

# **SREENARAYANAGURU**

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## **O P E N U N I V E R S I T Y**

### **MASTERS OF ARTS IN HISTORY**

#### **SCHEME & SYLLABUS**

**(Semester I, II, III & IV)**

**Version 2.0**

**2022 Admission and thereafter**

**PG Regulations 2021**

**June 2021**

**SREENARAYANAGURU OPEN UNIVERSITY**  
**POST GRADUATE PROGRAMME**  
**COURSE CODING SCHEME**

**Course Coding Index**

Degree	Scheme Year	Discipline	Course Number	Course Category
Masters	2021	HISTORY	01	Discipline Core

<b>M</b>	<b>21</b>	<b>HS</b>	<b>01</b>	<b>DC</b>
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Table- A			Table -B	
No.	Discipline	Code	Course Category	Code
1	Commerce	CM	Discipline Core	DC
2	Computer Science	CA	Discipline Specific Elective	DE
3	Malayalam	ML	Ability Enhancement Compulsory Courses (Discipline Specific & Institution Specific)	AC (DS&IS)
4	English	EG	Skill Enhancement Compulsory Courses	SC
5	Hindi	HD	Internship	IN
6	Arabic	AR	Dissertation/ Project Work	DP
7	Sanskrit	SN	Cross Border Discipline Courses	CB
8	History	HS		
9	Political Science	PS		
10	Sociology	SO		
11	Economics	EC		
12	Public Administration	PA		

**SREENARAYANAGURU OPEN UNIVERSITY**  
**POST GRADUATE PROGRAMME IN HISTORY**

**Programme Structure and Course Distribution**

Sem	Discipline Core Course (4 Credit each)	Discipline Specific Elective Course (4 Credit each)	Ability Enhancement Compulsory Course- Discipline Specific AC (DS) (2 Credit each)	Ability Enhancement Compulsory Course- Institution Specific AC (IS) (2 Credit each)	Skill Enhancement Course (SC) (2 Credit) Compulsory/ Internship	Dissertation/ Project Work (DP) (4 Credit )	Cross border Discipline Course(CB) (4 Credit ) (Optional)	Total Credit per Semester
<b>I</b>	M21HS01DC						<b>M21CM01CB</b>	<b>18</b>
	M21HS02DC		M21HS01AC (DS)					
	M21HS03DC							
	M21HS04DC							
<b>II</b>	M21HS05DC			M21UC01AC (IS)			<b>M21EG01CB</b> <b>M21ML01CB</b> <b>M23AR01CB</b> <b>M23HD01CB</b> <b>M23SN01CB</b> <b>M21SO01CB</b> <b>M23PH01CB</b>	<b>18</b>
	M21HS06DC							
	M21HS07DC							
	M21HS08DC							

III	M21HS09DC	M21HS01DE or M21HS03DE (Any one)			M21HS01SC		<b>M23EC01CB</b> <b>M23PA01CB</b> <b>M23PS01CB</b>  <b>(Any two from the list in any two semesters)</b>	18
	M21HS10DC	M21HS04DE or M21HS06DE (Any one)						
IV	M21HS11DC	M21HS08DE or M21HS09DE (Any one)			M21HS02SC	M21HS01DP		18
	M21HS12DC							
Total	48 (12 * 4)	12 ( 3 *4)	2 (1*2)	2 (1*2)	4 (2*2)	4 (1*4)	8 (2*4)	72-80

**SREENARYANAGURU OPEN UNIVERSITY**  
**POST-GRADUATE PROGRAMME IN HISTORY**  
**SEMESTER-WISE DISTRIBUTION OF COURSES**

<b>SEMESTER I</b>				
<b>Sl. No.</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit</b>
1.	Discipline Core Course	M21HS01DC	History and Theory	4
2.	Discipline Core Course	M21HS02DC	History of Kerala up to 1800 A.D	4
3.	Discipline Core Course	M21HS03DC	History of Early India: Selected Themes	4
4.	Discipline Core Course	M21HS04DC	History of Ancient Societies	4
5.	Ability Enhancement Compulsory Course (Discipline Specific)	M21HS01AC (DS)	An Introduction to Historical Research	2

<b>SEMESTER II</b>				
<b>Sl. No.</b>	<b>Course Type</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credit</b>
1.	Discipline Core Course	M21HS05DC	Historical Writings in India	4
2.	Discipline Core Course	M21HS06DC	History of Modern Kerala: Problems and Perspectives	4
3.	Discipline Core Course	M21HS07DC	Society and Culture in Indian History (1200 C.E-1800C.E)	4

4.	Discipline Core Course	M21HS08DC	Selected Themes in the History of Medieval World	4
5.	Ability Enhancement Compulsory Course (Institution Specific)	M21UC01AC (IS)	Foundational Skills for Research and Writing	2

SEMESTER III				
Sl. No.	Course Type	Course Code	Course Name	Credit
1.	Discipline Core Course	M21HS09DC	Colonialism and Nationalism in Modern India	4
2.	Discipline Core Course	M21HS10DC	Social Revolutions in Modern World	4
3.	Discipline Specific Elective Course -01 (Choose any one)	M21HS01DE	Environmental History of India	4
		M21HS03DE	Perspectives on South Indian History	4
4	Discipline Specific Elective Course -02 (Choose any one)	M21HS04DE	Caste and Social Exclusion in India	4
		M21HS06DE	Perspectives on Human Rights	4
4.	Skill Enhancement Compulsory Course	M21HS01SC	Introduction to Local History Writing	2

SEMESTER IV				
Sl.No.	Course Type	Course Code	Course Name	Credit
1.	Discipline Core Course	M21HS11DC	Contemporary India	4
2.	Discipline Core Course	M21HS12DC	Contemporary World-Select Themes	4
3.	Discipline Specific Elective Course-03 (Choose any one)	M21HS08DE	Maritime History of India	4
		M21HS09DE	Gender in Indian History	4

4.	<b>Skill Enhancement Compulsory Course</b>	M21HS02SC	<b>Archival Studies</b>	2
5.	<b>Dissertation/Project work</b>	M21HS01DP	<b>Dissertation</b>	4

### CROSS BORDER DISCIPLINE COURSES

Sl.No.	Course Type	Course Code	Course Name	Credit
1.	<b>Cross Border Discipline Courses</b>  <i>(It is optional for learners who want to pursue courses in other disciplines over and above the mandatory courses for the admitted PG programme)</i>  <i>*a maximum of 2 courses with 4 credits each not exceeding 1 per semester</i>	M21CM01CB	<b>Organisational Behaviour</b>	4
2.		M21EG01CB	<b>Romantics and Victorians</b>	4
3.		M21ML01CB	കവിതയും കഥയും (Kavithayum Kadhayum)	4
4		M23AR01CB	<b>Arabic for All</b>	4
5		M23HD01CB	<b>Beginner's Hindi</b>	4
6		M23SN01CB	<b>Samskrutha Varthani</b>	4
7		M21SO01CB	<b>Criminology</b>	4
8		M23PH01CB	<b>Social Ethics</b>	4
9		M23EC01CB	<b>General Economics</b>	4
10		M23PA01CB	<b>Human Rights</b>	4
11		M23PS01CB	<b>Introduction to the Constitution India</b>	4

### Evaluation:

The evaluation of the programme will be based on two aspects:

1. Continuous Internal Evaluation (CIE)
2. End Semester Examination (ESE)

CIE and ESE will be in the ratio 30:70

# Semester - I



**SEMESTER I- DISCIPLINE CORE**  
**M21HS01DC: HISTORY AND THEORY**

**(PG Regulations 2021)**

**Credits: 04**

**Course Objectives:**

- To provide an overall picture of the evolution of history as a discipline from ancient to the recent times
- To familiarise the dominant historiographical traditions of the world
- To understand the development of history as a scientific discipline
- To provide information on various methodological perspectives of historical understanding
- To discuss the interdisciplinary approaches of history

