitions, nature and scope – epistemology- use and abuse of History -

Ideas of History – Varieties of History

Module (20 hours)

Understanding Historiography

Historiography – Meanings and trends – Approaches to History – History and Theory -  
Interdisciplinary- Causation and Generalization - subjectivity and objectivity

Module 3 (20 hours)

Basics in Historical Method

- A. Basic forms of Historical Writings – Report Books, Book Review, Journals, Journal Article Review, Project work
- B. Methodology in historical research - Selection of Topic- formulation of the topic- Collection of data - Heuristics – criticism, internal & external – Synthesis – Exposition-
- C. Footnotes, bibliography, index, tables, charts and maps

Module 4 (12 hours)

Technical Expressions

Hermeneutics – Anachronism- hypothetic- deductive method – Conceptual contrasts, induction-deduction, diachronic – synchronic

Competencies of the course:

- understand the meaning of history, its epistemology
- learn about the importance of studying history- its inter disciplinary character
- know the basics in historical methodology
- focus on some of the technical expressions like hermeneutics, anachronism etc.

**References**

1. E H Carr, *What is History*, Penguin Books, New Delhi, 1990.
2. Jeremy Black & Donald M. Mac Raild, *Studying History*, Palgrave Mac Millan, New York, 2007.
3. Arthur Marwick, *Nature of History*

4. Arthur Marwick, *New Nature of History*
5. John Adams, Hafiz T A, Robert Roeside, David White, *Research Methods for Graduate Business and Social Science Studets* (Sage)
6. R.G.Collingwood, *The Idea of History*, OUP, 1974.
7. M.I.Finley, *The Greek Historians*.
8. G.A. Cohen, *Karl Marx theory of History*.
9. Fernand Braudel, *On History*.
10. Paul Thomson, *Voice of the Past*.
11. Jenkins, *Rethinking History*
12. T.R. Venugopal (Ed.) *History and Theory*

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**SEMESTER - IV**  
**CORE COURSE 05 : UNDERSTANDING THE PAST**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A (1 Mark) (6/6)</b>	<b>PART B (2 Marks) (7/10)</b>	<b>PART C (6 Marks) (5/8)</b>	<b>PART D (15 Marks) (2/4)</b>	<b>TOTAL MARKS: 80</b>
1	20	1	2	2	1	32
2	20	2	3	2	1	35
3	20	2	2	2	1	33
4	12	1	3	2	1	34

**CORE COURSE 06**

**Early Societies in India**

COURSE CODE	<b>HY4B06B</b>
TITLE OF THE COURSE	<b>Early Societies in India</b>
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	Fourth
NO OF CREDITS EARNED	4
TOTAL LECTURE HOURS	90 hours

**Aim of the Course:**

To explore the early Indian societies in a historical perspective.

**Course Overview and Context:**

The course seeks to make the study of the history of the early Indian society , a thought provoking and enjoyable experience. The course explores the various aspects of early Indian societies in a historical perspective through the scholarship of an inter -disciplinary nature.

**Syllabus Content:**

**Module 1 (20 hours)**

**Reconstructing Ancient Indian History**

Early Indian notions of History - Sources and tools of historical reconstruction

Hunting –gathering societies- Paleolithic culture- - Mesolithic cultures - Food producing societies- Neolithic and Chalcolithic cultures

**Module 2 (25 hours)**

Harappan society and culture - the problem of urban decline – Post- Harappan traditions -

Vedic Society - Cultures in transition – settlement patterns – technological and developments – social stratification – political relation

Early iron age- Material culture – lineage society – Material base of the Mahajanapadas – Second Urbanization – Material and cultural base of Jainism and Buddhism - society and culture during the Sangam Age

### **Module 3 ( 20 hours)**

#### **Changing Political Formations**

Nature and bases of the Mauryan Empire – Asoka's Dharma - Post- Mauryan politics – Kushanas and Satavahanas

### **Module 4**

#### **Changing Phase – Towards Early Medieval India ( 25 hours)**

Decline of trade and urban centres and towns – emergence of Feudalism- early land grants- emergence of closed economy – Indian feudalism and its features - *Varna* – proliferation of *jatis* - changing norms of marriage and property - The nature of polities – The Gupta empire - Cultural developments – literature – elite and vernacular- art and architecture – form and patronage - Opening up of the river valleys in the South – Agrarian expansion – institutions – *urs*, *agraharas*- *nagaras*, temples, trade organization .

#### **Competencies of the course:**

- Understand the reconstruction of ancient Indian society.
- know more about the Harappan culture
- Analyze the changes in political formation in early India.
- understand the concept of changing phase in early medieval India

#### **References**

1. Stuart and Piggot, *Pre-Historic India*
2. Raymond Allchin, *The Birth of Indian Civilization*.
3. Gregory L Possehl, *The Indus Civilization, A Contemporary Perspective* (Sage)

4. Romila Thapar, *The Penguin History of Early India (Till 1300)*, Penguin Books, 2002.
5. -----, *Interpreting Early India*, OUP, New Delhi, 2000.
6. -----, *Cultural Past*, OUP, New Delhi, 2009.
7. -----, *From Lineage to State*, OUP, New Delhi, 2000.
8. -----, *Ashoka and the Decline of the Mauryas*
9. D. P. Aggarwal, *The Archaeology of India*
10. Stanley Wolpert, *An Introduction to India*, Penguin India, New Delhi, 1991
11. Raymond Allchin, *Archaeology of Early Historic South Asia*
12. A.L.Basham, *The Illustrated Cultural History of India*, OUP, 2009.
13. A. L. Basham, *The Wonder That was India*
14. P.N.Chopra, et.al, *Ancient India*, Sterling Publishers, New Delhi, 2005.
15. N. N. Bhattacharya, *Ancient Indian Rituals and Their Social Contents*
16. D.K. Chakravarthi, *The Archaeology of Ancient Indian Cities*
17. Uma Chakravarthi, *The Social Dimensions of Early Buddhism*, 1997
18. Dev Raj Chanana, *Slavery in Ancient India*, 1960
19. B. D. Chattopadhyaya, *The Making of Early Medieval India*, 1994
20. D. P. Chattopadhyaya, *History of Science And Technology in Ancient India*, 1986
21. Parameswari Lal Gupta, *Coins*, National Book Trust, (4<sup>th</sup> Edition)
22. D. N. Jha, *Economy and Society in Early India: Issues and Paradigms*, 1993
23. D. D. Kosambi, *An Introduction to the Study of Indian History*
24. S. K. Maity, *Economic Life in Northern Indian in the Gupta Period*
25. H. C. Raychaudhuri, *Political History of Ancient India*
26. -----, *A History of South India*, OUP, New Delhi, 2008.
27. Kesavan Veluthat, *The Early Medieval in South India*, OUP, New Delhi, 2009.
28. R. S. Sharma, *Aspects of Political Ideas and Institutions in Ancient Indias*
- 29.. -----, *Material Culture and Social Formations in Ancient India*, Mac Millan, New Delhi, 2007.



