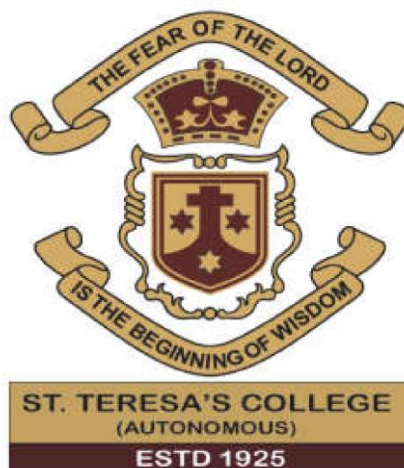


**ST.TERESA'S COLLEGE (AUTONOMOUS),
ERNAKULAM**

Affiliated to Mahatma Gandhi University, Kottayam



CURRICULUM AND SYLLABI FOR THE PROGRAMME

B.A. HISTORY

Program Code: BHIS

and

COMPLEMENTARY COURSES

**Under Choice Based Credit & Semester System
(2023 Admission Onwards)**

St. Teresa's College (Autonomous), Ernakulam

Department of History

Board of Studies in History (2021-2024)

Sl. No	Category	Name	Designation	Official Address
1	Chairperson (HOD)	Dr. Vinitha T. Tharakan	Assistant Professor	Dept. of History, St. Teresa's College, (Autonomous) Ernakulam.
2	Faculty Member	Dr. Stancy S.	Assistant Professor	Dept. of History, St. Teresa's College, (Autonomous) Ernakulam
3	Faculty Member	Gayathri Varier	Guest Lecturer	Dept. of History, St. Teresa's College, (Autonomous) Ernakulam
4	Faculty Member	Jacqueline Deepika M.X.	Assistant Professor (On Contract)	Dept. of History, St. Teresa's College, (Autonomous) Ernakulam
5	Faculty Member	Mintu Judson	Assistant Professor (On Contract)	Dept. of History, St. Teresa's College, (Autonomous) Ernakulam
6	Faculty Member	Rose Mol Xavier	Assistant Professor (On Contract)	Dept. of History, St. Teresa's College, (Autonomous) Ernakulam
7	Subject Expert - 1 Outside MG University	Dr. K.S. Madhavan	Professor	Dept. of History, Calicut University
8	Subject Expert - 2 Outside MG University	Dr. Mini Thomas	Associate Professor	Dept. of History, S.S.U.S., R/c Thuravoor, Alappuzha
9	University Nominee	Dr. Gracy K.S.	Assistant Professor	Dept. of History, St. Peter's College, Kolenchery
10	Representative from Industry/ Corporate Sector/	Dr. B. Venugopal	Convener	India Heritage and

	Allied field related to placement			Museum Field School, Kochi
11	Alumni Representative	Dr. Kamakshy V.	Assistant Professor & HOD	PG Department Of History & Research Centre, Assumption College, Autonomous, Changanacherry

PREFACE

The curriculum, which encompasses the totality of student experience, should ensure a collective and dedicated effort to birth an inspiring academic culture in a campus. It is this vision of quality knowledge, its production and transmission that has fuelled the Teresian quest for essential and elemental student development. St. Teresa's College has taken meticulous care in the conception of the new well-balanced curriculum by retaining the fundamental prerequisites mentioned by the University/Higher Education Council. With the constraints of a prescribed syllabus in mind, we have created an academic sanctuary, where a deeper access to knowledge is achievable to students and teachers as well.

The Syllabus restructuring of 2023 instigates opportunities of real-world learning to equip a modern scholar with the practicality of experience. As an autonomous institution under Mahatma Gandhi University, St. Teresa's College offers a significant number of Programmes with definite placement windows to the learners. Student knowledge and training across a range of subject areas is efficiently enriched by engaging them in work-based learning, as provided by the revised and restructured curriculum.

The indefatigable effort taken by the teachers in developing Programmes and Course outcomes is commendable. The blossoming of the cognitive and intellectual skills of the scholars, the initiation of a research mentality, and pragmatic skill sets to venture out confidently into a professional space, are the core off-shoots that are anticipated. The curriculum should equip the students to be educators themselves, with a voice that echoes global effectiveness.

I congratulate the efforts taken by the Principal Dr. Alphonsa Vijaya Joseph and her team for restructuring the syllabus in keeping with the latest demands in academia. We trust that the syllabus will transform minds to embark upon higher academic summits and thereby mould learners who will make significant contributions to the world. We look forward to sharing the outcomes of our restructured curriculum and the positive changes that would reshape the academic lives of all our scholars.

Dr. Sr. Vinitha

Provincial Superior and Manager

FOREWORD

The most significant characteristic of an autonomous college is its commitment to curriculum renewal or revision. Academic autonomy has granted the college the freedom to fine tune the syllabus keeping in mind the changing needs of the new generation of students, the new educational scenario in the global context and incorporation of skill based curricula. Revision of the syllabus implies responsibility and accountability and this in turn leads to excellence in academics and proactive governance. Education in the current scenario throws up a multitude of challenges and the curricula and syllabi ought to reflect the paradigm shift that has occurred in the various disciplines.

A revision of the syllabus is implemented by modifying the curriculum after review to evaluate the effectiveness of the curriculum after it has been implemented and to reflect on what students did and did not get out of it. In line with the new Educational policy, a big educational reform can be affected by restructuring of syllabi to maintain a high level of quality in the standard of education that we impart.

The three themes under Higher Education relevant to policy initiatives for restructuring of the curriculum i.e., integrating skill development in higher education, linking higher education to society and integration of new knowledge are considered with utmost importance during revision of the syllabus.

Outcome-Based Education emphasizes that the learning process is innovative, interactive and effective, where the main goal is student achievement at the end of the learning period. St. Teresa's College in its pursuit of imparting quality education has adopted an Outcome Based Education (OBE) system that involves restructuring of curriculum, academic processes, teaching methodologies, assessment and evaluation systems in education to reflect the achievement of high order learning. It is a student-centric instruction model that focuses on measuring student performance through outcomes that include knowledge, skills and attitudes.

The revised syllabus and curriculum is the result of the combined efforts of the members of the Board of studies, curriculum expert committee and the syllabus committee who worked as a team to revise the syllabus and curriculum in the stipulated period. Active consultations were held with various stakeholders to elicit multiple perspectives in higher education which were incorporated in the new curriculum.

With sincere gratitude I acknowledge the instinct support and constant guidance extended by Rev. Dr. Sr. Vinitha, Provincial Superior and Manager, Rev. Sr. Emeline, Director, Dr. Sajimol Augustine M., Senior Administrator, Smt. Betty Joseph, Vice-Principal and Dr. Beena Job, Dean of self-financed programmes. I specially thank the team headed by Dr. Betty Rani Isaac, the Heads of the Departments and all the faculty members for their diligence, commitment and exceptional contribution towards this endeavour.

Prof. Alphonsa Vijaya Joseph

Principal

ACKNOWLEDGEMENT

I am grateful to those who worked on this syllabus for the Undergraduate Programme in History. I place on record my gratitude to the faculty members of the department for their initiatives and taking great effort to draft this syllabus.

I also remember and acknowledge with thankfulness the Board of Studies members Dr. K.S. Madhavan, Dr. Mini Thomas., Dr. Gracy K.S., Dr. B.Venugopal and Dr. Kamakshy V for their constructive suggestions and contributions in restructuring all the courses of this UG programme.

I am extremely grateful to Dr. Kala M.S., IQAC coordinator for her valuable suggestions; all the members of the Curriculum committee, and the Syllabus Committee 2023 for their guidance during the syllabus restructuring process.

A note of gratitude to Rev. Dr. Sr. Vinitha (Manager), Dr. Alphonsa Vijaya Joseph (Principal), Rev. Sr. Emeline (Director), Dr. Sajimol Augustine M (Senior Administrator) and Smt. Betty Joseph (Vice-Principal) for their motivation and encouragement for this endeavour.

Above all, I bow my head before God Almighty for all the guidance he has continuously given to us in all our endeavours.

DR. VINITHA T. THARAKAN

CHAIRPERSON

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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 awareness in the basic concepts of History and to provide students with wider scope in relevant and advanced areas of the subject.

This programme has also been tailored towards an Outcome Based Education. Outcome based education involves assessment and evaluation practices in education reflecting the attainment of expected learning and mastery in the programme. It is a systematic way to determine if a programme has achieved its goal. This approach of learning makes the student an active learner, the teacher a good facilitator and together they lay the foundation for life-long learning. The process includes framing of specific course outcomes at various appropriate levels of taxonomy, mapping the course outcomes of each course with the Programme Specific Outcomes and finally calculating the course attainment based on the marks scored by the student in both the Internal and External assessments.

PROGRAMME OUTCOME (PO)

On completion an undergraduate programme from St. Teresa's College (Autonomous), Ernakulam, students should be able to demonstrate the programme outcomes listed below:

PO1. *Disciplinary knowledge*

- Demonstrate a mastery of the fundamental knowledge and skills required in the discipline to function effectively as an entry-level professional in the field.