**Course Outcomes:**

The course enables the learners to:

- recollect the process of the evolution of history as a discipline
- understand the development of the methodology of historical writings in various parts of the world
- analyse the interdisciplinary approaches to history and contemporary trends
- evaluate the important methodological discussions in historical studies
- acquire skills and knowledge to develop a methodological frame for the historical studies

**Course Outline:**

Block 1: Evolution of History as an Enquiry into Past

Block 2: Social Theories and Historical Understanding

Block 3: Interdisciplinary Approaches in History

Block 4: History and Intersectionality

**Course Details**

**BLOCK 1: EVOLUTION OF HISTORY AS AN ENQUIRY INTO PAST**

**Unit 1: Early Traditions of Historical Enquiry**

Ancient Greece- Ancient Rome- Ancient China- Ancient West Asia- Ancient India

**Unit 2: Development of Historical Thinking**

Humanist Historiography- Enlightenment Historiography- David Hume, Edward Gibbon, Vico and Herder

**Unit 3: Positivism, and Responses**

Auguste Comte- Ranke- Romanticism

## **BLOCK 2: SOCIAL THEORIES IN HISTORIOGRAPHY**

### **Unit 1: Hegel and Marx**

Hegel's Idealism in historical interpretation- Marx's Interpretation of History

### **Unit 2: Max Weber and Durkheim**

Protestant Ethics and Spirit of Capitalism in Max Weber- Emile Durkheim –Social facts

### **Unit 3: Variants of Marxism as a tool of historic analysis**

Althusser- George Lefebvre- Maurice Dobb

## **BLOCK 3: INTERDISCIPLINARY APPROACHES IN HISTORY**

### **Unit 1: French Historical Revolutions**

Annales Movement/ School- Annales and the onset of the problem-oriented interdisciplinary method- Marc Bloch

### **Unit 2: Varieties in History**

Cultural History- History from Below- Gender History- History of Slavery

## **BLOCK 4: HISTORY AND INTER SECTIONALIST**

### **Unit 1: Post-modern methodologies**

Structuralism - Post Structuralism- New historicism - Stephen Greenblatt- Post-colonial version – Edward Said

### **Unit 2: Contemporary Pathways**

Environmental history- Micro-Histories- Indian Debate on Experience and Theory- Gopal Guru and Sundar Sarukkai

### **Suggested Readings:**

- A. V. Cicourel (ed.), *Advances in Social Theory and Methodology*, Routledge & Kegan Paul, London, 1981.
- Alex Callinicos, *Making History, Agency, Structure, and Change in Social Theory*, Brill, London.
- Alex Callinicos, *Social theory: A Historical Introduction*, Wiley, 2007.
- Alun Munslow, *Narrative, and History*, Palgrave, 2007.
- Andre Burguiere, *The Annales School, An Intellectual History*, Cornell University Press, 2009.
- Anthony Giddens, *Central Problems in Social Theory*, Hutchinson, London, 1977.
- Aram Veesser, *The New Historicism*, Routledge, 2016.
- Arthus Marwick, *New Nature of History*, OUP, 2001.
- C Wright Mills, *Sociological Imagination*, OUP, New York, 1959.
- C.Wright Mills, *Sociological Imagination*, Pelican book, 1973.
- David Seddon, *Relations of Production*, Frank Cass Publishers, 1978.
- E Bentley, *A Companion to Historiography*, Routledge Publishers, 2002.
- E H Carr, *What is History*, Penguin Books, UK, 1991.

G. Lukacs, *History and Class Consciousness*, London Merlin Press, 1971.

G.A. Cohen, *Karl Marx's Theory of History*, London, 1978.

Gopal Guru and Sundar Sarukkai, *Cracked Mirror: An Indian Debate on Experience and Theory*, OUP, 2015.

Ishita Banerjee Dube, *Caste in History*, OUP, New Delhi, 2008.

J. Habermas, *Philosophical Discourse of Modernity*, MIT Press, 1990.

J. Habermas, *The Theory of Communicative Action*, 2 vols. Beacon Press, 1985.

Jean-Francois Lyotard, *The Postmodern Condition: A Report on Knowledge*, The Manchester University Press, 1986.

Joyce Appleby, Lynn Hunt, and Margaret Jacob, *Telling the Truth About History*. W. Norton & Company, 1995.

Keith Jenkins, *Rethinking History*, London, Routledge, 2015.

Keith Lehrer, *Theory of Knowledge*, Routledge, London, 1990.

Leonie J Archer, (ed.), *Slavery and Other forms of Unfree Labour*, Routledge, London, 1988.

M C Lemon, *The Philosophy of History*, London, New York, Routledge, 2003.

Marc Bloch, *Historians Crafts*, New York Vintage Books, 1953.

Mark Day, *The Philosophy of History: An Introduction*, Viva Continuum, 2008.

Matt Perry, *Marxism, and History*, Palgrave, 2012.

Michael Foucault, *The Order of Things*, Vintage Books, New York, 1973.

Morton Klass, *Caste: The Emergence of South Asian Social System*, Manohar, New Delhi, 1993.

Nancy Partner and Sarah R I Foot, *The Sage Handbook of Historical theory*, Sage, 2013.

Paul Feyerabend, *Against Method*, Verso Edition, London, 1984.

Paul Gilroy, *The Black Atlantic, Modernity and Double Consciousness*, Verso, London, 2002.

Perry Anderson, *In the Tracks of Historical Materialism*, London 1983.

Peter Burke, *The French Historical Revolution*, Polity Press, Cambridge, 1990.

Pierre Bourdieu, *Outline of a Theory of Practice*, Cambridge University, 1977.

R G Collingwood, *The Idea of History*, OUP, 1994.

Raphael Samuel, (ed.), *People's History and Socialist Theory*, Routledge, 2016.

Raymond Aron, *Main Currents in Sociological Thought*, vol. 2, Routledge, 2018.

Robert Burns, *Philosophies of History; From Enlightenment to Postmodernity*, Wiley-Blackwell, 2000.

Royce A. Singleton, *Approaches to Social Research*, Oxford University Press, New York, 1993.

Shashi Bhushan Upadhyay, *Historiography in the Modern World – Western and Indian Perspectives*, OUP, 2016.

**SEMESTER I- DISCIPLINE CORE**  
**M21HS02DC: HISTORY OF KERALA UPTO 1800 A.D**  
**(PG Regulations 2021)**  
**Credits: 04**

**Course Objectives:**

- To give an overview about the historical process of Pre-modern Kerala from pre-historic to 1800 CE.
- To understand the social formation process of Kerala up to the period of British colonialism
- To disseminate the historical consciousness and historical formation process of Kerala society
- To assess the historiographical studies on Kerala
- To enable the learners for identifying some of the major issues in the historical knowledge of Kerala

**Course Outcomes:**

The course would enable the learners to:

- recollect the process of historical formation of Kerala up to 19<sup>th</sup> century CE.
- understand the important historical changes occurred in Kerala from pre-historic to the beginning phase of British colonialism
- analyse various societal changes historically
- evaluate the problem and perspectives of pre-modern Kerala history
- identify the research gaps in the existing historical knowledge about pre-modern Kerala