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**SEMESTER - IV**  
**CORE COURSE 06- EARLY SOCIETIES IN INDIA**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A</b> <b>(1 Mark)</b> <b>(6/6)</b>	<b>PART B</b> <b>(2 Marks)</b> <b>(7/10)</b>	<b>PART C</b> <b>(6 Marks)</b> <b>(5/8)</b>	<b>PART D</b> <b>(15 Marks)</b> <b>(2/4)</b>	<b>TOTAL</b> <b>MARKS: 80</b>
1	20	2	3	2	1	35
2	25	2	3	2	1	35
3	20	1	2	2	1	32
4	25	1	2	2	1	32

**CORE COURSE 07**

**Institutions in Pre Colonial India**

COURSE CODE	<b>HY5B07B</b>
TITLE OF THE COURSE	<b>Institutions in pre colonial India</b>
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	Fifth
NO OF CREDITS EARNED	4
TOTAL LECTURE HOURS	90 hours

**Aim of the Course:**

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

**Course Overview and Context:**

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

**Syllabus Content:**

**Module 1**

**Interpreting the Delhi Sultanate ( 20 hours)**

(A) Survey of sources – Delhi-centered focus.– Muhammed Ghazni- Nature of Turkish campaigns- social mobility- Continuity and change – Urban centres – technology – rural society

**Module 2**

**Changes in The Sultanate Political Structures (25 hours)**

Political economy of Delhi Sultanate- establishment of political power- Changes in Production

and Exchange – The Agrarian economy – The growth of urban centres and craft production  
– Changes in Currency system – market regulations - The Sultanate economy - social  
regeneration – Sufis – Bhakti - evolution of a composite culture – Trends in literature and  
arts

### **Module 3 (25 hours)**

Campaigns and conquests – evolution of administrative system – Zabt , Mansab ,Jagir, Umara –  
ruling class – Akbar's religious ideas –traditions of kingship and service

System of agricultural production – Agrarian relations and social classes – Non-Agricultural  
production – trade, money and banking – urban centres and their character- Science and  
Technology – Syncretic religious movements and their social basis

### **Module 4 ( 20 hours)**

#### **Regional Powers**

The Rajput power structure – The Vijayanagara Society and Power Structure – The social  
context of Warlordism – Emergence of the Marathas

#### **Competencies of the course:**

- Understand the transition of the Indian society due to Muslim rule
- know more about the growth of agrarian economy in pre colonial India
- understand the growth of the complexity in political structure , trade, market and money economy.
- analyze the rule of important power structures in pre- colonial India

#### **Learning Resources**

1. B. D. Chattopadhyaya, *The Making of Early Medieval India*
2. Irfan Habib (ed.), *Medieval India I*, OUP, New Delhi, 2009
3. -----, *Representing the Other, Muslim in Sanskrit Sources*
4. John S Deyell, *Living Without Silver; The Monetary History of Early History of North india.*

5. Mohammad Habib, *Politics and Society During the Early Medieval Period*
6. Peter Jackson, *The Delhi Sultanate; Political and Military History*
7. D. D. Kosambi, *Introduction to the Study of Indian History*
8. T. Raychoudhari and Irfan Habib; Ed. *Cambridge Economic History of India*  
Vol. 1, Orient Blackswan Pvt Ltd
9. K. A. N. Sastri, *A History of South India*, OUP, New Delhi, 2008.
10. Kesavan Veluthat, *The Early Medieval in South India*, OUP, New Delhi, 2009.
11. R. S. Sharma, *Social Changes in Early Medieval India*
12. Kesavan Veluthat, *The Political Structure of Early Medieval South India*
13. H Siddiqui, *Perso-Arab Sources of Information, Life and Conditions in the Sultanate of Delhi.*
14. P.N.Chopra, et.al, *Medieval India*, Sterling Publishers, New Delhi, 2005.
15. J.L.Mehta, *Advanced Study in the History of Medieval India*, 3 Vols, Sterling Publishers, New Delhi, 2009.
16. Burton Stein, *Peasant, State and Society in Medieval South India*
17. -----, *The Vijayanagara* 1,2
18. Satish Chandra, *Medieval India, From Sultanate to the Mughals*
19. -----, *Essays on Medieval Indian History*, OUP, New Delhi, 2007.
20. -----, *History of Medieval India*, Orient Blackswan Pvt Ltd.
21. -----, *Mughal Religious Policies, Rajputs and the Deccan*
22. Irfan Habib, *An Atlas of the Mughal Empire*
23. -----(ed.), *Medieval India I*, OUP, 2009.
24. -----, *Agarian System of Mughal India*
25. -----, *Essays in Indian History, Towards a Marxist Perspective.*
26. Sherin Moosavi, *The Economy of Mughal Empire*
27. J F Richards, *The Mughal Empire*
28. -----, *The Imperial Monetary System of Mughal India*, Ed.
29. Catherine Asher, *Lecture of Mughal India*

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**SEMESTER - V**  
**CORE COURSE 07- INSTITUTIONS IN PRE COLONIAL INDIA**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A (1 Mark) (6/6)</b>	<b>PART B (2 Marks) (7/10)</b>	<b>PART C (6 Marks) (5/8)</b>	<b>PART D (15 Marks) (2/4)</b>	<b>TOTAL MARKS: 80</b>
1	20	2	1	1	1	25
2	25	1	3	3	1	40
3	25	2	3	3	1	41
4	20	1	3	1	1	28

**CORE COURSE 08**

**STATE AND SOCIETIES IN THE ANCIENT WORLD**

COURSE CODE	<b>HY5B08B</b>
TITLE OF THE COURSE	<b>State and societies in Ancient world</b>
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	Fifth
NO OF CREDITS EARNED	4
TOTAL LECTURE HOURS	90 hours

**Aim of the Course:**

To introduce the students to the history of man, his origin and developments through the ages.

**Course Overview and Context:**

The course seeks to provide an in depth study of human evolution. It provides an account of the stone ages with focus on the neolithic revolution. It also seeks to give the students a firm grounding on the great civilizations that spread up during the Bronze and Iron ages.

**Syllabus Content:**

**Module-I (20 hours)**

Evolution of Humankind- Palaeolithic- Mesolithic- Neolithic - Food Production, Beginning of agriculture and Animal Husbandry.

**Module 2 (30 hours)**

Bronze Age Civilization-Egyptian, Mesopotamian, Chinese and Harappan Civilizations

### **Module 3 ( 20 hours)**

Advent of Iron and its Implication - Ancient Greek Civilization-Slave Societies in Ancient Greece and Rome, Agrarian Economy, Urbanisation and trade- Athenian Democracy – contributions in Art and literature

### **Module 4 (20 hours)**

Political Transformation- Roman Civilization, Polity and Society- Pax Romana- Military- Crisis of Roman Empire

Competencies of the course:

- Discover the evolution of mankind
- know more about the Stone Ages and its developments.
- understand the Bronze Age civilizations and its contributions
- understand the advent of Iron and its implications
- Learn about ancient Greek and Roman civilization and its legacies

### **Learning Resources**

1. G.Childe, *What happened in History?*
2. -----, *The Bronze Age*
3. Julian Thomas, *Understanding the Neolithic*, Routledge 1999
4. P.Charvy, *Mesopotamia Before History*, Rotledge
5. S.Dally,A.T.Regas,et al, *Legacy of Mesopotamia*, OUP1998
6. William Watson, *China before Han Dynasty*, Pager 1961
7. A.Gardiner, *Egypt of Pharaohs-An Introduction*, OUP1964
8. -----*Daily Life of The Ancient Egyptians*, Greenwood Press1999
9. AR.David, *Pyramid Builders of Ancient Egypt*, Routledge 1996.
10. S.Ratnagar, *Understanding Harappa*, Tulika

11. W.V.Harris, *Demography, Geography and Source of Roman Slaves*
12. L.J.Archer, *Slavery & Other forms of Free Labour*, Routledge 1988
13. C.Freeman, *The Greek Achievement: The Foundation of western world*, Penguin 2000
14. A.M.M. Jones, *Athenian Democracy*, John Hopkins Press.
15. D.Stockton, *Classical Athenian Democracy*, OUP
16. P.A.Brunt, *Fall of Roman Republic and Related Essays*, Clarendon Press, 1988.
17. E.Gibbon, *Fall and Decline Of Roman Empire*
18. P.Kennedy, *Rise and Fall of Great Powers*.