PO2. *Scientific Temper*

- Experiment with new approaches, challenge existing knowledge boundaries and take informed action to solve problems related to society.
- Identify, define, and deal with problems through logical, analytical and critical thinking acquired from different domains of knowledge

PO3. *Research and Digital Competence*

- Develop a research culture for lifelong learning and demonstrate competency in creating new knowledge.
- Analyze and choose from available data and information sources to communicate, collaborate and network through a range of digital media.

PO4. *Communication Skills*

- Develop language proficiency through interactions embedded in meaningful contexts.
- Demonstrate communicative competence particularly using technology in social and global environments.

PO5. *Leadership, Teamwork and Interpersonal Skills*

- Function effectively both as leader and/or member of a team.
- Collaborate and interact effectively with others.

PO6. *Moral & Ethical Awareness and Social Responsibility*

- Demonstrate social and national responsibility.
- Engage in activities that contribute to the betterment of society, with a preferential option for the economically challenged and the marginalized.

PROGRAMME SPECIFIC OUTCOME (PSO)

On completion of B.A. History programme, students should be able to demonstrate the Programme Specific Outcomes listed below:

PSO1: Identify the role of history as a social science and its multidisciplinary nature by integrating the basic concepts of associated disciplines. (Understand)

PSO2: Develop research and communication skills by learning historical methodology and languages. (Apply)

PSO3: Evaluate the complexities of world history from the Prehistoric to the Contemporary age. (Evaluate)

PSO4: Interpret the culture and heritage of the Indian subcontinent and of Kerala from a historical perspective. (Understand)

PSO5: Develop environmental consciousness to protect nature and natural resources. (Apply)

ELIGIBILITY

The eligibility for admission to B.A. History Programme is a Pass in + 2 examinations in any stream **recognised by Mahatma Gandhi University.**

PROGRAMME DESIGN

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

PROGRAMME STRUCTURE

B.A. HISTORY (MODEL I)

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

COURSES

The programme (Model-I) consists of common courses (I & II) with 38 credits, core courses (including Choice based Core Course and project) of 63 credits and complementary courses with 16 credits and an open course with 3 credits.

SCHEME OF COURSES

Courses	No	Credits
COMMON COURSES		
Common Course I	6	22
Common Course II (Second Language)	4	16
Total	10	38
CORE COURSES		
Core Courses	14	58
Choice Based Core Courses	1	3
Project	1	2
Total	16	63
OPEN COURSE		
Open Course (General)	1	3
Total	1	3
COMPLEMENTARY COURSES		
Complementary Courses	4	16
Total	4	16
TOTAL	31	120

SCHEME OF DISTRIBUTION OF INSTRUCTIONAL HOURS FOR CORE COURSES

Semester	Instructional Hours
First	6
Second	6
Third	9
Fourth	9
Fifth	25
Sixth	25

COURSE CODE FORMAT

The programme is coded according to the following criteria.

1. The first letter plus second letter/any letter from the programme i.e. **HY**
2. One digit to indicate the semester. i.e. **HY1 (HISTORY, 1st semester)**
3. One letter from the type of courses such as, **A** for Common Course, **B** for Complementary Course, **C** for Core Course, **D** for Open Course and **PR** for project, and **I** for Internship.
i.e. HY1C (HISTORY, 1st semester Core Course)
4. Two digits to indicate the course number of that semester. i.e. **HY1C01 (History, 1st semester, Core course, course number is 01).**
5. The letter **B** to indicate Bachelor's Programme.
6. **HY1C01B (HISTORY, 1st semester, Core course, courses number 01, and B for Bachelors Programme).**
7. **23 to indicate the year. i.e. HY1C01B23.**
8. History project: **HY6PRB23**

EXAMPLE: HISTORY CODES

HY HISTORY

HYB HISTORY Core Course Theory- HY1C01B23, HY2C02B23, HY3C03B23, HY3C04B23, HY4C05B23, HY4C06B23, HY5C07B23, HY5C08B23, HY5C09B23, HY5C10B23, HY6C11B23, HY6C12B23, HY6C13B23, HY6C14B23.

HISTORY Core, Choice Based Theory (HY6C15AB23/HY6C15BB23/HY6C15CB23/HY6C15DB23)

HYD HISTORY Open Course Theory (HY5D01AB23/ HY5D01BB23/ HY5D01CB23)

HYB HISTORY Complementary Theory (HY1B01B23/ HY2B01B23)

HYPR HISTORY Project HY6PRB23.

DURATION OF PROGRAMME

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

PROGRAMME STRUCTURE
BACHELOR'S PROGRAMME IN HISTORY (BHIS)

SEM	Course Type	Course Code	Course Title	Hrs/week	Credit	Max Marks	
						ISA	ESA
I	Common course I	EN1A01B23	Fine-Tune Your English	5	4	20	80
		EN1A02B23	Pearls From The Deep	4	3	20	80
	Common Course II	MA1A01B23	Kathasahithyam	4	4	20	80
		HN1A01B23	Kahaani Aur Upanyas				
		FR1A01B23	French Language And Communicative Skills – I				
	Core Course	HY1C01B23	Methodology and Perspectives of Social Sciences- History	6	5	20	80
	1 st Complementary Course-I	EC1B01B23	Principles of Economics	6	4	20	80
			Total	25	20	-	-
	Common course- I	EN2A03B23	Issues That Matter	5	4	20	80
		EN2A04B23	Savouring The Classics	4	3	20	80
		MA2A03B23	Kavitha				

II	Common Course II	HN2A03B23	Kavitha Vyakaran Aur Anuvad	4	4	20	80
		FR2A03B23	French Language And Communicative Skills – II				
	Core Course	HY2C02B23	Understanding Early India	6	5	20	80
	1 st Complementary Course- 2	EC2B01B23	Basic Economic Studies	6	4	20	80

			Total	25	20	-	-
III	Common course- I	EN3A05B23	Literature and /as Identity	5	4	20	80
	Common Course- II	MA3A05B23	Drisyakalasaahithyam	5	4	20	80
		HN3A05B23	Naatak Aur Lambi Kavita				
		FR3A05B23	An Advanced Course in French –I				
	Core Courses	HY3C03B23	Polity, Society and Economy in Pre-Colonial India	4	4	20	80
		HY3C04B23	History of Pre- Colonial Kerala	5	4	20	80
	2 nd Complementary Course- 3	SO3B02B23	Introduction To Sociology	6	4	20	80
			Total	25	20		

IV	Common course- I	EN4A05B23	Illuminations	5	4	20	80
	Common Course - II	MA4A06B23	Gadhyarachanakal	5	4	20	80
		HN4A06B23	Gadya Aur Ekanki				
		FR4A06B23	An Advanced Course in French – II				
	Core Course	HY4C05B23	Making of Modern Kerala	4	4	20	80
		HY4C06B23	Researching the Past	5	4	20	80
	2 nd Complementary Course- 4	SO4B02B23	Development of Sociological Theories	6	4	20	80
			Total	25	20		
V	Core Course	HY5C07B23	Environmental Studies and Human Rights in Historical Outline	5	4	20	80
		HY5C08B23	Inheritance and Departures in Historiography	5	4	20	80
		HY5C09B23	India: Nation In The Making	5	4	20	80
		HY5C10B23	State and Society in Ancient and Medieval World	5	4	20	80
	Open Course	HY5D01AB23	Introducing Environmental History	4	3	20	80
	Project	HY6PRB23		1	0	-	-

	Historical site visit			-	-		
			Total	25	19		
VI	Core Course	HY6C11B23	Making of Contemporary India	5	4	20	80
		HY6C12B23	Understanding the Modern World	5	4	20	80
		HY6C13B23	Capitalism and Colonialism	5	4	20	80
		HY6C14B23	Gender in Indian Perspectives	5	4	20	80
	Choice Based Core	HY6C15AB23	Archaeology in India	4	3	20	80
	Project	HY6PRB23	-	1	2	20	80
			Total	25	21		

Total credits-120

**SCHEME- CORE COURSES
B.A. HISTORY (MODEL 1)**

Course Code	Title of the Course	No. of Contact Hours/ Week	Credits	Total No. of Hours
I SEMESTER				
HY1C01B23	Methodology and Perspectives of Social Sciences- History	6	5	108
	Total Credits	5		

II SEMESTER				
HY2C02B23	Understanding Early India	6	5	108
	Total Credits	5		
III SEMESTER				
HY3C03B23	Polity, Society and Economy in Pre-Colonial India	4	4	72
HY3C04B23	History of Pre- Colonial Kerala	5	4	90
	Total Credits	8		
IV SEMESTER				
HY4C05B23	Making of Modern Kerala	4	4	72
HY4C06B23	Researching the Past	5	4	90
	Total Credits	8		
V SEMESTER				
HY5C07B23	Environmental studies and human rights in historical outline	5	4	90
HY5C08B23	Inheritance and Departures in Historiography	5	4	90
HY5C09B23	India: Nation in the Making	5	4	90

HY5C10B23	State and Society in Ancient and Medieval World	5	4	90
HY5D01AB23	Introducing Environmental History	4	3	72
HY6PRB23	Project	1	-	-
	Total Credits	19		
VI SEMESTER				
HY6C11B23	Making of Contemporary India	5	4	90
HY6C12B23	Understanding the Modern World	5	4	90
HY6C13B23	Capitalism and Colonialism	5	4	90
HY6C14B23	Gender In Indian Perspectives	5	4	90
HY6C15AB23	Archaeology In India	4	3	72
HY6PRB23	Project	1	2	18
	Total Credits	21		