**Course Outline:**

Block 1: Region, Historical Traditions and Early History

Block 2: Early Medieval Socio-Political Formations

Block 3: Towards a Fragmented Polity and Hierarchical Feudal Society

Block 4: Into Colonial Political and Economic Changes

**Course Details**

**BLOCK 1: - REGION, HISTORICAL TRADITIONS AND EARLY HISTORY**

**Unit 1: Landscape and Historical Consciousness**

Geographical settings- Myth and legends- Early Historical writings - Travancore Histories and Zamorins of Calicut- Manuals and Gazetteers- Histories of Kerala – From K.P. Padmanabha Menon to recent trends

## **Unit 2: Early Settlements**

Prehistoric life- Megalithic relics- Permanent settlements in Iron Age

## **Unit 3: Multiple Economies in the early centuries**

Sangam period – Literature, Archaeological Remains, Epigraphs, Coins- Early Historic Society and Culture and concept of *Tinai*- Expansion of mode of production, sanskritization and stratification

## **Unit 4: Exchanges and Trade**

Long distance trade – river and oceans- Archaeological testimonies for long distance trade - Pattanam and Vizhinjam Excavations- Early urbanization – Muziris, Vizhinjam, Kollam, Pandalayani Kollam- Indo-Roman Trade – Its myth and reality

# **BLOCK 2: EARLY MEDIEVAL SOCIO-POLITICAL FORMATIONS**

## **Unit 1: Early Medieval Society**

Sources for reconstruction- Historiographic Critique- Emergence of *Nadu*- Land grants and alienation of rights

## **Unit 2: Temple Centric Social Engineering**

Brahmin settlements- Consolidation of Sanskritization- Temple as an economic and social institution

## **Unit 3: Early Medieval State**

Cheras of Makkotai- Consolidation of power – Monarchical power structure – Versions of Elamkulam P.N. Kunjan Pillai and M.G.S. Narayanan- Evolution of Temple as a quasi-political unit

## **Unit 4: New formations in Economy and Society**

Trade corporations - *Ancuvannam*, *Manigramam*, *Valanciyar* and *Nanadesikal*- Tarisappalli and Jewish Copper plates- Jain, Buddhist, Jewish and Arab settlements- Cultural symbiosis of Kerala- Bhakti traditions in Kerala- Alvars and Nayanars

# **BLOCK- 3- TOWARDS FRAGMENTED SOCIAL SYSTEM**

## **Unit 1: Historiography and Sources**

Historical studies on Medieval Kerala- *Granthavari* traditions- *Manippravalam* Literatures- Travel accounts; Arab, Chinese and European- colonial records- Archaeological sources- Architectural remains, coins, epigraphs

## **Unit 2: Fragmented Medieval Polity**

Post-Perumal polity and the formation of *Swarupam*- *Swarupam* of Venad- Nediyruppu and Perumpadappu *Swarupam*

### **Unit 3: Production and Exchange in the Medieval Period**

Fragmentation of Polity and land- Medieval trade centers and trade groups - Inland and coastal centres, indigenous and foreign groups

### **Unit 4: Pre-modern Society**

Medieval land relations *Janma –Kana- Maryada-* Caste oppression and social exclusion - Emergence of princely state in Travancore and Cochin

## **BLOCK 4: INTO COLONIAL POLITICAL AND ECONOMIC CHANGES**

### **Unit 1: Foreign Interventions**

Historiography and sources for Dutch, French and English settlements in Kerala- Influence of Portuguese in Kerala culture- Political penetration and mercantile contracts - Cartaz and Monopolization of trade- Conflict and resolution

### **Unit 2: Colonialism and Resistance**

Zamorins and Portuguese- Kunjali Marakkars and Portuguese- Marthanda Varma and Dutch

### **Unit 3: Mysore Invasions and Socio-political Changes**

Historiography- Hyder Ali, Tipu Sultan and political conflict- Changes in revenue systems and its impact

### **Suggested Readings:**

- A Sreedhara Menon, *A Survey of Kerala History*, DC Books, Kottayam. 2022.
- A.P Ibrahim Kunju, *Studies in Medieval Kerala History*, Kerala Historical Society Thiruvananthapuram, 1975.
- A.P. Ibrahim Kunju, *Mysore Kerala Relations in the 18th Century*, Kerala Historical Society, Thiruvananthapuram, 1975.
- Ajith Kumar (ed.), *Archaeology in Kerala: Emerging Trends*, Department of Archaeology, University of Kerala, Thiruvananthapuram, 2012.
- Appukuttan P, *Chengannoorathi: Padavum Padanavum*, Kerala Sahithya Academy, Thrissur.
- Elamkulam Kunjan Pillai (ed.), *Elamkulam Kunjanpillayute Therenjedutha Krithikal*, International Center for Kerala Studies, University of Kerala, Thiruvananthapuram, 2005.
- Puthussery Ramachandran, *Kerala Charithrathinte Adisthana Rekhakal*, State Institute of Languages, Thiruvananthapuram, 2007.
- K.K.Kochu, *Kerala charithravum Samootha Rupikaranavum*, State Institute of Languages, Thiruvananthapuram.
- K.P. Padmanabha Menon, *Kochi Rajya Charithram*, Mathrubhumi, Calicut, 1996.
- K N Ganesh, *Malayaliyude Desakalangaal*, Raspberry, Calicut, 2016.
- K N Ganesh, *Reflections on Pre-Modern Kerala*, Cosmo Books, Thrissur, 2016.
- K Raghavan Pillai(ed.), *Musaka Vamsa*, University of Kerala, 1977.
- K. Sivathamby, *Early South Indian Society and Economy*, Social Scientist Vol.29, 1974.
- K. Sivathamby, *Studies in Ancient Tamil Society: Economy, Society, and State Formation*, New Century Book House, 1998.
- K. V. Krishna Ayyar, *The Zamorins of Calicut*, Publication Division, Calicut University, 1999.
- K. V. Krishna Iyer, *Zamorins of Calicut*, From the Earliest Times Down to A.D. 1806, Publication

Division, University of Calicut, 1999.

K.N. Ganesh, *Keralathinte Innalakal*, State Institute of Languages, Thiruvananthapuram, 2011.

K.N. Ganesh, *Lived Spaces in History: A Study in Human Geography in the Context of Sangam Texts*, Studies in History, Volume 25. Issue 2, August 2009.

K.P. Rajesh, *Vadakkan Malabar Samuhavum Charithravum*, SPCS, Kottayam, 2014.

Kailasapathy, *Tamil Heroic Poetry*, The Clarendon Press, Oxford, 1968.

Kamil Zvelebil, *Tamil Poetry 2000 Years Ago*, Tamil Culture, Vol.X, 1979.

Kesavan Veluthat and Donald Davis Jr. (ed.), *Irreverent History*, Primus Books, New Delhi, 2016.

Kesavan Veluthat and P P Sudhakaran (ed.), *Advances in History*, Calicut, 2003.

Kesavan Veluthat, *Brahmin Settlements in Kerala*, Thrissur, 2013.

Kesavan Veluthat, *The Early Medieval in South India*, New Delhi, 2008.

M. G. S Narayanan and Kesavan Veluthat, 'Bhakti Movement in South India', in S C Malik (ed.), *Dissent Protest and Reform in Indian Civilization*, Shimla, 1980.

M.G. S Narayanan, *Cultural Symbiosis in Kerala*, Kerala Historical Society, 1972.

M. G. S Narayanan, *Perumals of Kerala*, Current Books Thrissur. 2018.

M. G. S Narayanan, *Foundations of South Indian Society and culture*, New Delhi, 1994.

M.G.S Narayanan, (ed.), *Vanjeri Grandhavari*, University of Calicut, 1987.