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**SEMESTER - V**  
**CORE COURSE 08- STATE AND SOCIETIES IN ANCIENT WORLD**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A (1 Mark) (6/6)</b>	<b>PART B (2 Marks) (7/10)</b>	<b>PART C (6 Marks) (5/8)</b>	<b>PART D (15 Marks) (2/4)</b>	<b>TOTAL MARKS: 80</b>
1	20	1	2	2	1	32
2	30	2	3	2	1	35
3	20	2	3	2	1	35
4	20	1	2	2	1	32

**CORE COURSE 09**

**India: Nation in the making**

COURSE CODE	<b>HY5B09B</b>
TITLE OF THE COURSE	<b>India : Nation in the making</b>
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	Fifth
NO OF CREDITS EARNED	4
TOTAL LECTURE HOURS	90 hours

**Aim of the Course:**

To introduce the students to the emergence of India as a nation after a long period of struggle under the British rule.

**Course Overview and Context:**

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

**Syllabus Content:**

**Module-I (10 hours)**

Historiography – Colonial scenario – Nationalist ideology-Marxist and subaltern perceptions - Explaining Nation and Nationalism

**Module 2** (30 hours)

Economic processes before and after the Industrial Revolution – Economic Impact of British Rule in India - Revolt of 1857- Causes, Events, Nature and consequences – Tribal uprisings - Initiatives in social reforms in the 18<sup>th</sup> and 19<sup>th</sup> century

**Module 3** (30 hours)

- (1) Nationalism: trends up to 1919 – Political ideology and organisations – Formation of I N C - Moderates and extremists – Swadesi movement- Revolutionaries -
- (2) Gandhi and Indian Nationalist Movement - Impact of World War I – Rowlatt Act – Jallianwalla Bagh – Non- co operation – Civil Disobedience movement – Quit India Movement – INA – Partition – Integration of the States

**Module 4 (20 hours)**

Acts before the 20<sup>th</sup> century – Minto- Morley Reforms - Montague–Chelmsford Reforms Government of India Act of 1935 – Indian Independence Act of 1947 – Constituent Assembly and the making of the Indian Constitution – Role of B R Ambedkar

**Competencies of the course:**

- study the different approaches in Indian National Movement.
- understand the concept of nation and Nationalism
- analyse the Socio-economic impact of British rule in India
- know more about the events related to the nationalist uprising in India by giving importance to the role of Gandhi
- Learn about major Acts during the British rule.
- Study about the making of Indian constitution and the role of Ambedkar

### References

1. Bipin Chandra, *Modern India*
2. -----, *Rise and Growth of Indian Nationalism*
3. -----, *India's Struggle for Independence*
4. -----, *Nationalism and Colonialism in Modern India*
5. -----, *Communalism in Modern India.*
6. Tirthankar Roy, *The Economic History of India 1857-1947*, OUP, 2006.
7. Sekhar Bandyopadhyay, *From Plassey to Partition: A History of Modern India*,  
Orient Blackswan Pvt Ltd
8. S.N.Sen, *Indian History and Culture*, MacMillan India Ltd,2007.
9. A. R. Desai, *Social Background of Indian Nationalism*
10. P.N.Chopra, et.al, *Modern India*, Sterling Publishers, New Delhi, 2005.
11. Judith Brown, *Gandhi's Rise to Power*
12. Paul Brass, *The Politics of Indian Since Independence*
13. Ranajith Guha, *A Subaltan Studies Reader* (Ed.)
14. Peter Hardy, *Muslims of British India*
15. Irfan Habib, Dharma Kumar and T Raychoudhari, *Cambridge Economic History of India*, Vol.I& Vol II, Orient Blackswan.
16. Sumit Sarkar, *Writing Social History*

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**SEMESTER - V**  
**CORE COURSE 09- INDIA :NATION IN THE MAKING**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A (1 Mark) (6/6)</b>	<b>PART B (2 Marks) (7/10)</b>	<b>PART C (6 Marks) (5/8)</b>	<b>PART D (15 Marks) (2/4)</b>	<b>TOTAL MARKS: 80</b>
1	10	1	1	1	1	24
2	30	2	3	2	1	35
3	30	2	3	3	1	41
4	20	1	3	2	1	34

**CORE COURSE 10**  
**Trends in Historical Writings**

COURSE CODE	<b>HY5B10B</b>
TITLE OF THE COURSE	<b>India : Nation in the making</b>
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	Fifth
NO OF CREDITS EARNED	4
TOTAL LECTURE HOURS	90 hours

**Aim of the Course:**

Intends to trace the historiography from the traditional phase to the contemporary period

**Course Overview and Context:**

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

**Syllabus Content:**

**Module-1 (20 hours)**

**Classical Notion of History**

The European versions – Greek Notion of History – Roman Histories – Church Historiography- Arab Historiography – Ibn Khaldun and Holistic idea of History.

**Module-2 (30 hours)**

**Western Empiricism and shift to explanation**

Positivist Historiography – Facts- Interpretation – Shift to Explanation – Hegalian Philosophy of

History – Marxian Materialism

**Module-3 (20 hours)**

**Grand Narratives**

Oswald Spengler – Arnold Toynbee – Annales – paradigm shift in perspectives – Total History – History of Mentalities – Everyday life.

**Module-4 (20 hours)**

**Macro to Micro Histories**

Subaltern Studies – Post-modern trends in History - Local History - New Histories

**Competencies of the course:**

- Study the classical notion of History.
- Analyse the features of church and Arab historiography
- Know more about the Western Empiricism and the shift to explanation
- Learn about contributions of Splenger and Toynbee.
- Study about the importance of Annales school and the modern and post modern Trends.

**References:**

1. R.G Collingwood, The Idea of History OUP, 1946.
2. EH Carr, What is History? London, 1961
3. Arthur Marwick, Nature of History. London, 1970
4. Arthur Marwick, The new nature of History.
5. M.I. Finley, The Greek Historians, New York, 1971. .
6. G.A Cohen, Karl Marx Theory of History, London, 1978.
7. Tom Bottomore Dictionary of Marxist thought.
8. T.R Venugopal (ed) History and Theory
9. Marc Bloch, The Historians Craft, New York, 1953
10. Fernand Braudel, On History.

11. Subaltern Studies, Vol-1
12. Sumit Sarkar, Writing Social History.
13. Dipesh Chakrabarty : Habitations of Modernity. Subaltern Studies and its Critics:
14. Satish K Bajaj, Recent trends in Historiography New Delhi 1998
15. Juliet Gardiner, What is history today?, 1988.



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**SEMESTER - V**  
**CORE COURSE 10- TRENDS IN HISTORICAL WRITINGS**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A (1 Mark) (6/6)</b>	<b>PART B (2 Marks) (7/10)</b>	<b>PART C (6 Marks) (5/8)</b>	<b>PART D (15 Marks) (2/4)</b>	<b>TOTAL MARKS: 80</b>
1	20	2	3	2	1	35
2	30	2	2	2	1	33
3	20	1	3	2	1	34
4	20	1	2	2	1	32

**CORE COURSE 11**  
**Issues in Contemporary India**

COURSE CODE	<b>HY6B11B</b>
TITLE OF THE COURSE	<b>Issues in Contemporary India</b>
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	Sixth
NO OF CREDITS EARNED	4
TOTAL LECTURE HOURS	90 hours

**Aim of the Course:**

This course provides an understanding about the issues in contemporary India

**Course Overview and Context:**

The course inspires the students to know more about the functioning of communalism, multiculturalism and secularism in contemporary India.

**Syllabus Content:**

**Module 1 (30 hours)**

Unity in diversity – Peasants' movements — Theorising relevance of Pluralism and Multi-Culturalism –Secularism- Understanding Caste and Communalism - Electoral Politics- Community and Communal Representation.

**Module II (20 hours)**

Gender-Social Construction, Feminist Movements, Place of women in Indian society (both pre-Independent and post-independent period)

**Module III (20 hours)**

Definition of Tribe-Tribe as an Administrative Organization - State Policies on Tribal Welfare- Tribal Movements- Ecological and Human Rights.