SCHEME -OPEN COURSES

OPEN COURSES FOR STUDENTS OF OTHER DISCIPLES					
Course Code	Title of Course	No. of Contact Hours/ week	Credit	Semester	Total No. of Hours
HY5D01AB23	Introducing Environmental History	4	3	5	72

HY5D01BB23	Social Implications of Modern Revolutions	4	3	5	72
HY5D01CB23	History and Folklore	4	3	5	72

SCHEME- CHOICE BASED CORE COURSES

Choice Based Core Courses for students of B.A. History					
Course Code	Title of Course	No. of Contact Hours/ week	Credit	Semester	Total No. of Hours
HY6C15AB23	Archaeology In India	4	3	6	72
HY6C15BB23	A Brief History of Indian Science and Technology	4	3	6	72
HY6C15CB23	Gender Studies	4	3	6	72
HY6C15DB23	Introduction to Mass Communication	4	3	6	72

SCHEME - COMPLEMENTARY COURSES OFFERED BY THE DEPARTMENT FOR B.A. SOCIOLOGY

Complementary Courses for students of B.A. History					
Course Code	Title of Course	No. of Contact Hours/ week	Credit	Semester	Total No. of Hours
HY1B01B23	Social Formations in Pre Modern India	6	4	1	108
HY2B01B23	History of Freedom movement in India	6	4	2	108

EXAMINATIONS

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

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

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

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

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

For all courses without practical

a) End-Semester Assessment (ESA): 80 marks

b) In-Semester Assessment (ISA): 20 marks

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

(i) *Assignment: For core papers (Semester III & IV), the student must undertake a Project/ Field work/ Industrial Visit/ Internship and the report of the same should be submitted for evaluation. The marks awarded to this can be considered for assignment of any one core paper.

(ii)* Assignment (project/field work/ Industrial Visit) for (Semester I & II) to be given by language teachers, report of which has to be submitted and for those programmes which do not have

additional language the students must undertake the assignment (project/field work/ Industrial Visit) for any one core paper.

Attendance:

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

For Project/ Historical Site visit/ Comprehensive Viva Voce*

*Projects which are preferably socially relevant/ industry oriented/ research oriented is to be undertaken by the students and the reports have to be submitted.

a) End–Semester Assessment (ESA): 80 marks

b) In-Semester Assessment (ISA): 20 marks

ESA	
Component	Marks
Relevance of the Topic	5
Statement of Objectives	5
Methodology	8

Presentation of Facts /Figures / Diagrams etc.	8
Quality of Analysis/Use of Statistical Tools	8
Findings & Recommendations	8
References	8
Viva	30
TOTAL	80

All the four components of the ISA are mandatory.

ISA	
Component	Marks
Punctuality	5
Use of Data	5
Scheme/Organization of Report	5
Group Involvement	5
TOTAL	20

ASSIGNMENTS

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

SEMINAR/VIVA

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

IN-SEMESTER ASSESSMENT - TEST PAPERS

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

END SEMESTER ASSESSMENT

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

Pattern of the Question Paper

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

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

GRADES

A 10-point scale based on the total percentage of marks (ISA + ESA) for all courses (theory, project).

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

PASS CRITERIA:

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

- Students who complete the programme with D grade will have one betterment chance within 12 months, immediately after the publication of the result of the whole programme

CREDIT POINT AND CREDIT POINT AVERAGE:

Credit Point (CP) of a course is calculated:

$$CP = C \times GP$$

C = Credit; GP = Grade point

Semester Credit Point Average (SCPA) of a semester:

$$SCPA = TCP/TC$$

TCP = Total Credit Point of that semester

TC = Total Credit of that semester

Cumulative Credit Point Average (CCPA) is calculated:

$$CCPA = TCP/TC$$

TCP = Total Credit Point of that programme

TC = Total Credit of that programme

CREDIT POINT AVERAGE (CPA)

CPA of different categories of courses viz. Common courses, Complementary courses, Core courses etc. is calculated:

$$CPA = TCP/TC$$

TCP = Total Credit Point of a category of course

TC = Total Credit of that category of course

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

GPA	Grade
-----	-------

Equal to 9.5 and above	S Outstanding
Equal to 8.5 and < 9.5	A+ Excellent
Equal to 7.5 and < 8.5	A Very Good
Equal to 6.5 and < 7.5	B + Good
Equal to 5.5 and < 6.5	B Above Average
Equal to 4.5 and < 5.5	C Satisfactory
Equal to 4 and < 4.5	D Pass
Below 4	F Failure

- For reappearance/improvement of other semesters, candidates have to appear along with the next batch.
- There will be supplementary exams only (no improvement) for V semester.
- Notionally registered candidates can also apply for the said supplementary examinations.
- A student who registers her name for the external exam for a semester will be eligible for promotion to the next semester.
- A student who has completed the entire curriculum requirement, but could not register for the Semester examination can register notionally, for getting eligibility for promotion to the next semester.
- A candidate who has not secured minimum marks/credits in internal examinations can re-do the same registration along with the University examination for the same semester, subsequently.
- There shall be no improvement for internal evaluation.
- All rules and regulations are subjected to change as and when modified by MG University to which St. Teresa's College (Autonomous) is affiliated.

SYLLABI FOR CORE COURSES

SEMESTER - 1

Core Course I

**HY1C01B23 – METHODOLOGY AND PERSPECTIVES OF SOCIAL SCIENCES –
HISTORY**

Credits: 5

Hours per week: 6

Total Lecture Hours: 108

Course Overview and Context:

The course intends to enrich the students with a broad understanding of Social Sciences. It creates a curiosity within the students to research and trace the origin and development of history as an academic discipline. It will allow them to understand the nature of the various disciplines of Social Sciences and the relationships between them.

The course seeks to identify the main concerns of the Social Science disciplines. Through this, it attempts to establish the role played by Social Sciences in solving contemporary problems at the local, national, and international levels.

This course attempts to familiarise the students with the basic approaches, concepts, tools, and issues of research. It also introduces them to research ethics, thereby teaching them to responsibly research and investigate social issues.

Course Outcomes:

CO1: Trace the origin of the Social Sciences. (Understand)

CO2: Examine the role of the Social Sciences in solving contemporary social problems. (Apply)

CO3: Explain the origin of history as an academic discipline. (Understand)

CO4: Evaluate the role of subjectivity and objectivity in the writing of history. (Analyze)

CO5: Illustrate the different ways in which history is used and misused in the modern world.

(Understand)

Syllabus Content:

MODULE I

(28 Hours)

Introduction to Social Sciences

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

MODULE II

(25 Hours)

Survey of the Social Sciences

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

MODULE III

(27 Hours)

Nature of Social Sciences

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

MODULE IV

(28 Hours)

On History

Understanding History- definitions of history- nature of history- scope of history- kinds of history- political- social- economic- intellectual- gender- local- oral histories – lessons of History- uses and abuses.

References

- Hunt, Elgin F, Social Science and its Methods, in Social Science -An Introduction to Study of Society, Allyn and Bacon,2008.
- Perry, John, Through the Lens of Science, in Contemporary Society: An Introduction to Social Science, Allyn and Bacon, 2009.
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- Weber, Max, *Objectivity in Social Science and Social Policy in the Methodology of Social Sciences*, Free Press, Illinois, 1949, pp. 49–112.
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MODEL QUESTION PAPER
B.A. DEGREE (C.B.C.S) EXAMINATION, NOVEMBER, 2023
SEMESTER I - CORE COURSE FOR B.A. HISTORY
HY1C01B23 –METHODOLOGY AND PERSPECTIVES OF SOCIAL SCIENCES –
HISTORY

Time - 3 Hours

Maximum marks: 80

PART A

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

Q. No.	Question	CO	Level of Question
1	Define causation.	3	R
2	Explain the term Hypothesis?	3	U
3	Define History.	3	R
4	Discuss the ways in which Sociology is related to history.	1	U
5	Explain the term “theory.”	2	U
6	Define New History.	3	R
7	Explain the term “variables.”	3	U
8	Explain how Political authorities can misuse history.	5	A
9	Discuss the “three humiliations” of human beings that developed as a product of the Enlightenment.	1	U
10	Cite the cyclical view of history.	3	U

11	Discuss the advantages of multidisciplinary research?	3	U
12	How did the Greek philosopher Aristotle define history?	3	R

PART B

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

Q. No.	Question	CO	Level of Question
13	Analyze the scope of history.	3	An
14	Identify the ways in which Social Sciences differ from the Natural Sciences.	1	U
15	Illustrate the purposes of the Social Sciences?	2	A
16	Define objectivity. Discuss some of the factors that affect objectivity.	4	R
17	Illustrate History's relationship with the other Social Sciences.	3	U
18	Discuss the causes of subjectivity in Social Science research.	4	U
20	Explain any three kinds of History.	3	U
21	What do you understand by the term "research ethics"?	1	U

PART C

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

Q. No.	Question	CO	Level of Question
22	Trace the historical foundations of the Social Sciences.	1	U
23	Explain the central concepts of epistemology.	1	U
24	Examine the various ways in which Social Sciences contribute to solving social problems.	2	An
25	Discuss how history can be both used and misused.	5	U

CO: Course Outcome

Level: R-Remember; U- Understand; Ap- Apply; An- Analyze; E- Evaluate; C- Create

SEMESTER - 2

CORE COURSE II

HY2C02B23 - UNDERSTANDING EARLY INDIA

Credits: 5

Hours per week: 6

Total Lecture Hours: 108

Course Overview and Context

The course seeks to make the study of the history of early Indian society a thought-provoking and enjoyable experience. It attempts to assist the students gain an understanding of ancient Indian society and culture. The course allows the students to understand social and cultural elements of the societies of the subcontinent, starting from the Prehistoric era.