M.P. Mujeebu Rehman and K S Madhavan(ed.), *Explorations in South Indian History*, Mujeebu Rehman, *Malabar in Transition: State, Society and Economy in Malabar, 1750-1810*, Kalpaz Publications, 2020.

N Athiyaman, *Subsistence Pattern in Early Historic Tamilnadu*, Presidential Address, 25th Annual Session Tamil Nadu History Congress, Dept of History, University of Madras, October 2018.

N. M.Nampoothiri, *Malabar Padanangal*, State Institute of Language, Thiruvananthapuram, 2008.

N.M. Nampoothiri and P.K Sivadas, *Kerala charithrathinte Nattuvazhikal*, DC Books Kottayam, 2009.

P. J Cherian(ed.), *Perspectives on Kerala History*, KCHR, Thiruvananthapuram, 1999.

P. Bhaskaran Unni, *Pathonpatham Noottandile Keralam*, Kerala Sahitya Academy Thrissur, 2012.

P.K.Balakrishnan, *Jati Vyavasthayum Kerala charithravum*, D.C.Books, Kottayam, 2008.

Panmana Ramchandran Nair (ed.), *Kerala Samskara Padanangal*, 2 vols, Current Books, Kottayam 2013.

Raghava Varier and Kesavan Veluthat, *Tharisapalli Pattayam*, SPCS/National Book Stall, Kottayam, 2013.

Raghava Varier and Rajan Gurukkal, *Cultural history of Kerala*, Cultural Publications, Thiruvananthapuram, 1999.

Raghava Varier and Rajan Gurukkal, *Kerala Charithram*, Vol.I. and II, Current Books, Kottayam, 2004.

Raghava Varier, *Keraliyatha Charithra Mananagal*, Current Books, Kottayam, 1990.

Rajan Gurukkal, 'From Clan and Lineage to Hereditary Occupation to Caste', in Deve Nathan (ed.), *From Tribe to Caste*, Shimla, 1997.

Rajan Gurukkal, *Mithu Charithram Samuham*, SPCS, Cosmo Books, Thrissur.

Rajan Gurukkal, *Social Formation in Early South India*, OUP, Delhi, 2010.

Rajendran P, *Archaeology of Kerala*, Classical Publishing Company, New Delhi, 1989.

Sebastian Joseph (ed.), *On Presenting History*, DC Books, Kottayam, 2017.

SMH Nainar, [translated and edited] *Tuhfat al Mujahidin*, Other Books, Calicut, 2006.

C Hamsa, *Tuhfat ul Mujahidin* (Mal.), Alhuda Book Stall, Calicut, 1995.

T. Muhammedali, *Histories Unbounded*, Current Books, Kottayam, 2019.

T. H. P Chentharassry, *Kerala Charithra Dhara*, Mythri Books, Thiruvananthapuram, 2019.

T.H. P Chentharassry, *Kerala Charithrathinu Oru Mukhavura*, Mythri Books, Thiruvananthapuram, 2015.

T.H.P Chentharassry, *Kerala Charithrathile Avaganikkapetta Edukal*, Mythri Books, Thiruvananthapuram, 2018.

T.Satyamurthy, *Iron Age in Kerala*, State Archaeology Department, Thiruvananthapuram.

V.V. Haridas, *Zamorins and the Political Culture in Medieval Kerala*, Orient Blackswan, New Delhi, 2016.

V. V. Haridas, *Samuthiripperuma*, Sahitya Academy, Thrissur, 2012.

## **SEMESTER I- DISCIPLINE CORE**

### **M21HS03DC: HISTORY OF EARLY INDIA: SELECTED THEMES**

**(PG Regulations 2021)**

**Credits: 04**

#### **Course Objectives:**

- To develop an understanding among learners about the major events and trends in early India from pre-historic times.
- To trace out the process of socio-political formations in early India.
- To assess the transition from lineage-based polity to a state system.
- To identify the role of various kinds of sources in discovering early Indian history.
- To discuss the role of archaeology in the study of ancient India.
- To create a capacity among learners to distinguish myths and legends from history.
- To acquaint the learners with the major historiographical trends of early India.

#### **Course Outcomes:**

The course enables the learners to:

- develop a historiographical perspective about the early history of India
- identify the nature of historical consciousness current in ancient India
- familiarise with the historical and archeological tools and methods through which early Indian history was reconstructed
- obtain a comprehensive idea about the legacy of early India towards human culture
- get an idea of the process through which the sociocultural institutions of the country evolved

#### **Course Outline:**

Block 1: Sources, Historical Construction, Geographical Setting

Block 2: Pre-History and Proto-History: An Archaeological  
Perspective

Block 3: Vedic Age and Cultural Transition

Block 4: State Formation in India

#### **Course Details**

### **BLOCK 1: SOURCES, HISTORICAL CONSTRUCTION, GEOGRAPHICAL SETTING**

#### **Unit 1: Sources for the Construction of Early History of India**

Archaeological Sources - Material Remains- Literary Sources-Foreign

Accounts-Vedic-Buddhist-Jain Texts-Plays- Epigraphical

Sources-Edits-Inscriptions-*Prasastis*- Numismatic Sources-Punch marked

Coins-Foreign Coins-Gupta Coins



**Unit 2: Historical Sense of Ancient Indians**

Nature of Historical sense of Ancient Indians- Historical Texts

**Unit 3: Geographical Setting**

Geographical Factors- Rivers- Natural Boundaries- Wind-Season- Cultural Contacts

**BLOCK 2: PRE-HISTORY AND PROTO-HISTORY: AN ARCHAEOLOGICAL PERSPECTIVE****Unit 1: Paleolithic Context in India**

Paleolithic Sites- Paleolithic Tool Technology and Culture

**Unit 2: Mesolithic Context in India**

Mesolithic Sites- Mesolithic Tool, Technology and Culture

**Unit 3: Neolithic and Chalcolithic Context in India**

Neolithic Sites- Burzahom - Gufkral- Other Sites- Chalcolithic Centers and Pre-Harappan Sites

**Unit 4: Indus Civilization and Westerly Trade**

Excavations in Indus Sites- Indus Society and trade- Research on Indus Script- Decline of the Indus cities

**BLOCK 3: VEDIC AGE AND CULTURAL TRANSITION****Unit 1: Aryans, Vedas and PGW Culture**

Aryan Invasion Theory- Vedas and its historicity- PGW Culture- Features of Pastoral Society

**Unit 2: Urbanization in the Ganges Valley**

Transition from Tribe to State- Agriculture, trade and urban centres- Heterodox religions of the 6<sup>th</sup> Century B.C.E and consequent social formation

**Unit 3: Janapadas**

Growth of Mahajanapadas and changes in the political system- NBP Culture- Territory, State and Religion

**BLOCK 4: STATE FORMATION IN INDIA****Unit 1: Emergence of Mauryan Empire under Ashoka**

Nature of the Mauryan Empire- Policy of Dhamma of Asoka- Mode of production and economic diversification- The decline of the Mauryas

**Unit 2: Gupta and Post Gupta Periods**

Central Asian Contacts- Emergence of Gupta Empire- Myth of the Golden Age- Indian Feudalism- Rise of minor principalities

**Unit 3: Social Formation in South India**

Megalithic Culture and Iron Age sites- Sangam Literature and *Tinai* Concept- Features of *Muvendar* Polity