**Module IV ( 20 hours)**

Federalism, Role of Regional Parties, Concept of Decentralization and Development, Role of mass media in National Development

**Competencies of the course:**

- study in detail the basic concept of unity in diversity, a unique feature of India
- learn about pluralism, multiculturalism and secularism
- know more about the caste and communalism and its role in Electoral politics
- Learn about feminist movements and the place of women in Indian society.
- Study about the Tribal population in India
- Analyse the role of mass media in national development

**References**

1. B.R.Ambedkar, What Congress and Gandhi have done to the Untouchables.
2. Gale Omvedt, Challenging Brahmanism and Caste (Sage)
3. Govind Chandra Rath (Ed.), Tribal Development in India, (Sage), New Delhi, 2006
4. A. Baviskar In the Belly of the River Tribal Conflict over development in Narmada Valley.(OUP)
5. Terran J Byres, ed. The State Development Planning and Liberalization in India(OUP)
6. S. Bandhopadhyaya, Caste Protest and Identity in Colonial India(Richmund: Curzon Press)
7. Bipan Chandra, In the Name of Democracy, Penguin Books, 2003.
8. Sunil Khilnani, The Idea of India, Penguin Books, 2004.
9. Ghanshyam Shah, Social Movements in India, (Sage), New Delhi, 2004.
10. M.S. Gore, Unity in Diversity: The Indian Experience in Nation Building.
11. S. Bayly, Caste Society and Politics in India from 18<sup>th</sup> century to Modern Age.
12. M. N. Srinivas, Social Change in Modern India.

13. S.K.Chaube, Caste Politics and Indian Federation
14. G.Forbes, Women in India.
15. A.Beteille, Society and Politics in India.
16. G.Pandey The Construction of Communalism.
17. Bipan Chandra, Communalism in Modern India.
18. Jeffery Patricia-Frogs in a well: Indian women in Purdah
19. Ray,Raka,Fields of Protest:Women's Movements in India.
20. A.S.Narang,Regionalism,Alienation and Federation.
21. Srinivas,R.Melkote, H.Leslie Steevans, Communication for development in the Third world.
22. K.J.Kumar-Mass Communication in India
23. Schram Wilbur-Mass Media in National Development

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**SEMESTER - VI**  
**CORE COURSE 11- ISSUES IN CONTEMPORARY INDIA**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A</b> <b>(1 Mark)</b> <b>(6/6)</b>	<b>PART B</b> <b>(2 Marks)</b> <b>(7/10)</b>	<b>PART C</b> <b>(6 Marks)</b> <b>(5/8)</b>	<b>PART D</b> <b>(15 Marks)</b> <b>(2/4)</b>	<b>TOTAL</b> <b>MARKS: 80</b>
1	30	2	3	2	1	35
2	20	2	2	2	1	33
3	20	1	2	2	1	32
4	20	1	3	2	1	34

**CORE COURSE 12**  
**Situating Medieval World**

COURSE CODE	<b>HY6B12B</b>
TITLE OF THE COURSE	<b>Situating Medieval World</b>
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	Sixth
NO OF CREDITS EARNED	4
TOTAL LECTURE HOURS	90 hours

**Aim of the Course:**

This course explores the various aspects of World History during the middle ages.

**Course Overview and Context:**

The course inspires the students to know more about the feudal economy, contributions of the Catholic Church and the Arabs to the medieval world.

**Syllabus Content:**

**Module-I (20 hours)**

Period of Transition- Subsistence Economy to Feudal Dynamism in Europe(7<sup>th</sup>-15<sup>th</sup>)  
Organization of Production Towns and Trade-Technology growth of the middle class and Crisis of Feudalism.

**Module-II (20 hours)**

Medieval Europe- Rise of Papacy, Monasticism – Contribution in the field of Art , Architecture and Learning

### **Module-III (20 hours)**

Renaissance in Europe – features -impact on literature, philosophy, science ,art and architecture and music – Reformation and counter reformation

### **Module-IV (30 hours)**

Societies in Central Islamic World- Tribal background-Ummah- Caliphate-Rise of Sultanate and Religious developments-Urbanization and Trade- Development of Art and Architecture.

### **Competencies of the course:**

- study in detail the transitional stage of Europe from 7<sup>th</sup> to the 15<sup>th</sup> century
- learn about the rise of papacy ,monasticism
- know more about the contributions church in the field of learning , art and architecture.
- Learn about the rise of societies in the central Islamic world
- Focus on the Impact of Renaissance and Reformation .
- Study about the Caliphate and the contribution of Islam to the world civilization.

### **Learning Resources**

1. M.Bloch, *Feudal Society*, Vol. 1&2
2. P.Anderson, *Passages from Antiquity*.
3. H.Pirrene, *Economic and Social history of Medieval Europe*.
4. M.Dobb, *Studies in the Development of Capitalism*
5. R.Hilton,ed, *The Transition from Feudalism to Capitalism*
6. J.Gonzalez, *The Story of Christianity*
7. G.Barracalough, *The Medieval Papacy*
8. P.G.Maxwell and Stuart, *Chronichle of The Popes*
9. K.S.Lartourette, *A History of Christianity*, Vol.1
10. Philip K.Hitti, *History of the Arabs*, Palgrave Mac Millan,New York, 2002.
11. Armstrong.K.Mohammed:*A Biography of Prophet*

12. Armstrong K. Mohammed , A Short History of Islam , 2001
13. Bloom.J and Shiela Blair, Islam: A Thousand years of Faith and Power.
14. Mertin L Swantz, Studies on Islam
15. A. Hourani, A History of The Arab People.



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**SEMESTER - VI**  
**CORE COURSE 12- SITUATING MEDIEVAL WORLD**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A</b> <b>(1 Mark)</b> <b>(6/6)</b>	<b>PART B</b> <b>(2 Marks)</b> <b>(7/10)</b>	<b>PART C</b> <b>(6 Marks)</b> <b>(5/8)</b>	<b>PART D</b> <b>(15 Marks)</b> <b>(2/4)</b>	<b>TOTAL</b> <b>MARKS: 80</b>
1	30	2	3	2	1	35
2	20	2	2	2	1	33
3	20	1	2	2	1	32
4	20	1	3	2	1	34

**CORE COURSE 13**  
**Understanding Modern World**

COURSE CODE	<b>HY6B13B</b>
TITLE OF THE COURSE	<b>Understanding Modern World</b>
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	Sixth
NO OF CREDITS EARNED	4
TOTAL LECTURE HOURS	90 hours

**Aim of the Course:**

This course intends to familiarize the students with the broad understanding of modern world.

**Course Overview and Context:**

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

**Syllabus Content:**

**Module-I (20 hours)**

Trends before World War-I, European Power Politics The US and Latin America, US and Japan in Asia & Pacific, World War I and its Impact - League Of Nations

**Module-II (20 hours)**

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

**Module-III (20 hours)**

Events leading to II World War – World War II and its Effects- Collapse of Empires- Post World War Settlements- UNO and its Significance

**Module-IV (30 hours)**

Cold War and the International Relations, US and Latin America after the II World War, Middle –EAST crisis and Israel-Palestinian Issue. Decline of Soviet Union and the Eastern Block. New International Economic Order- Post Cold War Era.