The course attempts to encourage the students to develop an interest in early Indian literary works, and to understand their significance as historical sources.

It explores the development of different, and varying, schools of art and architecture, and encourages the students to discover and explore the examples of these styles that have survived. In doing so, the students will be able to identify and appreciate Indian art and architecture styles.

Course Outcomes

CO1: Explain Indian prehistoric society. (Understand)

CO2: Summarize the development and decline of the first civilization of the Indian subcontinent. (Understand)

CO3: Review the changes in the political formations of early India. (Understand)

CO4: Examine the social and economic changes in early Medieval India. (Apply)

CO5: Explain the Gandhara, Mathura, and Andhra Schools of Art. (Analyze)

CO6: Identify the major literary works of ancient India. (Understand)

Syllabus Content:

MODULE 1

(20 hours)

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

MODULE II

(30 hours)

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

MODULE III

(28 hours)

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

MODULE IV

(30 hours)

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

References

- D.D. Kosambi, An Introduction to the Study of Indian History, Sangam Books, 2004.
- D. N. Jha, Economy and Society in Early India: Issues and Paradigms, Munshiram. Manohar Lal Publishers, 1993.
- D. N. Jha, The Feudal Order: State, Society, and Ideology in Early Medieval India, Manohar Publishers & Distributors, 2002.
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- Irfan Habib, The Indus Civilization: A People's History of India 2, Tulika, 2002.
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- Irfan Habib and Vivekanad Jha, A People's History of India vol-5–Mauryan India, Tulika, 2002.
- Kesavan Veluthat, The Early Medieval in South India, OUP, 2009.

- N. Karashima, *State and Society in South India*, OUP, 2001.
- Partha Mitter, *Oxford History of Indian Art*, Oxford, 2001.
- R. Champakalakshmi, *Trade, Ideology and Urbanization: South India 300 BC to AD 1300*, OUP, 1996.
- R. S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*, Motilal Banarsidas, 2002.
- R. S. Sharma, *Indian Feudalism*, MacMillan Publication, 2005.
- R.S Sharma, *India's Ancient Past*, Oxford, 2006.
- Romila Thapar, *From Lineage to State*, OUP, 1985.
- Romila Thapar, *Interpreting Early India*, OUP, 1999.
- RomilaThapar, *Cultural Past*, OUP, 2003.
- RomilaThapar, *The Mauryas Revisited*, Centre for Studies in Social Sciences,1987
- RomilaThapar, *The Penguin History of Early India*, Penguin Books, 2002.
- Shereen Ratnagar, *Understanding Harappa–Civilization in the Greater Indus Valley*, Tulika Books, 2002.
- Uma Chakravarthi, *The Social Dimensions of Early Buddhism*, Munshiram Manoharlal Publishers,1996.
- Upinder Singh, *A History of Ancient and Early Medieval India*, Pearson, 2009.

SEMESTER - 3

CORE COURSE III

HY3C03B23 - POLITY, SOCIETY AND ECONOMY IN PRE-COLONIAL INDIA

Credits: 4

Hours per week: 4

Total Lecture Hours: 72

Course Overview and Context

The course introduces the students to the themes of political, social, and economic conditions in pre-colonial India. The course seeks to provide an in-depth study of the authoritarian regimes, agrarian societies, and the expanding market economy which facilitated social formations in pre-colonial India.

The course highlights the transformation of Indian society and enables the students to understand the growth of agrarian economy of the Indian society. The course encourages the students to analyse the differences and similarities of pre-colonial power structures and the current power structures.

Course Outcomes

CO1: Discuss the different sources used for the reconstruction of medieval Indian History. (Understand)

CO2: Identify the syncretic religious movements in medieval India. (Remember)

CO3: Explain the socio-cultural and political transformation of Indian after the establishment of the Delhi Sultanate (Analyze)

CO4: Summarize the growth of agrarian economy in pre-colonial India (Understand)

CO5: Discuss the power structures in pre-colonial India. (Understand)

CO6: Analyze the growth of the complexity in political structure, trade, market, and money economy. (Analyze)

Syllabus Content:

MODULE-1

(10 hours)

Interpreting the Sources

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

MODULE –II

(24 hours)

Polity and Institutional Structures in Delhi Sultanate

- (a) Arab Conquest of Sind –Nature of Turkish Campaign-Foundation, expansion and consolidation of Sultanate – Slave, Khalji, Tughlaq, Sayyid and Lodi– Mongol Menace
- (b) Kingship- Concept of sovereignty–Administration–Revenue system- Nature and composition of ruling class: Nobility and Ulema – Iqta system– Urban and Rural Societies – Sufi and Bhakti cults -Art and Architecture. - Agricultural-Non-Agricultural Production–Interregional and maritime trade

MODULE –III

(24 hours)

Mughal Empire

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

MODULE – IV

(14 hours)

Regional Political Formations

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

References

- R. S. Sharma, *Early Medieval Indian Society*, Orient Blackswan, 2014.

- B. Chattopadhyaya, *The Making of Early Medieval India*, OUP, 1998.
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- Ebba Koch, *Mughal Architecture*, Prestel, 1991.
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- Kesavan Veluthat, *The Political Structure of Early Medieval South India*, Orient Blackswan, 2012.
- Burton Stein, *Essays on South India*, Vikas Publishing House, New Delhi, 1975.
- Burton Stein, *Peasant State and Society in Medieval South India*, OUP, 1980.
- Burton Stein, *The Vijayanagara 1&2*, Cambridge, 1989.
- Gordon S., *The Marathas (1600–1818)*, Cambridge, 1993.
- Nilakanta Sastri, *The Colas Vol I*, Madras University Publications, 1936.
- Nilakanta Sastri, *The Colas Vol II*, Madras University Publications, 1937.
- Y. Subbarayalu, *South India under the Cholas*, OUP, New Delhi 2012.
- Stewart Gordon, *The Marathas*, OUP, New Delhi, 1993.

SEMESTER – 3

CORE COURSE IV

HY3C04B23 - HISTORY OF PRE-COLONIAL KERALA

Credits: 4

Hours per week: 5

Total Lecture Hours: 90

Course Overview and Context

The course intends to give the students a general idea of the landscape, ecotypes, and cultures of pre-modern Kerala. The course enables the students to gain awareness on the economic growth through trade in ancient and medieval Kerala.

The course seeks to identify the socio-cultural transformations in pre-colonial Kerala. It also introduces them to both gender and caste-based discrimination and violence that were prevalent in various periods. It introduces the students to relevant issues and themes that they can later take up for researching local history.

Course Outcomes

CO1: Discuss the role of Kerala's physiological features. (Understand)

CO2: Examine the importance of various sources and the trends in Kerala historiography. (Apply)

CO3: Associate with the prehistoric and early historic cultures in Kerala. (Understand)

CO4: Discuss the Perumal age and the rise of the Swaroopams. (Understand)

CO5: Explain the temple related society and economy in medieval Kerala. (Apply)

CO6: Evaluate the social stratification and caste formation in pre modern Kerala. (Evaluate)

Syllabus Content:

MODULE 1

(15 hours)

Geography, Sources, and Historiography

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

MODULE II

(30 hours)

Early Historic and Iron Age Culture

Prehistoric-Palaeolithic, Neolithic period- Early historic Iron age- Megalithic age - multiple subsistence forms (Hunting gathering, agro- pastoralism, wetland cultivation, fishing and salt making)- Tinai concept- Tamil Heroic Culture- Social division: Melor and Kizhor, Izhichinan, Izhipirappalan- Expansion of Agriculture and consolidation of Socio –economic structure- expansion of wetland agriculture-polity-society- kizhan- velir-mannan- Roman trade- Religion and faith forms -Jainism, Buddhism, Judaism, Christianity, Brahmanism- Indigenous customs and practices.

MODULE III

(30 hours)

Age of Perumals and Swaroopams

Agrarian expansion- Brahmin migration and settlement- Ur, Kutis and Nadus - consolidation of agrarian hierarchy- Uralars- Karalars- Paniyalars/ Atiyalars- Perumals of Makotai- Establishment of temple related society and economy- tenurial control (devaswom and brahmaswam) and subjugation of Kutis and the primary producers- Nature of polity - adhikari- prakriti—Nizhal- Kutipati- society and economy- trade guilds Anchuvannam- Manigramam-Nanadeshikal-Bhakti cult—Alwars and Nayanars- Perumal's decline-Transition to Swaroopams- Kolathiri- Nediyruppu- Perumpadappu-Venad-polity, society, economy- Jamam, Kanam system- village communities - consolidation of Jati hierarchies - Sanketam- Changatham-development of literature and science-festival-arts.