## Suggested Readings:

- Allchin, Bridget (ed.), *Living Traditions*, Oxford University Press, 1995.
- Altekar A.S., *State and Government in Ancient India*, (1949), Delhi, Reprint 1992.
- Basham, A.L., *History, and Doctrines of Ajivikas*, Motilal Banarsidass Publishers, London, 1951.
- Chakravarti, Uma, *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India*, Tulika, New Delhi, 2020.
- Chattopadhyaya, B.D., *Land System and Rural Society in Early India*, Manohar Publishers, Delhi, 2003.
- D.N. Jha, *Against the Grain*, Manohar Publishers, New Delhi, 2018.
- Kailasapathy. K, *Tamil Heroic Poetry*, Kumaran Book House, 2002.
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- Habib, Irfan, *A People's History of India, Vol.2, Indus Civilization*, Tulika, New Delhi, 2017.
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- Hindess, Barry and Paul Q Hirst, *Pre-capitalist Modes of Production*, Routledge and Kegan Paul, London, 1975.
- Jaiswal, Suvira , *Origin and development of Vaishnavism*, Munshiram Manoharlal Publishers, New Delhi, 1967.
- Kumkum Roy, *Emergence of Monarchy in North India*, Oxford University Press, New Delhi, 1994.
- Mabbett, I.W, *Truth, Myth, and Politics in Ancient India*, Oxford University Press, New Delhi, 1980.
- Mahadevan Iravatham, *Early Tamil Epigraphy, From the Earliest Times to the Sixth century AD*, Harvard University, 2003.
- Masaaki Kimura and Akio Tanabe, (eds)., *The State in India, Past and Present*, Oxford University Press, New Delhi, 2006.
- McIntosh, Jane R, *Ancient Indus Valley: New Perspectives*, Abc Clio, California, 2008.
- Ratnagar, Shereen, *Encounters: The Westerly Trade of the Harappan Civilization*, Oxford University Press, Delhi, 1981.
- Ratnagar, Shereen, *Enquiries into the Political Organization of Harappan Society*, Ravish Publishers, Pune, 1991.
- Ratnagar, Shereen, *Understanding Harappa: Civilization in the Greater Indus Valley*, Tulika Books, New Delhi, 2006.
- Ratnagar, Shereen, *Trading Encounters*, OUP, New Delhi, 2004.
- Sharma, R.S, *Aspect of Political ideas and institutions in Ancient India*, Motilal Banarsidass Publication, New Delhi, 1991.
- Sharma, R.S, *India's Ancient Past*, Macmillan India, New Delhi, 2006.
- Sharma, R.S, *Material Culture and Social Formations in Ancient India*, Macmillan India, 2007.
- Sharma, R.S, *Material Culture and Social formations in Ancient India*, Macmillan India, New Delhi, 1990.
- Sharma, R.S, *Political Ideas and Institutions in Ancient India*, Macmillan India, Delhi, Second edition, 1968.
- Sharma, R.S, *Rethinking India's Past*, Macmillan India, New Delhi, 2009.
- Sharma, R.S, *Sudras in Ancient India*, Motilal Banarsidass Publishers, New Delhi, 2016.
- Sharma, R.S, *The Advent of Aryans in India*, Manohar Publishers and Distributors New Delhi, 1999.
- Sharma, R.S., *India's Ancient Past*, OUP, New Delhi, 2006.
- Shereen Ratnagar, *Enquiries into the Political Organization of Harappan Society*, Ravish Publishers, Pune, 1991.
- Singh, Upinder, *A History of Ancient and Early Medieval India*, Munshiram Manoharlal Publishers, Delhi, 2008.

- Singh, Upinder, *Political Violence in Ancient India*, Harvard University Press, Cambridge, 2017
- Thapar, Romila, *A History of India, Vol. I*, Penguin India, New Delhi, 2000.
- Thapar, Romila, *Asoka and the Decline of the Mauryas*, OUP, London, 2012.
- Thapar, Romila, *Asoka and the Decline of the Mauryas*, Oxford University Press, Delhi, Third edition, 2012.
- Thapar, Romila, *Cultural Pasts*, Oxford University Press, Delhi, 2000.
- Thapar, Romila, *Cultural Pasts: Essays in Early Indian History*, Oxford University Press, New Delhi, 2000.
- Thapar, Romila, *Early India from the origins to AD 1300*, Penguin Books, New Delhi, 2003.
- Thapar, Romila, *From Lineage to State*, Second edition, Oxford University Press, Delhi, 2000.
- Thapar, Romila, *Interpreting Early India*, Delhi, Second edition, Oxford University Press, Delhi, 2000.
- Thapar, Romila, et.al., *Which of us are Aryans? Rethinking the Concept of Our Origins*. Aleph Book Company, 2019.
- Thapar, Romila, *From Lineage to State*, Oxford University Press, India, 1991.
- Thapar, Romila, Society and Historical consciousness: The Itihasa – Purana Tradition, *Cultural Pasts: Essays in Early Indian History*, Oxford University Press, New Delhi, 2000.
- Thapar, Romila, *The Mauryas Revisited*, K.P. Bagchi & Co, New Delhi, 1984.
- Trautman, Thomas, (ed.), *Aryan Debate*, Oxford University Press, New Delhi, 2003.

**SEMESTER I - DISCIPLINE CORE**  
**M21HS04DC: HISTORY OF ANCIENT SOCIETIES**  
**(PG Regulations 2021)**  
**Credits: 04**

**Course Objectives:**

- To understand the patterns of human settlement and the changes occurred in the culture of food production
- To assess the significance of the historical process of early social life from culture to civilization
- To examine the similarities and differences in the political, economic, social, and religious institutions of various ancient societies
- To understand the nature and structure of the early state formations and empires
- To understand the different social stratifications that existed in ancient societies
- To familiarise the new paradigms in the historical understanding to study the history of ancient world societies

**Course Outcomes:**

After the successful completion of the course, the learner will be able to:

- understand the emergence of urban societies in the ancient world
- evaluate the emergence of political structures and forms of government
- assess the social structure of the ancient world and compare and contrast them.
- critically analyse the social inequalities like gender roles, caste, class and forms of slavery.
- understand the human origin, migration and the interaction between humans and the environment.

**Course Outline:**

Block 1: From Nomads to Cultural Settlements  
Block 2: Bronze Age Civilizations  
Block 3: States and Empires  
Block 4: Alternative Social Formations

**Course Details**

**BLOCK 1: FROM NOMADS TO CULTURAL SETTLEMENTS**

**Unit 1: Early Human Settlements**

Geography and migration- Food Gathering mode- Development of tools -  
Palaeolithic and Mesolithic age- Early Pastoralism

**Unit 2: Theories of Transition to Agriculture**

Gordon Childe- Kent Flannery

**Unit 3: Domestication of Plants and Animals**

Domestication of Plants- Domestication of Animals

**Unit 4: Features of Neolithic Revolution**

Settlement Pattern- Tools- Wheel- Social Structure- Origin of Towns- Towards chiefdom polity

**BLOCK 2: BRONZE AGE CIVILIZATIONS**

**Unit 1: Cultural and Natural Settings**

Copper and Bronze as sources of transition of human settlements- Egypt - The gift of Nile- Mesopotamia and its cities- The Shang Civilization of Northern and Central China

**Unit 2: Social Structure**

Urbanization- Social structure of Bronze age societies- Institution of Sacral Kinship

**BLOCK 3: STATES AND EMPIRES**

**Unit 1: Empires in the Ancient World**

Expansion of economic base and state formation- The Babylonian Empire- The Assyrian Empire- Persian Empire

**Unit 2: Ancient Greece**

Geographical features-The early Greek civilizations- The Archaic Period- The classical period- Legacies

**Unit 3: Ancient Rome**

The Roman Expansion- Political structure and society- Conflicts and expansion- Slavery- Legacies

**BLOCK 4: ALTERNATIVE SOCIAL FORMATIONS**

**Unit 1: Africa**

North Africa- West Africa- South Africa

**Unit 2: Latin America**

The Maya Civilization- The Incas- The Aztecs

**Suggested Readings:**

Adolf Erman, *Life in Ancient*, Dover publications, 1971.