**Competencies of the course:**

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

**References:**

1. A.J.P. Taylor, *The First World War*, Penguin Books, New York, 1963
2. E.H.Carr, *International Relations Between the Two World Wars 1919-1939*, Palgrave, New York, 2004
3. Marx and Engels, *On Colonialism*
4. Andrew Porter-*European Imperialism*.
5. Anthony Wood-*History of Europe*
6. E.J.Hobsbawn, *Nation and Nationalism*
7. -----, *Age of Empire*

8. -----,Age of Extremes
9. R.R.Palmer, History of The Western World.
10. Carter V. Findley and John Rothney, Twentieth Century World.
11. James Joll, Origins of First World War.
12. Richard Overy, The Times Complete History Of The World.
13. W.H.G. Armitage, The Rise of The Technocrats: A Social History.
14. J.J. Roth, ed. World War I:A Turning Point.
15. Hourani, A History of The Arab People.
16. Dilip Hiro, Inside The Middle East.
17. E.Said, The Question of Palestine
18. Peters Mansfield, The Arabs.
19. Malise Ruthview, Islam in the World

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**SEMESTER - VI**  
**CORE COURSE 13-UNDERSTANDING MODERN WORLD**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A (1 Mark) (6/6)</b>	<b>PART B (2 Marks) (7/10)</b>	<b>PART C (6 Marks) (5/8)</b>	<b>PART D (15 Marks) (2/4)</b>	<b>TOTAL MARKS: 80</b>
1	20	1	2	2	1	32
2	20	2	2	2	1	33
3	20	1	2	2	1	32
4	30	2	4	2	1	37

**CORE COURSE 14**  
**Capitalism and Colonialism**

COURSE CODE	<b>HY6B14B</b>
TITLE OF THE COURSE	<b>Capitalism and Colonialism</b>
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	Sixth
NO OF CREDITS EARNED	4
TOTAL LECTURE HOURS	90 hours

**Aim of the Course:**

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

**Course Overview and Context:**

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

**Syllabus Content:**

**Module-I (20 hours)**

Transition from Feudalism and Capitalism – Experiences of continental Europe – Industrial Revolution – emergence of new social classes

**Module-II (30 hours)**

Dynamics of Capitalism –Commodity production – labour and value – Capitalist democracies – Democracy and development - State power – Post-capitalist/Late capitalist societies – Dependency and World System Theories- Orientalism

**Module-III (30 hours)**

Ages of Geographical Discoveries -Colonialism and Imperialism -Theories of colonialism and imperialism – The Marxists and Neo-Marxists

**Module-IV (10 hours)**

Theories of Modernity – Conceiving the Post-modernism and its theories

**Competencies of the course:**

- study about the transition from feudalism to capitalism .
- know more about the Industrial Revolution and its impact
- Learn about the dynamics of capitalism
- Focus on the world system theory and the concept of orientalism
- Study in detail the colonialism and imperialism and its theories
- focus on modernity and post modernity

**References:**

1. Maurice Dobb, *Studies in the Development of Capitalism*
2. C.M. Cipolla, *Before the Industrial Revolution: European Society and Economy*
3. Rodney Hilton, *Transition from Feudalism to Capitalism*
4. T. S. Ashton and C. H. E. Phillips ed., *The Brenner Debate*
5. Meenaxi Phukan, *Rise of the Modern West*
6. Edward Said, *Orientalism*, Penguin Books, New Delhi, 1995
7. -----, *Culture and Imperialism*
8. Andre Gunder Frank, *On Capitalist Under development*
9. Fanon, *The Wretched of the Earth*
10. Leo Huberman, *Man's Worldly Goods*
11. J. Schumpeter, *History of Economic Analysis*

12. Rosa Luxemburg, *Accumulation of Capital*
13. Paul M. Sweezy, *Theory of Capitalist Development*
14. E.P. Thompson, *The Making of the English Working Class*
15. Paul A. Baron, *Political Economy of Growth*
16. Paul A. Baron and Paul M. Sweezy, *Monopoly Capital*
17. Tom Bottomore, *Dictionary of Marxist Thought*
18. Ralph Davis, *The Rise of Atlantic Economies*
19. C.M. Cipolla, *Before the Industrial Revolution: European Society and Economy*
20. *Cambridge Economic History of Europe*
21. Immanuel Wallerstein, *World System Theories*
22. Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*



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**SEMESTER - VI**  
**CORE COURSE 14- CAPITALISM AND COLONIALISM**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A (1 Mark) (6/6)</b>	<b>PART B (2 Marks) (7/10)</b>	<b>PART C (6 Marks) (5/8)</b>	<b>PART D (15 Marks) (2/4)</b>	<b>TOTAL MARKS: 80</b>
1	20	2	3	2	1	35
2	30	2	3	2	1	35
3	30	1	3	2	1	34
4	10	1	1	2	1	30

## **SYLLABI OF COMPLEMENTARY COURSES**

**Complementary Course 01**  
**Roots of the Modern World**

COURSE CODE	<b>HY1C01B</b>
TITLE OF THE COURSE	<b>Roots of the Modern World</b>
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	First
NO OF CREDITS EARNED	4
TOTAL LECTURE HOURS	90 hours

**Aim of the Course:**

The course intends to provide the students a general idea on the origins of the modern world.

**Course Overview and Context:**

Identify the origin and development of socio-economic systems in the world

**Syllabus Content:**

**Module-1 (30 hours)**

Pre-capitalist formations in the Pre Modern world- Decline of Feudalism- Pre capitalist Formations in Afro-Asian societies- Asiatic Mode of production-Pre bendalism -Tributary State - Segmentary State

**Module-2 (20 hours)**

Genesis of Capitalism - Industrial revolution and Agricultural revolution Mercantilism - Commercial revolution.

**Module-3 (20 hours)**

Capitalism -World System Theory- Immanuel Wallerstein- Orientalism in theory and Practice

**Module-4 (20 hours)**

Evolution of English Democracy- History of Nationalism - Liberalism and Democracy- History of Socialism

**Competencies of the course:**

- Study about the transition from feudalism to capitalism .
- know more about the Industrial Revolution and its impact
- Learn about the dynamics of capitalism
- Focus on the world system theory and the concept of orientalism
- Study in detail about the Asiatic Mode of production
- focus on the evolution of nationalism ,liberalism and democracy

**References:**

1. Maurice Dobb, *Studies in the Development of Capitalism*
2. C.M. Cipolla, *Before the Industrial Revolution: European Society and Economy*
3. Rodney Hilton, *Transition from Feudalism to Capitalism*
4. T. S. Ashton and C. H. E. Phillips ed., *The Brenner Debate*
5. Meenaxi Phukan, *Rise of the Modern West*
6. Edward Said, *Orientalism*, Penguin Books, New Delhi, 1995
7. -----, *Culture and Imperialism*
8. Andre Gunder Frank, *On Capitalist Under development*
9. Fanon, *The Wretched of the Earth*
10. Leo Huberman, *Man's Worldly Goods*
11. J. Schumpeter, *History of Economic Analysis*
12. Rosa Luxemburg, *Accumulation of Capital*
13. Paul M. Sweezy, *Theory of Capitalist Development*
14. E.P. Thompson, *The Making of the English Working Class*
15. Paul A. Baron, *Political Economy of Growth*
16. Paul A. Baron and Paul M. Sweezy, *Monopoly Capital*

17. Tom Bottomore, *Dictionary of Marxist Thought* 78
18. Ralph Davis, *The Rise of Atlantic Economies*
19. C.M. Cipolla, *Before the Industrial Revolution: European Society and Economy*
20. *Cambridge Economic History of Europe*
21. Immanuel Wallerstein, *World System Theories*
22. Peter Kriedte, *Peasants, Landlords and Merchant Capitalists*

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**SEMESTER - I**  
**COMPLEMENTARY COURSE 01- ROOTS OF THE MODERN WORLD**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A (1 Mark) (6/6)</b>	<b>PART B (2 Marks) (7/10)</b>	<b>PART C (6 Marks) (5/8)</b>	<b>PART D (15 Marks) (2/4)</b>	<b>TOTAL MARKS: 80</b>
1	30	2	3	2	1	34
2	20	1	2	2	1	32
3	20	2	3	2	1	34
4	20	1	2	2	1	32

**Model Question Paper**  
**First Semester**  
**Complementary Course- History**  
**HY1CO1B-Roots of the Modern World**

**Time: Three Hours**

**Maximum: 80 Marks**

Part A

Answer all questions in one sentence each. Each question carries 1 mark.