MODULE IV

(15 hours)

Social control, trade and culture

Marumakkathayam--Tharavadu-status and role of women (Uttama, Madyma and Adhama)-
Sambandham- social degradation- untouchability and social exclusion-law and justice-trade-
internal and external--Arab-Chinese-cultural synthesis on the eve of European arrival.

References

- Raghava Varrier and Rajan Gurukkal (eds.), *Cultural History of Kerala*, Vol.1, Govt. of Kerala,1999.
- Kavalam Narayana Panikkar, *Folklore of Kerala*, National Book Trust,2015.
- Chummar Choondal, *Christian folklore*, Kerala Folklore Academy,1988.
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- M.V. Vishnu Namboothiri, *Uttarakeralathile Thottam Pattukal*, Kerala Sahithya Academy,1982
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- K.N. Ganesh, *Reflections on Pre Modern Kerala*, Cosmos Publishers,

SEMESTER – 4

CORE COURSE V

HY4C05B23- MAKING OF MODERN KERALA

Credits: 4

Hours per week: 4

Total Lecture Hours: 72

Course Overview and Context

This course intends to explore the complexities emerging in Kerala due to the arrival of the European Trading companies. It provides an in-depth study of the modern trends that the region experienced particularly during the colonial regime.

The course highlights the role of various social reformers in combating social issues, and illustrates how large-scale social changes were brought about by collective action.

The course enables the students to understand the national struggles in Kerala, thus encouraging the development of patriotic sentiments among the students.

Course Outcomes

CO1: Summarize the growth of European influence in Kerala coast. (Understand)

CO2: Identify the changes that took place in the society due to western influences. (Remember)

CO3: Describe the Socio- religious reform movements that influenced Kerala society. (Understand)

CO4: Trace the emergence of caste and communal organisations. (Understand)

CO5: Examine the nationalist struggles in Kerala. (Remember)

CO6: Explain the formation of Kerala as a modern state. (Understand)

Syllabus Content:

MODULE I

(16 hours)

Beginning of European Colonization

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

MODULE II

(20 hours)

Towards Modernity

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

MODULE III

(20 hours)

Political and Socio-Cultural movements in Kerala

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

Module IV

(16 hours)

Kerala since Independence

General Elections of 1952- Formation of Kerala as a linguistic state–First Communist Ministry: Land reforms and policies on education- Commercialisation of Agriculture- Migration– Kerala Model of Development-Marginalized of Social Groups and alienation of land (Adivasis, Dalits, and Fishermen)

References

- Sreedhara Menon A, *A Survey of Kerala History* (2ndEd.) [Chapters IX,X,XI] D.C Books, 2008.
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- K.N. Panikkar, *Colonialism, Culture and Resistance*, OUP, 2009.
- P F. Gopakumar (Ed). *Phases of Social Reforms in Kerala*, 2016.

SEMESTER – 4

CORE COURSE VI

HY4C06B23 – RESEARCHING THE PAST

Credits: 4

Hours per week: 5

Total Lecture Hours: 90

Course Overview and Context

The course intends to introduce the students to the basic terms, concepts, and categories of History. The course seeks to provide an in-depth study of the forms of history writing and its technical expressions. It provides the students with a firm grounding on the basics of historical methodology.

The course equips the students with the basic skills and tools necessary for future research works. They gain an awareness of the repositories from where they can collect various kinds of data.

By teaching them to recognise the causes of subjectivity in historical writing and recognising the signs of bias and prejudice, it encourages students to think and write objectively.

Course Outcomes

CO1: Trace the basic terms, concepts, and categories of History. (Understand)

CO2: Identify the discipline as an intelligent knowledge system. (Understand)

CO3: Infer a scientific understanding of the discipline with different approaches of History. (Understand)

CO4: Explain the different historical contexts and the methodology of historical writing introduced with techniques and technicalities. (Understand)

CO5: Employ objectivity in research. (Apply)

Syllabus Contents:

MODULE I

(25 hours)

Basics of Historical Research

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

MODULE II

(25 hours)

Treasures of Past

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

MODULE III

(20 hours)

On Interpreting

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

MODULE IV

(20 hours)

On Referencing

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

References

- E. H. Carr, *What is History*, Penguin Books, London, 1961.
- Jeremy Black & Donald M. MacRaild, *Studying History*, Palgrave MacMillan, New York, 2007.
- Arthur Marwick, *Nature of History*, Macmillan Education, UK, 1989.
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SEMESTER - 5

CORE COURSE VII

HY5C07B23 – ENVIRONMENTAL STUDIES AND HUMAN RIGHTS

IN HISTORICAL OUTLINE

Credits: 4

Hours per week: 5

Total Lecture Hours: 90

Course Overview and Context

The importance of environmental science and environmental studies cannot be disputed. The need for sustainable development is a key to the future of mankind. The course allows the students to acquire basic knowledge about the environment and the social norms that provide unity with environmental characteristics, creating a positive attitude towards the environment.

The course introduces the students to major environmental movements at local, national, and global levels. It highlights the environmental damage inflicted in the modern age, and therefore teaches the students the need for sustainable development.

The syllabus of environmental studies includes five modules including human rights. The first two modules are purely environmental studies according to the UGC directions. The second two modules are strictly related to the core subject and the fifth module is for human rights.

Environmental Education encourages students to research, investigate how and why things happen, and make their own decisions about complex environmental issues by developing and enhancing critical and creative thinking skills.

Course Outcomes:

CO1: Explain the multidisciplinary nature of environmental studies. (Understand)

CO2: Cite the importance of biodiversity and its conservation. (Understand)

CO3: Associate Environmental history with Environmental Studies. (Understand)

CO4: Identify the major environmental movements in India. (Remember)

CO5: Examine the importance of Human Rights and environment. (Understand)

Syllabus Contents

MODULE I

(20 hours)

Unit 1: Multidisciplinary nature of environmental studies

Definition, scope and importance- Need for public awareness.

Unit 2: Natural Resources:

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

a) **Forest resources:** Use and over-exploitation, deforestation, case studies, timber extraction, mining, dams and their effects on forest and tribal people.

b) **Water resources:** Use and over-utilization of surface and groundwater, floods, drought, conflicts over water, dams-benefits and problems.

c) **Mineral resources:** Use and exploitation, environmental effects of extracting and using mineral resources, case studies.

d) **Food resources:** World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies. e)

Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, Case studies.

f) **Land resources:** Land as a resource, land degradation, man induced landslides, soil erosion and desertification - Role of individual in conservation of natural resources- Equitable use of resources for sustainable lifestyles.

Unit3: Ecosystems

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

MODULE II

(20 hours)

Unit1: Biodiversity and its conservation

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

Unit2: Environmental Pollution

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

Unit3: Social Issues and the Environment

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

MODULE– III

(20 hours)

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

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

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

MODULE– IV

(20 hours)

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

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

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

MODULE –V

(10 hours)

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

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

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

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

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

Internal: Field study

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

Visit a local polluted site–Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds etc -Study of simple ecosystem-pond, river, hill slopes etc. (Fieldwork Equal to **5 hours**)

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SEMESTER – 5

CORE COURSE VIII

HY5C08B23 - INHERITANCE AND DEPARTURES IN HISTORIOGRAPHY

Credits: 4

Hours per week: 5

Total Lecture Hours: 90

Course Overview and Context

The course seeks to introduce students to the latest trends in historical writing with a view to improving their understanding of historical perspectives. The course intends to trace the historiography from the traditional phases to the contemporary period.

The course leads the students to critical thinking on historical writing. It enables them to develop historical writing skills and provides them the ability to understand the philosophical nature of history.

The course enables the students to evaluate the transitional changes in historical writing. The students will also be introduced to the writing of the histories of those in the margins, especially of women, who are not always found in literary records.

Course Outcomes:

CO1: Recall the classical notion of History. (Remember)

CO2: Identify the features of Indian Historiography. (Understand)

CO3: Evaluate the contributions of Hegel, Marx, Spengler, and Toynbee. (Analyze)

CO4: Examine the importance of Annals School and the post-modern trends. (Understand)

CO5: Illustrate the main characteristics of subaltern studies and its branches (Apply)

Syllabus Contents:

MODULE I

(25 hours)

Classical Notion of History

History and Historiography – The European versions- Greco-Roman notions of History, Church history, and Persian historiography – Ancient Indian Historiography and historians- past notions of time in History.

MODULE II

(25 hours)

The Positivist Turn

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

Module III

(20 Hours)

The Paradigm Shift

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

MODULE-IV

(20 hours)

History from the margin

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

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SEMESTER- 5

CORE COURSE IX

HY5C09B23 - INDIA: NATION IN THE MAKING

Credits: 4

Hours per week: 5

Total Lecture Hours: 90

Course Overview and Context

The course introduces the students to the lengthy process of making India into a nation through a thorough examination of the political developments, social changes, and constitutional developments.

It allows the students to understand the consequences of British colonialism and the various anti-colonial movements that followed. It introduces to the students the organisations - both political and cultural - that were involved in the nation-making process.

Through learning the major events, processes and people involved in the making of the Indian Constitution, the students will become aware of their rights as well as duties enshrined in the Constitution.