Alexander Moret, *The Nile and Egyptian Civilisation*, ECA Associates, Chesapeake, 1991.

Aldred Cyril, *The Egyptians*, Praeger, New York, 1961.

Edward McNall Burns, Philip Lee Ralph, Robert. E Lerner, Standish Meacham, *World Civilizations*, Volume A. WW.Norton and Company, 1969.

Croix, G.E.M, *Class Struggle in the Ancient Greek World*, London, 1981.

Elman R.Service, *Origins of State and Civilisation*, New York, Norton,1977. Peter Bogucki, *Origins of Human Society*, Blackwell,2001.

Elsbeth R.M.Dusinberre, *Aspects of Empire in Achaemenid Sardis*, Cambridge University Press, 2003.

M.I Finley, *Ancient Economy*, The University of California Press, 1991.

..... *Ancient Slavery and Modern ideology*, Penguin Books, 1983.

..... *Ancient History: Evidence and Models*, Penguin Books, 1987.

G.V. Childe, *The Dawn of European Civilization*, Kegan Paul, London, 1925. Georges Roux, *Ancient Iraq*, Penguin Books, New Delhi, India, 1992.

Glyn Edmund Daniel, *The First Civilizations, The Archaeology of their Origins*, Thames and Hudson, London, 1968.

H.G. Creel, *The Birth of China: A Study of the Formative Period of Chinese Civilization*, Frederick Ungar, 1964.

-----, *Confucius, the Man and the Myth*, Kessinger Publishing, LLC, 2008.

J.M. Roberts, *The Pelican History of the World*, Penguin Books, 1988.

J.N Postgate, *Ancient Mesopotamia, Society and Economy at the Dawn of History*, James Breasted. H., *The History of Egypt*, Bantam Books, Inc., New York, 1964.

Jane R McIntosh, *Ancient Mesopotamia: new perspectives*, ABC-CLIO , 2005.

John A. Garraty, *The Columbia History of the World*, Harper and RowPublishers, New York, 1972.

K.A. Wittfogel, *History of Chinese Society*, Literary Licensing, LLC, 2012.

Karl Polanyi(ed.), *Trade and Market in Early Empires*, Glencoe, Free Press, New York, 1954.

Latourette, *The Chinese, their History and Culture*, Nabu Press, 2011.

L. Delaporate, *Mesopotamia: The Babylonian and Assyrian Civilizations*, Kegan Paul International, 2005.

Leonard Collrell, *Life under the Pharaohs*, Holt, Rinehart and Winston, New York,1960.

Mason, W.A, *History of the art of writing*, The Macmillan company, New York, 1920.

London, 1991.

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

Michael Mann, *The Sources of Social Power*, Cambridge,1990.

Richard N. Frye, *The Heritage of Persia*, Mentor Books, 1966.

Patricia Wattenmaker, *The Household and the State in upper Mesopotamia*, Rajeev Kumar Gohit, *World History*, RBSA Publishers, 2010.

Saran Upadhyaya, *The Ancient World*, S.Chand & Co., 1954.

Richard Overy, *The Times History of the World*, Harpercollins Publishers, London 2008.

Robert M. Adams, *Evolution of the Urban Society*, Chicago, Aldine,1966.

Romila Thapar, *From Lineage to State:Social Formations of the Mid-First Millennium BC in the Ganga Valley*, OUP, India, 1991.

Shorter. A.W, *An Introduction to Egyptian Religion: An Account of Religion in Egypt during the Eighteenth Dynasty*, Kegan Paul. 1931.

Smith G.E, *Ancient Egyptians and the Origin of Civilisation*, Gorgias Press, 2007.

V.G.Childe, *What Happened in History*, Penguin Books, Harmondsworth, 1942.

W.M. Mc Govern, *The Early Empires of Central Asia: A Study of the Scythians and the Huns and the Part They Played in World History*, The University of North Carolina Press, 2018.

Y.L.Fung, *History of Chinese Philosophy*, Princeton University Press, 1992.

Will Durant & Ariel Durant, *Our Oriental Heritage, The Story of Civilization*, Simon and Schuster, New York, 1963.

## **SEMESTER I- ABILITY ENHANCEMENT COMPULSORY COURSE**

### **(DISCIPLINE SPECIFIC)**

## **M21HS01AC(DS): AN INTRODUCTION TO HISTORICAL RESEARCH**

**(PG Regulations 2021)**

**Credits: 02**

### **Course Objectives:**

The course envisages:

- to introduce to the learner's methodologies with which the historians work.
- to familiarize with the 'craft' and practice of historians.
- to enable them to practice historical writing when they work on their own projects.
- to make learners familiar with the debates in the area of historical knowledge production.

### **Course Outcomes:**

The Course will enable the learners to:

- understand the methodology for historical research
- understand the different stages of Research
- differentiate the nature of research: quantitative and qualitative
- differentiate the different categories of historical sources
- write a synopsis or research paper by experiencing data collection and data interpretation

### **Course Outline:**

Block 1: Historical Research: Processes

Block 2: Problems of Methodology

### **Course Details**

#### **BLOCK 1: HISTORICAL RESEARCH: PROCESSES**

**Unit 1:** Epistemological Aspects of History

**Unit 2:** Selection of Problem, Research Plan and Working Hypothesis

**Unit 3:** Collection of data and Source Analysis

**Unit 4:** Objectivity, Generalization and Explanation

**Unit 5:** Referencing Methods- Footnotes and Bibliography

#### **BLOCK 2: PROBLEMS OF METHODOLOGY**

**Unit 1:** Heuristics and Hermeneutics

**Unit 2:** Textual Analysis

**Unit 3:** Oral Traditions and Social Memory

## Suggested Readings:

- Antony Grafton, *The Footnote, A Curious History*, Harvard University Press, 1997.
- Arthur Marwick, *Nature of History*, London, 1970.
- Arthur Marwick, *The New Nature of History*, Palgrave, 2001.
- D. Attridge et al. eds, *Post structuralism and the question of History*, C.U.P., 1987.
- E.H. Carr, *What is History*, Penguin, 2008.
- G.R Elton, *Practice of History*, Wiley- Blackwell, 2001.
- Gottschalk. L, ed., *Generalisation in Writing History*, The University of Chicago Press, 1963.
- J. Barzun and H. F. Graff, *Modern Researcher*, Javanovish, 1985.
- J.H. Hexter, *On Historians*, Harvard, 1985.
- Jan Vansina, *Oral Tradition as History*, James Currey, 1985.
- John Tosh, *The Pursuit of History*, London, 1984.
- L J Goldstein, *Historical knowing*, London, 1976.
- M. Oakshott, *On History*, Oxford, 1983.
- Marc Bloch, *The Historian's Craft*, Manchester University Press, 1954.
- Fernand Braudel, *On History*, Chicago, 1980.
- Paul Thompson, *The Voice of the past: Oral History*, OUP, 1978.
- Peter Burke, *New Perspectives on Historical Writing*, Pennsylvania State University Press, 2001.
- R. G. Collingwood, *The Idea of History*, OUP, 1994.
- Richard S Miller, *Fact and Method: Explanation, Confirmation and Reality in the natural and Social Sciences*, Princeton, 1987.
- Terence Hawkes, *Structuralism and Semiotics*, London, 1978.