1. Rousseau
2. Divine right theory
3. Orientalism
4. Immanuel Wallenstein
5. Crusades
6. Democracy

(6x1=6marks)

Part- B

Answer any 7 of the following in not more than 50 words each. Each question carries 2 marks

7. What are the causes of commercial revolution in Europe?
8. Explain proselytisation?
9. Analyze the process of transition from feudalism to Capitalism?
10. What is tributary State?
11. Explain the concept of scientific Socialism?
12. Trace the origin of the Nation state
13. Why reformation is regarded as the child of renaissance?
14. Define and explain mercantilism
15. Explain the political causes of French Revolution?
16. Explain the beginning of feudal economy?

PART-C

Answer any five of the following in not more than 200 words each. Each question carries six marks

17. Discuss the factors leading to the decline of feudalism?
18. . Briefly explain the impact Industrial revolution in Europe?
19. Discuss the main features of pre feudalism and segmentary state?
20. Write on the significance of French revolution?
21. Analyse the process of transition from feudalism to capitalism?
22. Review the ideology of enlightenment in the writings of John Locke?
23. Explain the concepts of liberalism and nationalism?
24. Explain the factors led to the decline of feudalism?

(5x 6=30marks)

Part-D

Answer any two of the following in not more than 500 words each. Each question Carries 15 marks

25. Discuss the debate on transition from feudalism to capitalism?
26. Explain scientific revolution and its impact on society?
27. Discuss the significance and features of Renaissance?
28. Explain the causes and characteristics of agricultural revolution?

(2 x 15= 30)



**Complementary Course 02**  
**Transition to the contemporary World**

COURSE CODE	<b>HY2C02B</b>
TITLE OF THE COURSE	<b>Transition to the Contemporary World</b>
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	First
NO OF CREDITS EARNED	4
TOTAL LECTURE HOURS	90 hours

**Aim of the Course:**

The course provides an idea about the transition that the world had experienced over the years.

**Course Overview and Context:**

Identify the trials and turbulences and analyses the problems of the present day world developments.

**Syllabus Content:**

**Module-1 (20 hours)**

French Revolution- Implications of French Revolution - Continental impact and reactions - Metternich and Congress of Vienna - German & Italian Unification

**Module-2 (30 hours)**

First World War. Rise of Fascism and Nazism in Europe. Russian Revolution of 1917- Lenin and Stalin New Economic Policy. Second World War- The Chinese Revolution of 1948- and its Consequences.

### **Module-3 (20 hours)**

The Great Depression in 1929-33- Post-depression- Globalization - Development vs. Sustainable Development.

### **Module-4 (20 hours)**

World Bodies- League of Nations , UNO - NAM and other Regional Groupings. Growth of Mass Media and Information Technology

### **Competencies of the course:**

- study about the implications of French Revolution
- know more about the theories of imperialism
- Learn about the impact of German and Italian unification
- Focus on the rise of Fascism and Nazism
- Study in detail about the great depression in 1929-33
- Know about the two world wars and its effects
- Learn about the world bodies- League of Nations, UNO , NAM

### **References**

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2. C. M. Cipolla, Before the Industrial Revolution: European Society and Economy
3. Rodney Hilton, Transition from Feudalism to Capitalism
4. T. S. Ashton and C. H. E. Phillips ed., The Brenner Debate
5. Meenaxi Phukan, Rise of the Modern West

6. Edward Said, Orientalism, Penguin Books, New Delhi, 1995
7. -----, Culture and Imperialism
8. Andre Gunder Frank, On Capitalist Under development
9. Fanon, The Wretched of the Earth
10. Leo Hubermann, Man's Worldly Goods
11. J. Schumpeter, History of Economic Analysis
12. Rosa Luxemburg, Accumulation of Capital
13. Paul M. Sweezy, Theory of Capitalist Development
14. E.P. Thompson, The Making of the English Working Class
15. Paul A. Baron, Political Economy of Growth
16. Paul A. Baron and Paul M. Sweezy, Monopoly Capital
17. Tom Bottomore, Dictionary of Marxist Thought
18. Ralph Davis, The Rise of Atlantic Economies
19. C.M. Cipolla, Before the Industrial Revolution: European Society and Economy
20. Cambridge Economic History of Europe
21. Immanuel Wallerstein, World System Theories
22. Peter Kriedte, Peasants, Landlords and Merchant Capitalists

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**SEMESTER - 2**

**COMPLEMENTARY COURSE 02- TRANSITION TO THE COMTEMPORARY WORLD**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A (1 Mark) (6/6)</b>	<b>PART B (2 Marks) (7/10)</b>	<b>PART C (6 Marks) (5/8)</b>	<b>PART D (15 Marks) (2/4)</b>	<b>TOTAL MARKS: 80</b>
1	20	2	3	2	1	35
2	30	1	2	2	1	32
3	20	2	3	2	1	35
4	20	1	2	2	1	32

**Model Question Paper**

**SECOND SEMESTER**

**Complementary Course- History**

**HY2C02B -Transition to the Contemporary World**

**Time: Three Hours**

**Maximum: 80 Marks**

**Part –A**

**Answer all questions in one sentence. Each question carries 1 mark**

- |                     |                       |
|---------------------|-----------------------|
| 1. Metternich       | 2. Liberalism         |
| 3 . Bolshevik party | 4. Lenin              |
| 5. Communism        | 6 .October Revolution |

(6x1=6marks)

**Part- B**

**Answer any 7 of the following in not more than 50 words each.**

**Each question carries 2 marks**

7. Explain the consequences of French Revolution.
8. Briefly Explain the Unification of Italy.
9. Bring out the role of Metternich in the Congress of Vienna.
10. International Labour Organization
11. Explain New Economic Policy
12. What is People's Liberation Army?
13. Spread of Communist ideology
14. Explain the causes of Great Depression.
15. What is Sustainable Development?
16. Define the term Imperialism.

(7x 2= 14marks) P.T.O

**PART- C**

**Answer any five of the following in not more than 200 words each.**

**Each question carries Six marks.**

17. Explain the features of League of Nations.
18. Mention the significance of Congress of Vienna?
19. What is globalization?
20. Explain the features of NAM?
21. Discuss the significance and features of Information Technology?
22. Fascism and Nazism
23. Explain the consequences of First World War.
24. Explain the Unification of Italy and Germany.

(5x6=30marks)

**PART- D**

**Answer any two of the following in not more than 500 words each.**

**Each question carries 15 marks**

25. Explain the causes and consequences of Russian Revolution.
26. Explain the theories of Imperialism.
27. Mention the aims and objectives of the United Nations Organization.
28. Explain the causes and characteristics of Chinese revolution of 1948.

(2 X 15=30 Marks)

## **Syllabus of Open Course**

Open Course  
**Environmental History in Indian Context**

COURSE CODE	<b>HY5D01B</b>
TITLE OF THE COURSE	<b>Environmental History in Indian Context</b>
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	Fifth
NO OF CREDITS EARNED	4
TOTAL LECTURE HOURS	72 hours

**Aim of the Course:**

This course intends to familiarize the students to the dynamic fields of environmental History with special to Indian context.

**Course Overview and Context:**

The course provides the students in detail the essential concepts and concerns in environmental history.

**Syllabus Content:**

**Module 1 (20 hours)**

Environmental history-definitions – emergence of the discipline- The three realms of Earth- Features of Lithosphere, Hydrosphere- Atmosphere – Food Chains – evolution of man– Homo Erectus – Homo Sapiens -The Hunting Gathering Environments.