Course Outcome

CO1: Describe the socio-economic impact of British rule in India. (Understand)

CO2: Examine the phases related to the Indian Freedom Movement. (Apply)

CO3: Identify the major Acts implemented during British rule. (Remember)

CO4: Relate to the partition and the framing of the Constitution for the Indian Union.
(Understand)

CO5: Associate with theorizing Indian national movement. (Understand)

Syllabus Contents:

MODULE 1

(25 hours)

Impact of British Rule

- a) Three phases of British economic imperialism- mercantilist, industrialist & capitalist phases-de industrialisation, commercialisation of agriculture, impoverishment of peasantry, disruption of traditional village economy- rural indebtedness, famine and poverty, economic drain, nationalist critique of colonial economy- rise of industrial bourgeoisie & working class.
- b) Revolt of 1857–Nature & Consequences
- c) Initiatives in social reforms in the 18th & 19th century.

MODULE II

(30 hours)

Phases of National Movement

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

MODULE III

(20 hours)

Towards Freedom & partition

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

MODULE IV

(15 hours)

Uprisings against the British

- a. Movement from the margins- the subaltern - Tribal uprisings, Caste & class Consciousness, Peasant and worker's movements, Caste and Gender Associations.
- b. Theorizing Indian National movement- STS Strategy- Dynamics of the movement.

References

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- A. R. Desai, *Social Background of Indian Nationalism*, Popular Prakashan, 2011.

SEMESTER- 5

CORE COURSE X

HY5C10B23 - STATE AND SOCIETY IN ANCIENT AND MEDIEVAL WORLD

Credits: 4

Hours per week: 5

Total Lecture Hours: 90

Course Overview and Context

The course introduces the students to the history of man, his origin, and developments through the ages. The course seeks to provide an account of human evolution. It provides an analysis of the major civilizations of the ancient world and their contributions to human progress.

It also inspires the students to know more about the feudal economy and the contributions of the Catholic Church and Islam to Medieval society. The students develop critical thinking skills while analysing the transition period.

The course introduces students to the major technological and artistic developments of man, allowing them to understand different human cultures and how global interactions led to cultural transformations.

Course Outcomes

CO1: Trace the development of the tool-making industries of early man. (Understand)

CO2: Describe the development and decline of the various civilizations of the world. (Understand)

CO3: Evaluate the socio- political structures of the Greek and Roman civilizations. (Evaluate)

CO4: Discuss the early history of Christianity in Europe. (Understand)

CO5: Explain the rise and spread of Islam. (Understand)

Syllabus Content

MODULE-I

(15 hours)

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

MODULE-II

(25 hours)

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

MODULE-III

(25 hours)

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

MODULE-IV

(25 hours)

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

References

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SEMESTER 6
CORE COURSE XI
HY6C11B23 - MAKING OF CONTEMPORARY INDIA

Credits: 4

Hours per week: 5

Total Lecture Hours: 90

Course Overview and Context

The course introduces the students to the issues of Contemporary India. The course in detail deals with the major policies and personalities in order to make the students become aware of the existing issues and its solution.

The course seeks to provide an in-depth study of the issues and developments in post-Independence India, including communal violence and the ill-effects of globalisation.

The course introduces the students to the women's movement for representation in politics, as well as anti-corruption movements. It helps them to gain the skills to solve present issues of Indian society.

Course Outcomes

CO1: Examine the creation of the modern state of India. (Remember)

CO2: Identify the major issues faced by India in the early decades after Independence (Understand)

CO3: Evaluate the successes and failures of the Five Year Plans in India (Evaluate)

CO4: Analyze the decentralization of power in India (Analyze)

CO5: Discuss the drafting of the Indian Constitution (Understand)

Syllabus content:

MODULE 1

(25 hours)

Government of India Act 1935- Partition - Problems- Integration of Princely States- popular movements, famines, riots, migration, rehabilitation, and the issue of refugees

MODULE II

(25 hours)

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

MODULE III

(20 hours)

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

MODULE IV

(20 hours)

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

References

- Granville Austin, Indian Constitution: Cornerstone of a Nation, New Edition, OUP.
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SEMESTER 6
CORE COURSE XII
HY6C12B23 - UNDERSTANDING MODERN WORLD

Credits: 4

Hours per week: 5

Total Lecture Hours: 90

Course Overview and Context

This course will introduce students to the broad dynamics of the modern world, including the complexities of international relations in the twentieth century.

The course provides the students in detail the trends followed before and after the two World Wars and how they transformed international relations. It also allows the students to understand the post-Cold War international dynamics.

The course enables the students to understand the creation of the United Nations, and encourages them to discuss the actions of the UN and debate on its relevance in modern international relations and the maintenance of global peace.

Course Outcomes:

CO1: Examine the events that led to the First and Second World Wars. (Understand)

CO2: Evaluate the post-war scenario that led to the rise of Fascism and Nazism. (Evaluate)

CO3: Analyze the role of the United Nations in modern international relations. (Analyze)

CO4: Explain the decolonisation of Asia and Africa. (Understand)

CO5: Assess international relationships in the post-Cold War era. (Evaluate)

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

(15 hours)

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

Module - III

(20 hours)

Anti-Colonial Struggles – East Asia between the World Wars, Anti-colonialism in the Middle East, Anti-Colonialism in Africa, Events leading to II World War, Collapse of Empires, UNO and its Significance.

Module – IV

(35 hours)

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

References

- A.J.P. Taylor, The First World War, Penguin Books, New York, 1963.
- E.H. Carr, International Relations between the Two World Wars (1919-1939), Palgrave, 2004.
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- Richard Overy, The Times Complete History of the World.
- J.J. Roth, ed. World War I: A Turning Point.
- Hourani, A History of the Arab People.
- Dilip Hiro, Inside The Middle East.

- E. Said, The Question of Palestine
- Peters Mansfield, The Arabs.
- Malise Ruthview, Islam in the World
- Basil Davidson, Africa in Modern History.
- Andre Gunder Frank, Capitalism and Underdevelopment in Latin America.
- Celso Furtado: The Economic Development of Latin America.

SEMESTER 6
CORE COURSE XIII
HY6C13B23 - CAPITALISM AND COLONIALISM

Credits: 4

Hours per week: 5

Total Lecture Hours: 90

Course Overview and Context

This course seeks to provide the students with insights and information regarding capitalism and colonialism. The course traces the growth of capitalism under colonialism, and analyzes the transformation of capitalism into a global system.

The course allows the students to develop an understanding of how the colonial powers were able to control their colonies and how decolonization further transformed these former colonies.

Course Outcomes

CO1: Identify the changes brought about by the Industrial Revolution. (Understand)

CO2: Evaluate the methods of control employed by the British in India. (Evaluate)

CO3: Analyze the link between colonialism and capitalism. (Analyze)

CO4: Explain the main theories of imperialism. (Understand)

CO5: Associate with the making of colonial relations. (Analyze)

Syllabus content

MODULE I

(15 hours)

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

MODULE II

(25 hours)

Logic of capitalist commodity production and the scramble for colonies; the emergence of finance capital; Imperialism; Dependency and World System.

MODULE III

(25 hours)

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

MODULE IV

(15 hours)

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

References

- Leo Huberman, *Man's Worldly Goods*, Monthly Review Press, 1968.
- Maurice Dobb, *Studies in the Development of Capitalism*, Literary Licensing, 2013.
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- Michael Mann, *South Asia's Modern History: Thematic Perspectives*, Routledge, 2014
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- Albert Memmi, *The Colonizer and the Colonized*, Beacon, 1965.
- Ashis Nandy, *The Intimate Enemy: The Loss and Recovery of Self Under Colonialism*, OUP, 2009.
- Vivek Chibber, *Locked in Place: State-Building and Late Industrialization in India*, Princeton University Press, 2006.
- Anthony Brewer, *Marxist Theories of Imperialism: A Critical Survey*, Routledge, 2002.

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- Andre Gunder Frank, Capitalism and Underdevelopment in Latin America. Monthly Review Press, 1967.
- Immanuel Wallerstein, The Modern World System, Vol 1-3, University of California, 2013.
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SEMESTER 6

CORE COURSE XIV

HY6C14B23 - GENDER IN INDIAN PERSPECTIVES

Credits: 4

Hours per week: 5

Total Lecture Hours: 90

Course Overview and Context

This course seeks to introduce the area of gender studies to the students. It allows them to understand the different types of gender, the relationships between these, and the issues and difficulties faced by them in the modern world.

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

The course introduces the students themes and areas related to gender studies that are relevant to understanding modern-day social dynamics and relationships. It encourages students to investigate and research changing gendered roles and social issues related to genders.

Course Outcomes

CO1: Discuss the emergence of different gender identities in the modern era. (Understand)

CO2: Identify the presence of different genders in ancient Indian literature. (Understand)

CO3: Analyze the changing perceptions on masculinity and femininity. (Analyze)

CO4: Debate on the various gender-related issues in modern India. (Evaluate)

CO5: Trace the consequences of the implementation of colonial morality on Indian ideas of gender and marriage. (Understand)

Syllabus Contents

MODULE 1

(20 hours)

Introduction

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

MODULE II

(30 hours)

Gender History in India

Defining gender in India- caste and class construction of gender identities- representation of gender in Vedic and non-Vedic literatures- concept of chastity in India (Vedic and non-Vedic) – representation of 'first, second and third genders' in Indian societies - patriarchy and matriarchy, notions of marriage and sexuality in pre-colonial India-devadasis- bhogastree- the dichotomy of Kula Sthree and Veshya in Indian society- dichotomy between polyandry and polygamy- history of motherhood in India.