# Semester - II

**SEMESTER II – DISCIPLINE CORE**  
**M21HS05DC: HISTORICAL WRITINGS ON INDIA**  
**(PG Regulations 2021)**  
**Credits: 04**

**Course Objectives:**

- To develop an understanding about the notions of historical sense in Ancient India
- To identify the different genres of historical writing in Medieval India
- To introduce the nature and impact of colonial constructions of Indian History
- To attempt a critical assessment of the nationalist historiography in India
- To elucidate the major debates in Indian historiography.
- To familiarise the learners with the recent trends in Indian historiography
- To understand the secular and scientific nature of Indian Historical writings

**Course Outcomes:**

The Course will enable the learners to:

- understand the shifts in the colonial reading of India's ancient past and the historicity of early Indian writings
- trace the different genres of historical writing in medieval India and its chronicling by the colonial historiographers
- analyse expositions and impact of Oriental constructions of Indian history
- evaluate the Imperial historiographical traditions and its objectives
- estimate the Nationalist, Marxist and Subaltern writings on India
- generate ideas about the emerging areas in Indian historiography

**Course Outline:**

Block 1: Reading India's Ancient Past  
Block 2: Writing Medieval Indian History  
Block 3: Modern Trends  
Block 4: Recent Trends

**Course Details**

**BLOCK 1: READING INDIA'S ANCIENT PAST**

**Unit 1: Discovery of India's Past'**

Oriental School of Thought- William Jones and Asiatic Society of India- Colonial perspectives on India's sense of History- Archaeological breakthrough in writing India's past – Princep and Cunningham- James Mill and his periodization of Indian History

## **Unit 2: The Historicity of Early Writings in India**

Ithihasa, Purana Tradition- Jain and Buddhist Historiography- *Harshacharita*, *Mushika Vamsa Kavya*, *Rajatarangini*

## **BLOCK 2: WRITINGS ON MEDIEVAL INDIAN HISTORY**

### **Unit 1: Chronicling Medieval India by British Historians**

Elliot - James Tod- H. H. Wilson

### **Unit 2: Turko-Persian Historiography**

Al Beruni- Minhaj Siraj Juzjani of his *Tabaqat-i Nasiri*- Ziya ud din Barani

### **Unit 3: Mughal Historiography**

Royal Autobiographies and Biographies- Baburnama- Abul Fazl's Idea of History

## **BLOCK 3: MODERN TRENDS**

### **Unit 1: Nationalist Historiography**

R.G. Bhandarkar and R.K. Mookerji- K.P. Jayaswal and R.C. Majumdar- Critique of Nationalist historiography

### **Unit 2. Marxist Approach**

D.D. Kosambi- R.S. Sharma- Romila Thapar- Irfan Habib- K.N. Panikkar- Bipan Chandra

## **BLOCK 4: RECENT TRENDS**

### **Unit 1: Intellectual History**

Subaltern Studies - Ranajith Guha- Barun De- Partha Chatterjee- Tapan Raychaudhari

### **Unit 2: Postmodern Derivatives**

Dalit histories- Feminist histories- Environmental history- Literary histories

### **Suggested Readings:**

Chakravarti, Uma, *Everyday Histories: Beyond the Kings and Brahmanas of Ancient India*, Tulika, New Delhi, 2006.

Chakrabarty, Dipesh, 'Subaltern Studies and Postcolonial Historiography', *Nepantla: Views from South*, 2000.

Cowell, E.B. and F.W. Thomas (Tr.), *Harshacharita*, Motilal Banarsidass, New Delhi, 1961.

D.D Kosambi, 'The Man and His Works', *Essays in Economic and Political Weekly*, July 26, 2008, pp. 35-108.

David Ludden (ed.), *Reading Subaltern Studies: Critical History, Contested Meaning, and the Globalization of South Asia*, Permanent Black, Delhi, 2001.

Gyan Prakash, 'Subaltern Studies as Postcolonial Criticism', *The American Historical Review*, December 1994.

H. Philips, *Historians of India*, Pakistan and Ceylon, London, 1961.

H.M. Elliot and John Dowson, *The History of India as Told by its Historians: The Muhammadan Period*, 8

vols., London, 1867-77, Reprint, Delhi, 2001.

Hardy, Peter, *Studies in Indo-Muslim Historical Writing*, Routledge, London, 1983.

Hasan, Mohibbul (ed.), *Historians of Medieval India*, Meenakshi Prakashan, Meerut, 1968.

K. Warder, *An Introduction to Indian Historiography*, Bombay, 1972.

Kosambi, D.D, *An Introduction to the Study of Indian History*, Popular Prakashan, Bombay, 1956.

Kosambi, D.D, *The Culture and Civilization of Ancient India in Historical Outline*, Vikas Publishing House, New Delhi, 1989.

Mukhia, Harbans, 'Communalism and the Writing of Medieval Indian History: A Reappraisal', *Social Scientist*, Vol. 11, No. 8 August 1983.

Mukhia, Harbans, *Historians, and Historiography during the Reign of Akbar*, Vikas Publishing House, New Delhi, 1976.

Pargiter, F.E., *Ancient Indian Historical Tradition*, London, 1924.

Pargiter, F.E., *The Puranic Accounts of the Dynasties of the Kali Age*, Delhi, 1927.

Pathak, V.S., *Ancient Historians of India*, Asia Publishing House, Bombay 1966.

Peter Hardy, 'Pre-modern Concept of Time in Indo- Muslim', in *Iqtidar Husain Siddiqui, Medieval Indian Essays in Intellectual Thought and Culture*, Vol. I, Manohar, New Delhi, 2003.

Prabha, *Historical Mahakavyas in Sanskrit (Eleventh to fifteenth century AD)*, New Delhi, 1976.

Ray, Himanshu Prabha, *Colonial Archaeology in South Asia Legacy of Sir Mortimer Wheeler*, OUP, New Delhi, 2008.

Sankhalia, H.D, *Ramayana: Myth or Reality*, People's Publishing House, 1973.

Sen, S.P. (ed.), *Historians and Historiography in Modern India*, Institute of Historical Studies, Calcutta, 1973.

Sharma, R.S. 'Trends of Social Evolution in the Epics' In *Material Culture and Social Formations in Ancient India*, Macmillan, Madras, 1983.

Sharma, Ramesh Chandra, et al., *Historiography and Historians since Independence*, M. G. Publishers, Agra, 1991.

Siddiqui I H, *Indo- Persian Historiography up to the Thirteenth Century*, Tulika, New Delhi, 2010.

Singh, G.P., *The Itihasa-Purana Tradition and its Impact on Historiography in Ancient Indian Historiography: Sources and Interpretations*, R.K Print world, New Delhi, 2003.

Singh, Upinder, *The Discovery of Ancient India: Early Archaeologists and the Beginnings of Archaeology*, Permanent Black, Delhi, 2004.

Sreedharan. E, *A Textbook of Historiography*, Orient Longman, New Delhi, 2004.

Stein, M. A. (Tr.) *Kalhana's Rajatarangini: A Chronicle of the Kings of Kashmir*, 1-316. (Reprint ed.), Saujanya Books, Srinagar, 2007.

*Subaltern Studies*, Vol. I-XI, OUP, and Permanent Black, New Delhi.

Tapati Guha-Thakurta, *Monuments, Objects, Histories: Institutions of Art in Colonial and Post- Colonial India*, Oxford University Press, Delhi, 2004.

Thapar, Romila, Harbans Mukhia, Bipan Chandra and Sudhir Chandra, 'Communalism and the Writing of Indian History', *Economic and Political Weekly*, Vol. 5, No. 19 May 1970.

Thapar Romila et al., *Communalism and the Writing of Indian History*, Peoples Publishing House, New Delhi, 1969.