**MODULE 2 (20 hours)**

Human Existence - Neolithic Revolution – Primitive Agriculture – Discovery of Metal  
Demographic expansion and Sedentarization – Migration and Ecological change

**MODULE -3 (20 hours)**

**The Indian Context**

Indian environmental tradition- Different types of forests-British colonialism-a watershed -  
Imperial Agendas and exploitation of natural resources-deforestation-ship building-Railways-  
opening of plantations- world war and forests-reservation of forests and enactments-alienation of  
people-Development and deprivation in free India-dams-mines-hydro-electric projects-the  
colonial inheritance

**MODULE 4 (30 hours)**

**Environmental Movements**

Indian environmental pressure groups-Chipko Movement -Narmada Bachao Movement-Silent  
Valley in Kerala-the Pathrakadavu Issue- Plachimada issue- effects of sand mining and river  
protection groups-pollution and waste disposal -Women and environment

**Competencies of the course:**

- study in detail the emergence of environmental History
- know about the evolution of Human kind
- Learn about the transitional changes in the life style of early man
- Focus on the Indian Environmental tradition
- Study in detail the impact of British rule in Indian environment.
- know more about the environmental movements in India

**References :**

1. Donald Worster, ed. *The Ends of the Earth: Perspectives of Modern Environmental History*, New York, 1988.
2. Al Gore, *Earth in the Balance*, London, 1992
3. Sverker Sorlin and Paul Warde, *The Problem of Environmental History: A Re-reading of the field*, Environmental History. Vol 12, No. 1, Jan .2007.
4. Erach Bharucha, *Textbook of Environmental Studies*, Universities Press India Pvt Ltd, 2005.
5. Lester R.Brown, *Eco-Economy*, Orient Blackswan Pvt Ltd
6. Samir Dasgupta, *Understanding the Global Environment*, Pearson Longman, New Delhi, 2009.
7. S.N.Chary, *Environmental Studies*, Macmillan India Ltd, 2008.
8. Agrawal et.al, *A Textbook of Environment*, Macmillan India Ltd, 2002.
9. Kiran B.Chhokar, *Understanding Environment*, Sage Publications, 2004.
10. S.P.Misra, et.al, *Essential Environmental Studies*, Ane Books, New Delhi, 2008.
11. V.K.Ahluwalia, et.al, *Environmental Science*, Ane Books, New Delhi, 2006.
12. Donald Worster, ed., *The Ends of the Earth: Perspectives of Modern Environmental History*, New York, 1988.
13. Alfred W. Crosby, *Ecological Imperialism: the biological expansion of Europe, 900-1900*, New York, 1986.
14. Dennis Pirages, *The Ecological Perspective and the Social Sciences*, International Studies Quarterly, Vol. 27, No. 3 (Sept. 1983), pp. 243-255 – <http://www.jstpr.org/stable/2600681>
15. John Bellamy Foster, *Ecology Against Capitalism*
16. Lester J. Bilsky (ed), *Historical Ecology*, New York, 1980.
17. J.F. Richards and R. Tucker, (ed) *World Deforestation in the Twentieth century*, Durham, 1988.

18. Patricia Jagentowicz Mills, *Feminism and Ecology: on the Domination of Nature*, Hypatia, vol. 6, No. 1, Ecological Feminism (Spring, 1991) pp 162-178.  
<http://www.jstor.org/stable/3810039>.
19. Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, OUP, New Delhi, 1992.
20. Ramachandra Guha, *Nature's Spokesman: M.Krishnan & Indian Wildlife*, Penguin Books, New Delhi, 2007.
21. Ramachandra Guha, *The Uniquient Woods*, OUP, Delhi, 1989.
22. Stebbing E.P *The Forest of India*, Vols, 11, London, 1922-27.
23. Sangreiya, K.P, *Forests and Forestry*, New Delhi, 1967.
24. Ribbentrop. B, *Forestry in British India*, Calcutta, 1900.
25. S. Fernandez and Kulkarni (ed), *Towards a New Forest Policy: People's Rights and Environmental Needs*.
26. Madhav Gadgil and R. Guha, *Ecology and Equity* (Penguin, 1996).
27. Amita Baviskar, *In the belly o f the River: Tribal Conflicts over Development in the Narmada Valley* OUP, New Delhi.
28. Amita Baviskar, (ed.), *Contested Grounds: Essays on Nature, Culture and Power*, New Delhi, 2008.
29. James Connelly and Graham Smith, *Politics and the Environment: From Theory to Practice*, New York, 2003.
30. Lafferty, W. and Eckerberg, K. (eds), *From Earth Summit to Local Agenda 21: Working Towards Sustainable Development*, London, 1998.
31. Lorraine Elliot, *The Global Politics of the Environment*, London, 1998.
32. Vandana Shiva, *Staying Alive: Women, Ecology and Development*, London, 1989.
33. V.R. Krishna Iyer, *Hydel Projects and Perils: An Instance in Kerala*, The Hindu, 3 May 2007.

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**SEMESTER - V**

**OPENCOURSE - ENVIRONMENTAL HISTORY IN INDIAN CONTEXT**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A (1 Mark) (6/6)</b>	<b>PART B (2 Marks) (7/10)</b>	<b>PART C (6 Marks) (5/8)</b>	<b>PART D (15 Marks) (2/4)</b>	<b>TOTAL MARKS: 80</b>
1	20	2	3	2	1	35
2	20	2	3	2	1	35
3	20	1	2	2	1	32
4	30	1	2	2	1	32

**SYLLABI OF CHOICE BASED COURSE**

**Choice-Based Course**  
**Archaeology in India**

COURSE CODE	HY6B
TITLE OF THE COURSE	<b>Archaeology in India</b>
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	Sixth
NO OF CREDITS EARNED	3
TOTAL LECTURE HOURS	72 hours

**Aim of the Course:**

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

**Course Overview and Context:**

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

**Syllabus Content:**

**Module 1 (20 hours)**

Introducing Archaeology – Definitions- Nature and Scope- History of Archaeology- As a science studying Relics- As a science for Culture Studies- Relations with other Sciences( Social and Exact)

**Module 2 (20 hours)**

History of Archaeology in India- Pioneering Archaeologists-(Alexander Cunningham, John Marshall, Mortimer Wheeler etc)-Recent Development in Archaeology( Marine, Industrial and New Archaeology)

**Module 3 (20hours)**

Principles and Methods of Archaeology- Exploration and Excavation –Methods of Exploration and Excavation –Stratigraphy- Dating and Interpretation

**Module 4 (12 hours)**

Archaeological Sites in India- Historical value of Sites – Important Sites in India-(Nalanda (Bihar) Arikamedu (Tamilnadu)Bramagiri, Chandravalli(Karnataka), Saranath(UttarPradesh) ,Pattanam( Kerala).Monuments in India- Asokan Pillars, Sanchi, Amaravati, Ajanta-Ellora, Badami-Aihole, Pattadakkal, Tanjavur, Delhi.Agra and Bijapur

**Competencies of the course:**

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

## **References**

1. K.V. Raman, Principles and Methods of Archaeology , Madras 1986
2. H.D. Sankalia, Indian Archaeology Today, Bombay, 1962
3. Gordon Childe , A Short Introduction to Archaeology New York, 1962
4. Gordon Childe, Man Makes Himself, London, 1970
5. Gordon Childe, What Happened to History, London 1974Mortimer Wheeler, Civilization of the Indus valley and Beyond, London 1966
6. Mortimer Wheeler, Indus Civilization London 1968
7. Shereen Ratnagar , Encounters : The westerly trade of Harappan Civilization , New Delhi 1981
8. D.P. Agarwal, The Archaeology of India , London 1985.