MODULE III

(20 hours)

Indian Modernity and Gender

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

MODULE IV

(20 hours)

Contemporary Issues

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

References

- A.S. Altekar, *The Position of Women in Hindu Civilization*, Motilal Banarasi Das, 1962.
- Berenice A. Carroll (eds.), *Liberating Women's History: Theoretical and Critical Essays*, University of Illinois Press, 1977.
- Cathy Davis, Judith Lorber, Mary Evans (eds.), *Handbook of Gender and Women's Studies*, London, 2006.
- Indrani Chatterjee, "Slaves, Concubines and Social Orphans in Early Modern India", Susie Tharu, Gyan Prakash and G. Bhadra (eds.), *Subaltern Studies*, Vol. X, Oxford University Press, 1991.
- Indrani Chatterjee, *Gender, Slavery and the Law in Colonial India*, Oxford University Press, 1999.
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- Joan W. Scott, "Gender: A Useful Category of Historical Analysis," *American Historical Review* 91, No.59 (1986), pp.1053-75.
- Joan Wallach Scott, *Gender and the Politics of History*, Columbia University
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- Kunkum Roy(eds.), *Women in Early Indian Societies: Readings in Early Indian History*, Manohar Publishers, 1999.
- M. Talinn, *Women in Early Buddhism*, Bombay University, 1972
- Pratima A, *Women's Movements in India*, Vikas Publishing House, 1974.
- Ruth Vanita and Saleem Kidwai (eds.), *Same Sex Love in India: Readings in History and Literature*, St. Martin's Press, 2000.
- Samita Sen, *Women and Labor in late Colonial India*, Cambridge University Press, 1999.
- Serena Nanda, "Neither Man nor Women: The Hijras of India" in Caroline Brettell and Carolyn Sargent (eds.) *Gender in Cross Cultural Perspectives* Prentice Hall, 1977.
- Thomas. P, *Indian Women through the Ages*, Asia Publishing House, 1964.

- Uma Chakravarti, 'Whatever happened to the Vedic Dasi' in K Sangari, S. Vaid (eds.) *Recasting Women, Kali for Women* 1989.

SEMESTER – 6
CORE COURSE
HY6PRB23 – PROJECT

Credits: 2

Hours per week: 1

Total Lecture Hours: 18

Course Overview and Context

This course allows the students to take up a research work on any historical issue. It allows them to apply the knowledge and skills that have been taught in the previous years, even as they make substantial contributions to historical knowledge.

The students are free to take up a historical issue of their choice utilise archival and other literary records, as well as oral records, for the completion of their project. This allows them to expand knowledge beyond what has been taught to them, brings them into contact with others in similar fields, and gives them practical experience in research work.

Course Outcomes

CO1: Develop a multidisciplinary approach to history through undertaking projects on issues that require an understanding of more than one discipline.(Apply)

CO2: Research and make contributions to the existing literature on Kerala history. (Understand)

CO3: Discover and understand various sources of history, including archival and library sources as well as oral sources. (Understand)

CO4: Express a keen interest in current social issues and environmental problems through research work. (Understand)

Syllabi for Open Courses

SEMESTER 5

OPEN COURSE

HY5D01AB23 – INTRODUCING ENVIRONMENTAL HISTORY

Credits: 3

Hours per week: 4

Total Lecture Hours: 72

Course Overview and Context

This course will introduce students to the dynamic field of environmental history, presenting essential concepts, concerns and methodology in the context of global / Indian environmental history. The course seeks to provide the student in detail the essential concepts and concerns in Environmental History.

It allows the students to understand the historical roots of present-day environmental issues, as well as the role of colonialism in transforming the global environment.

The course introduces the students to the various international and national environmental movements in the modern period, and the role of the United Nations as well as individuals and groups in the protection of the environment.

Course Outcomes

CO1: Trace the development of Environmental history as an academic discipline. (Understand)

CO2: Illustrate the role of the United Nations in environmental conservation. (Analyze)

CO3: Explain the concept of modes of resource use. (Understand)

CO4: Evaluate the environmental impact of colonialism. (Analyze)

CO5: Identify the major environmental movements in Independent India. (Remember)

Syllabus Content

MODULE I

MODULE 1

(20 Hours)

Basics

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

MODULE II

(12 Hours)

Roots of Environmental Crisis

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

MODULE III

(20 Hours)

The Context of Colonial India

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

MODULE IV

(20 Hours)

Environmental Movements in India

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

References

- Donald Worster, ed. *The Ends of the Earth: Perspectives of Modern Environmental History*, New York, 1988.
- Al Gore, *Earth in the Balance*, London, 1992.

- Sverker Sorlin and Paul Warde, *The Problem of Environmental History: A Re-reading of the field*, *Environmental History*. Vol 12, No. 1, Jan .2007.
- Erach Bharucha, *Textbook of Environmental Studies*, Universities Press India Pvt Ltd, 2005.
- Lester R. Brown, *Eco-Economy*, Orient Blackswan Pvt Ltd .
- Samir Dasgupta, *Understanding the Global Environment*, Pearson Longman, New Delhi, 2009.
- S. N. Chary, *Environmental Studies*, Macmillan India Ltd, 2008.
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- S. P. Misra, et.al, *Essential Environmental Studies*, Ane Books, New Delhi, 2008.
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- J.F. Richards and R. Tucker, (ed) *World Deforestation in the Twentieth century*, Durham, 1988.
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<http://www.jstor.org/stable/3810039>.
- Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, OUP, New Delhi, 1992.
- Ramachandra Guha, *Nature's Spokesman: M. Krishnan & Indian Wildlife*, Penguin Books, New Delhi, 2007.

SEMESTER 5

OPEN COURSE

HY5D01BB23 – SOCIAL IMPLICATIONS OF MODERN REVOLUTIONS

Credits: 3

Hours per week: 4

Total Lecture Hours: 72

Course Overview and Context

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

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

Course Outcomes

CO1 Assess the multiple strands and dimensions and their mutual relationships associated with revolutions. (Evaluate)

CO2 Describe the characteristics of the Industrial Revolution. (Understand)

CO3. Examine French Revolution and its repercussions. (Apply)

CO4 Assess the Russian revolution and its experiments with socialism. (Evaluate)

Syllabus Content:

Module I (12 hours)

Understanding Revolutions

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

Module II (30 hours)

Industrial Revolution, Process of Capitalist Development and Communication Revolution

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

Module III

(20 hours)

French Revolution and its European Repercussions

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

Module IV

(10 hours)

Russian Revolution and Experiments in Socialism

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

References

- J.R. Hale, Renaissance Europe, Blackwell, 2006.
- Arjun Dev and Indira Dev, History of the World, Orient Blackswan, 2009
- Stavrianos, World since 1500, Prentice Hall, 1990.
- R. R. Palmer, History of the Modern World, Knopf, 2002.
- E. J Hobsbawm, Age of Revolutions, Vintage, 1962.
- E. J Hobsbawm, Age of Extremes, Vintage, 1994.
- James Joll, Europe Since 1870, Penguin, 1970
- C.M. Cipolla, Fontana Economic History of Modern Europe, Barnes and Noble, 1979.
- Crane Brinton, Anatomy of Revolution, Vintage, 1965.
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- Marshall McLuhan, *Understanding Media*, MIT Press, 1994.
- BBC Documentary, *The French Revolution*, 2015.
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- Alec Nove, *An Economic History of the USSR*, Penguin, 1990.

SEMESTER 5
OPEN COURSE
HY5D01CB23 - HISTORY AND FOLKLORE

Credits: 3

Hours per week: 4

Total Lecture Hours: 72

Course Overview and Context

This course is meant to introduce the students to the history of folklore. The course attempt is to analyze the folklore studies of the world.

It examines the diverse kinds of folktales and songs people composed throughout the centuries and what they say about society as well as the relationship between man and nature

Course Outcome

CO1 Describe the changing range and scope of Folklore. (Understand)

CO2 Illustrate the patterns of folklore of the different regions of the world. (Understand)

CO3 Examine the Approaches to Folklore. (Apply)

CO4 Assess the Folk Literature and Arts and its social linkages (Evaluate)

Syllabus Content:

MODULE 1

(12 hours)

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

MODULE II

(25 hours)

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

MODULE III

(10 hours)

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

MODULE IV

(25 hours)

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

References

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

Syllabi for Choice Based Core Courses

SEMESTER 6
CHOICE BASED CORE COURSE
HY6C15AB23 - ARCHAEOLOGY IN INDIA

Credits: 3

Hours per week: 4

Total Lecture Hours: 72

Course Overview and Context

This course will introduce students to the dynamic field of Archaeology with special reference to the Indian context. The course provides the students in detail how Archaeology can provide an insight into the study of the prehistoric period.

The students will learn how archaeology developed as an academic discipline, and how excavations are conducted and archaeological knowledge categorised in the present day.

Course Outcomes

CO1: Discuss the emergence of Archaeology as a discipline. (Understand)

CO2: Describe the principles and methods employed in Archaeology. (Understand)

CO3: Debate on the development of Archaeology in India (Analyze)

CO4: Identify the various archaeological sites in India (Understand)

Syllabus content

MODULE 1

(25 Hours)

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

MODULE II

(25 Hours)

Principles and Methods of Archaeology- Exploration methods- surface, subsurface and ariel survey, survey and excavation equipments- Excavation methods- Selection of a site and layout

of trench- Methods of excavation- vertical, horizontal and salvage excavation methods- Principles of stratigraphy- Key dating methods- Recording forms – Post-excavation analysis- Interpretation-Publication- (field visit and site reporting by student is strongly recommended as part of internal assessment)

MODULE III

(11 Hours)

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

MODULE IV

(11 Hours)

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

References:

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

SEMESTER 6

CHOICE BASED CORE COURSE

HY6C15BB23- A BRIEF HISTORY OF INDIAN SCIENCE AND TECHNOLOGY

Credits: 3

Hours per week: 4

Total Lecture Hours: 72

Course Overview and Context

This course will introduce students to the brief history of science and technology in India. The course provides the students in detail the development of science and the technological innovations made in India through the ages.

Course Outcomes

CO1: Discover the evolution of science in ancient literature. (Understand)

CO2: Trace the growth of science and technology in the medieval period. (Understand)

CO3: Review the developments made in science and technology due to Colonial Initiatives. (Understand)

CO4: Cite India's achievements in Science and Technology since Independence. (Understand)

Syllabus content

MODULE 1

(12 hours)

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

MODULE II

(20 hours)

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

MODULE III

(10 hours)

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

MODULE IV

(20 hours)

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

MODULE V

(10 hours)

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

References

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

SEMESTER 6
CHOICE BASED CORE COURSE
HY6C15CB23 – GENDER STUDIES

Credits: 3

Hours per week: 4

Total Lecture Hours: 72

Course Overview and Context

The course provides the students in detail the emergence of gender studies as a discipline. This course will introduce students to the basics of gender studies.

It introduces the students to gender related issues in the modern world, their historic roots, and the attempts made by various individuals and groups to combat such issues.

Course Outcomes

CO1: Analyze the emergence of Gender Studies. (Analyze)

CO2: Identify the theories put forward by the major feminist thinkers. (Understand)

CO3: Discover the social construction of Gender. (Understand)

CO4: Learn more about politics of Gender and resistance movements. (Understand)

Syllabus content

Module 1 **(20 hours)**

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

Module 2 **(12 hours)**

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

Module 3 **(25 hours)**

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

Module 4

(15 hours)

Politics of Gender - Gender and Resistance - Sexual Liberation Movement

References

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

SEMESTER 6
CHOICE BASED CORE
HY6C15DB23 – INTRODUCTION TO MASS COMMUNICATION

Credits: 3

Hours per week: 4

Total Lecture Hours: 72

Course Overview and Context

The course provides the students in detail the emergence of mass communication as a discipline. This course will introduce students to the world of mass communication.

Course Outcome

CO1: Identify the definition and theories of communication. (Understand)

CO2: Cite the components of mass communication. (Understand)

CO3: Trace the role of mass media in national development. (Understand)

CO4: Enumerate the Modern Communication Technologies. (Remember)

Syllabus content

Module I (20 hours)

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

Module II (12 hours)

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

Module III (20 hours)

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

Module IV (20 hours)

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

References

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

SYLLABI FOR COMPLEMENTARY COURSES

SEMESTER 1

COMPLEMENTARY COURSE I

HY1B01B23- SOCIAL FORMATIONS IN PRE MODERN INDIA

Credits: 4

Hours per week: 6

Total Lecture Hours: 108

Course Overview and Context

The course allows the students to explore the early and the medieval Indian societies in a historical perspective. It illustrates the establishment of the first civilization in the Indian subcontinent and how society, economy, and culture changed and transformed over the course of centuries.

It introduces the students to the shifting economic and social patterns brought about by the Delhi Sultanate and the Mughals, and how they shaped the religious and cultural spheres of India.

The course also highlights the political and cultural transformation of South India, and the influence of the Bhakti movement in shaping the religious beliefs of the people

Course Outcomes

CO1: Examine the main features of the first civilization of the Indian subcontinent (Remember)

CO2: Illustrate the history of South India through the Sangam literature (Understand)

CO3: Evaluate the influence of the Bhakti movements in Indian society (Evaluate)

CO4: Explain the social and technological changes that emerged in the reigns of the Delhi Sultans and Mughal Emperors (Analyze)

CO5: Discuss South India during the rule of the Vijayanagar kings (Understand)

Syllabus Content

Module 1

(30 hours)

Ancient Society

(A) Harappan Culture – Features- Technology, Crafts, Westerly trade and Urbanism

(B) Vedic Civilization - Second Urbanization- Origin of Jainism and Buddhism - Mauryan Polity and society

(C) Tamizakam under Sangam – Polity- Society.

Module II

(30 hours)

Emergence of Feudal Order

(A) Expansion of agriculture land grants- changing production relations- graded land-rights and peasantry - decline of trade, urban settlements and currency- Emergence of Closed Economy Features of Indian Feudalism.

(B) Opening up of the river valleys- Temple society and economy - The Tamil Bhakti Movement - New states and state order.

Module III

(30 hours)

The Political Economy of the Delhi Sultanate

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

(B) The Vijayanagara society and power structure –Warlordism

Module IV

(18 hours)

Mughal Society and Economy

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

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

References

- Rajesh Kochhar, The Vedic People, Orient Blackswan Pvt Ltd
- Raymond Allchin, Archaeology of Early Historic South Asia
- Romila Thapar, The Penguin History of Early India (Till 1300), Penguin Books,2002.
- Romila Thapar, From Lineage to State, OUP.
- Romila Thapar, Ancient Indian Social History, Orient Blackswan Pvt Ltd
- D.D.Kosambi, An Introduction to the Study of Indian History, (1956), Popular Prakashan, Bombay .
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MODEL QUESTION PAPER
BA DEGREE (C.B.C.S.S.) EXAMINATION, NOVEMBER 2023
B. A. HISTORY - SEMESTER - 1
COMPLEMENTARY COURSE FOR SOCIOLOGY
HY1B01B23- SOCIAL FORMATIONS IN PRE-MODERN INDIA

Time: Three Hours

Maximum: 80 Marks

Part –A

Answer any 10 questions. Each question carries 2 marks

Q. No.	Question	CO	Level of Question
1	Identify the major epics of Tamizhakam.	2	U
2	Write a note on Mohenjodaro.	1	R
3	Identify the major deities worshipped during later Vedic age.	1	U
4	Define the term “Mansab.”	4	R
5	Explain the term Naturalist Polytheism.	1	U
6	List the four dynasties that ruled Vijayanagara.	5	R
7	Why the Mughal Empire was called a “gunpowder empire.”	4	U
8	Examine the term “Mamluk”.	4	A
9	Name four female Bhakti saints.	3	R
10	Examine the significance of the reign of Raziya.	4	A
11	Define Feudalism.	4	R
12	Name the regions with which the Indus Valley Civilization carried out trade.	1	R

Part B

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

Q. No.	Question	CO	Level of Question
13	Explain the significance of the structure that has been named the Great Bath.	1	An
14	Evaluate the significance of the Alvars and Nayanars to the South Indian Bhakti Movement.	3	E
15	Explain the zat and sawar systems in the Mughal Empire.	4	U
16	Illustrate the religious beliefs of the people of the Indus Valley Civilization.	1	U
17	Analyse the causes of the decline of Feudalism.	4	An
18	Examine the significance of Akbar's Rajput policy.	4	U
19	Evaluate the guild system that existed in early Medieval India.	4	E
20	Discuss the Tinai concept.	2	U
21	Identify the features of the Bhakti movement.	3	U

PART C

Answer any two 2 questions. Each question carries 15 marks

Q. No.	Question	CO	Level of Question
22	Discuss the social and political features of the Indus Valley Civilization.	1	U
23	Illustrate some of the dynasties that emerged after the decline of the Mauryan Empire.	4	U
24	Examine the administrative and economic reforms introduced by the Mughal Emperors?	4	R
25	Evaluate the market reforms introduced by Alauddin Khalji.	4	E

SEMESTER- 2

COMPLEMENTARY COURSE II

HY2B01B23 - History of the Freedom Movement in India

Credits: 4

Hours per week: 6

Total Lecture Hours: 108

Course Overview and Context

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

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

Course Outcomes

CO1: Interpret the different approaches in the Indian National Movement. (Understand)

CO2: Discuss the concept of nation and nationalism. (Discuss)

CO3: Explain the socio-economic impact of British rule in India. (Analyze)

CO4: Illustrate the events related to the nationalist uprising in India. (Understand)

CO5: Trace the major Acts during British rule. (Understand)

CO6: Describe the making of Indian constitution and the role of Ambedkar. (Remember)

Syllabus Contents:

Module I

(30 hours)

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

Module II

(30 hours)

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

Module III

(28 hours)

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

Module-IV

(20 hours)

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

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