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**SEMESTER - VI**  
**CHOICE BASED COURSE – ARCHAEOLOGY IN INDIA**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A</b> <b>(1 Mark)</b> <b>(6/6)</b>	<b>PART B</b> <b>(2 Marks)</b> <b>(7/10)</b>	<b>PART C</b> <b>(6 Marks)</b> <b>(5/8)</b>	<b>PART D</b> <b>(15 Marks)</b> <b>(2/4)</b>	<b>TOTAL</b> <b>MARKS: 80</b>
1	20	0	2	2	1	31
2	20	1	2	2	1	32
3	20	2	3	3	2	56
4	12	3	3	1	0	15

## Choice-Based Course

### Basics of Museology

COURSE CODE	HY6B15B
TITLE OF THE COURSE	Basics of Museology
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	Sixth
NO OF CREDITS EARNED	3
TOTAL LECTURE HOURS	72 hours

#### **Aim of the Course:**

This course intends to familiarize the students to the dynamic field of Museology.

#### **Course Overview and Context:**

The course provides the students in detail about the basic concepts of Museology and its growth.

#### **Syllabus Content:**

##### **Module I: Introduction to Museology**

(a) Definition – Aims and Scope

(b) History of Museology – General Principles – Museology & Museography

##### **Module II: History of Museums**

(a) Growth of Museums in the World

(b) Growth of Museums in India

(c) Role and Functions of Museums: Social, Cultural, Economic, Educational etc

### **Module III: Kinds of Museums**

(a) Archaeological, Industrial, Agricultural and Natural

(b) Select Museums in India: National Museum New Delhi, Prince of Wales Museum Bombay, Salarjung Museum Hyderabad, Indian Museum Calcutta, Government Museum Madras.

### **Module IV: Recent Trends.**

(a) New Musicology and Eco-museums

(b) Professional Associations, Organizations, Publications etc.

(National & International)

### **Competencies of the course:**

- Learn the history of museology and its importance
- Make an awareness of the growth of museums in the world
- Know about the different kinds of museums.
- Study the recent developments in the field of museology.

### **Readings:**

Smith J.Bakshi & Vinod P. Dwivedi, *Modern Museum*

Usha Agrawal, *Museums in India*

Sivaramamurthy, *Museums*

N.R. Banerji, *Museums and Cultural Heritage of India*

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**SEMESTER - VI**  
**CHOICE BASED COURSE – BASICS OF MUSEOLOGY**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A (1 Mark) (6/6)</b>	<b>PART B (2 Marks) (7/10)</b>	<b>PART C (6 Marks) (5/8)</b>	<b>PART D (15 Marks) (2/4)</b>	<b>TOTAL MARKS: 80</b>
1	20	0	2	2	1	31
2	20	1	2	2	1	32
3	20	2	3	3	2	56
4	12	3	3	1	0	15

**CHOICE-BASED COURSE  
HISTORY OF SCIENCE AND TECHNOLOGY**

COURSE CODE	HY6B15B
TITLE OF THE COURSE	History of Science and Technology
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	Sixth
NO OF CREDITS EARNED	3
TOTAL LECTURE HOURS	72 hours

**Aim of the Course:**

This course intends to understand the scientific mode of thinking and its place in life and society.

**Course Overview and Context:**

The course provides the students in detail about the history and development of Science and technology.

**Syllabus Content:**

**Module-I**

Historical “Study as a means” of understanding the nature of scientific mode of thinking and its place in life and society. Role of Philosophy of science in the study of History of sciences, Meta theoretic concerns.

Scientific Methods: Inductivism, Falsification, Paradigmatic shifts and Scientific revolutions, science as an extended metaphor.

### **Module-II**

Greek Contributions to Science, Contributions by Early India and China, Arab Contributions and Transfer of Knowledge from East to West, European science till the middle Ages.

### **Module-III**

European Intellectual Resurgence-Newton to Nanotechnology, Realism and Anti realism, reductionism and Unity of Science.

### **Module-IV**

Science and Values, Religion and Society. Indian Science, Colonial, Nationalist and Post – Independence Phase, Parasitic Character of and Lopsided Institutionalization of Science.

### **Competencies of the course:**

- Learn the role of philosophy of science in the study of history of sciences.
- Know about the contributions of early civilisations in the field of science and technology.
- Analyze the realism and anti realism in the unity of science.
- Study the role of science and values in religion and society.

### **Readings**

H.Butterfield:Origins of Modern Science:1300-1800

A.R.Hall:The Scientific Revolution 1500-1800

A.Koestler:The sleep Walkers

C.Singer:A History of Science Ideas to 1900.

Thomas Kuhn:the Structure of the Scientific Revolution

A.P.Chalmers: What is the Thing Called Science

Barry Barnes :Sociology of Science

Bill Bryson :A Short History of Every thing

R.V.G.Menon-An Introduction to The History & Philosophy of Science

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**SEMESTER - VI**  
**CHOICE BASED COURSE – HISTORY OF SCIENCE AND TECHNOLOGY**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A (1 Mark) (6/6)</b>	<b>PART B (2 Marks) (7/10)</b>	<b>PART C (6 Marks) (5/8)</b>	<b>PART D (15 Marks) (2/4)</b>	<b>TOTAL MARKS: 80</b>
1	20	0	2	2	1	31
2	20	1	2	2	1	32
3	20	2	3	3	2	56
4	12	3	3	1	0	15

**CHOICE-BASED COURSE**  
**HISTORY OF FOLKLORE**

COURSE CODE	HY6B15B
TITLE OF THE COURSE	<b>History of Folklore</b>
DURATION OF THE COURSE	ONE SEMESTER
SEMESTER IN WHICH THE COURSE IS TAUGHT	Sixth
NO OF CREDITS EARNED	3
TOTAL LECTURE HOURS	72 hours

**Aim of the Course:**

This course intends to understand the importance of Folklore studies.

**Course Overview and Context:**

The course provides the students in detail about the history and development of Folklore studies..

**Module 1**

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

**Module 2**

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

**Module 3**

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



## **Module 4**

Folk Literature and Arts-Heroic poems and prose naratives- animal stories- Myths and Legends - Proverbs- Riddles- The social function of forms of knowledge- Folk arts- Songs- Dances- dramas-Its social linkages.

### **Competencies of the course:**

- Learn historical perspective and the changing rang of folklore.
- Know about the scope of folklore studies in Europe.
- Analyze the views of different schools of thought.
- Study the heroic poems and prose narratives in folklore .

### **Readings**

Clarke Kenneth and Clarke Marry, *Introducing Folklore*, New York 1963

Richard M. Dorson(Ed) *Folk lore and Folk Life: An introduction* , Chicago, 1972

Sankar Sen Gupta, *Studies in Indian Folklore*, Culcutta, !862

Levi-Strauss, *The Raw and the Cooked*, New York, 1970

Levi-Strauss, *From Honey to Ashes*, New York 1972

Levi-Strauss, *The Origin of Table Manners*, New York, !978

Vladimir. J. Propp, *Morphology of Folktale*, Texas, 1968

Jan Vancina, *The Oral Tradition*, London, 1965.

Allen Dundes, *Essays in Folkloristics*.

M.R.Raghava Warriar, *Vatakkann Pattukalute Paniyala*, Sukapuram, 1982

Raghavan Payyanadu, *Folklore*, Trivandrum.

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**SEMESTER - VI**  
**CHOICE BASED COURSE – HISTORY OF FOLKLORE**

<b>MODULE</b>	<b>HOURS</b>	<b>PART A (1 Mark) (6/6)</b>	<b>PART B (2 Marks) (7/10)</b>	<b>PART C (6 Marks) (5/8)</b>	<b>PART D (15 Marks) (2/4)</b>	<b>TOTAL MARKS: 80</b>
1	20	0	2	2	1	31
2	20	1	2	2	1	32
3	20	2	3	3	2	56
4	12	3	3	1	0	15