Thapar, Romila, 'Perception of the Past' In *Early India: From the Origins to AD 1300*, Penguin and Allen Lane, Great Britain, 2002.

Thapar, Romila, *History and Beyond*, Oxford, New Delhi, 2000.

Thapar, Romila, *Ideology and the Interpretation of Early Indian History*, In *Cultural Pasts: Essays in Early Indian History*, Oxford, New Delhi, 2000.

- Thapar, Romila, *The Past and Prejudice*, National Book Trust, Delhi, 1975.
- Thapar, Romila, *The Past Before us: Historical Traditions of Early North India*, Permanent Black, 2014.
- Thomas R Trautmann, *Aryans, and British India*, University of California, 1997.
- Vinay Lal, 'Walking with the Subalterns, Riding with the Academy: The Curious Ascendancy of Indian History', *Studies in History*, 2001.
- Vinayak Chaturvedi (ed.), *Mapping Subaltern Studies and the Postcolonial*, London and New York, Verso, 2000.

**SEMESTER II – DISCIPLINE CORE**  
**M21HS06DC: HISTORY OF MODERN KERALA: PROBLEMS AND**  
**PERSPECTIVES**

**(PG Regulations 2021)**

**Credits: 04**

**Course Objectives:**

- To familiarize the modernization process of Kerala
- To give an understanding the nature of colonization process and the native protest against it
- To analyses the role of colonial modernity and social reform process to the making of Kerala
- To evaluate the historical roots of democratic Kerala and its emerging socio-political and ecological issues
- To appreciate the anti-colonial movements and democratic values of society
- To find out major issues of Kerala's development

**Course Outcomes:**

- Enable the learner to get a comprehensive idea about the history of modern Kerala
- Enable the learner to understand the major historical development of Kerala from 19<sup>th</sup> to contemporary period
- Enable the learner to assess the past of Kerala's modernity
- Enable the learner to appraise various stages of modernization process of Kerala
- Enable the learner to identify major issues and problems in the existing historical knowledge
- Enable the learner to assess the historical significance of Kerala model development

**Course Outline:**

Block 1: Consolidation Of British Colonial Power And Early Resistance

Block 2: Towards Modernity

Block 3: Freedom Movements

Block 4: Kerala, The Motherland Of The Malayalee

**Course Details**

**BLOCK 1: CONSOLIDATION AND EARLY RESISTANCE**

**Unit 1: Colonial Settings in 19<sup>th</sup> century**

Administrative reforms of the British - Joint Commission Report and Revenue settlements-

Malabar, Travancore and Cochin

## **Unit 2: Early Resistance**

Anjengo Revolt - Pazhassi revolt and peasant insurgency in Wayanad- Kundara proclamation- William Logan's Report and Malabar Manual

## **BLOCK 2: TOWARDS MODERNITY**

### **Unit 1: Administrative Reforms and Missionary Activities**

Administrative reforms of the British-Abolition of slavery- Channar agitation- Christian missionaries –LMS, CMS, Basal mission- Printing press and new industries

### **Unit 2: Social Reform Movements**

Emergence of middle class and English education- Socio-religious reform movements

## **BLOCK 3: FREEDOM MOVEMENTS**

### **Unit 1: Freedom Struggle in Malabar**

Early political organizations and emergence of Indian National Congress in Malabar- Non-Cooperation and Khilafat movement-1921 Malabar Struggle- Civil disobedience and Quit India movements

### **Unit 2: Struggle for representation in the Princely States**

Malayali Memorial - Ezhava Memorial- Abstention movement - Left Ideology and politics- Trade unions and peasant movements

## **BLOCK 4: KERALA, THE MOTHERLAND OF THE MALAYALEE**

### **Unit 1: Into Democracy**

Aikya Kerala Movement- First Communist ministry- Land Reform and Education Policy

### **Unit 2: Kerala Towards a Model**

Kerala Model Developments- Decentralization of Power and peoples planning

## **Suggested Readings:**

Achyuta Menon C., *The Cochin State Manual*, Ernakulam, 1911.

Achyuthan. K.R., *The Social Spectrum of Kerala*, Journal of Kerala Studies, 1983.

Andalat, *Rekha Illatha Charithram*, Chintha Publishers, 1992.

Aravindan K. P., (ed.), *Kerala Padanam*, KSSP, Thrissur, 2006.

Arunima, G., *There Comes Papa: Colonialism and the Transformation of Matriliney in Kerala, Malabar, c. 1850-1940*, Orient Black Swan, 2003.

Ashin Das Gupta., *Malabar in Asian Trade*, Cambridge, 1967.

Bailey, Susan., *Saints, Goddesses and Kings: Muslims and Christians in South Indian Society, 1700–1900*,

Cambridge University Press, 1990.

Balan, C., *Reflections on Malabar*, NAS College Kanhangad, 2000.

Balakrishnan, P. K., (ed.), *Sree Narayana Guru*, DC Books, 2020.

Balakrishnan, P. K.,(ed.), *Jati Vyavasthayum Kerala charithravum*, DC Books, Kottayam,2008.

Balaram N,E., *Keralathile Communist Prasthanam*, Part I, Trivandrum, 1973.

Bhaskaran Unni, P., *Pathonpatham Nootttandile Keralam*, Kerala Sahitya Academy Thrissur, 2012.

Bhaskaran Unni.P., *Kollathinte Charithram*, Kollam, Public Library and Research Centre,1994.

Brahmadathan Namboodiripad., *Khilafat Smaranakal*, Mathrubhumi Books, 2006.

Buchanan Francis, *A Journey from Madras through the countries of Mysore, Canara, and Malabar*, 2 vols, 1807.

Champakalakshmi.. R, *Urbanization in South India: The Role of Ideology and Polity*, Presidential address, ancient India, Indian History Congress, 47<sup>th</sup> Session, Srinagar,1986.

Champakalakshmi., Kesavan Veluthat and Venu(ed.), *State in Pre-Modern South India*, Current Books, Thrissur, 2008.

Chandramohan. P., *Popular Culture and Socio-Religious Reform; Narayana Guru and the Ezhavas of Travancore Studies in History*,1987.

Chandramohan, S., *Developmental Modernity in Kerala: Narayanaguru*, SNDP, and Social Reform, Tulika, New Delhi, 2019.

Chentharassery, T.H.P., *Ayyankali*, Trivandrum, 1989.

Cherian.P.J., *Punnapra-vayalar Uprisings - A Case Study*, Unpublished, M.Phil Thesis, Kozhikode. Cherian, P.J,(ed.), *Perspectives on Kerala History*, Trivandrum, 1999.

Damodaran.K., *Pattabakki* (mal.), Kottayam,1972.

Daniel .D., *Struggle for Responsible Government in Travancore*, 1938-1947, Madurai, 1985.

Danvers. F.C., *The Portuguese in India-Being A History of the Rise and Decline of Their Eastern Empire*, London,1966.

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## **SEMESTER II – DISCIPLINE CORE**

### **M21HS07DC: SOCIETY AND CULTURE IN INDIAN HISTORY (1200 CE-1800 CE)**

**(PG Regulations 2021)**

**Credits: 04**

#### **Course Objectives:**

- To develop an understanding among learners about the major events and trends in Medieval Indian History.
- To develop an understanding of basic debates in Medieval Indian History.
- To enable learners to practice rational ways of studying, interpreting, and writing history.
- To familiarise learners with the cultural trends that emerged in the country during the medieval period.

#### **Course Outcomes:**

- The learners would compare the state forms of different regions and times in medieval India.
- The learners would identify the medieval legacies of contemporary India
- The learner can participate in the debates and discussions on themes in Medieval India.
- The learners can formulate research questions in the area of Medieval India.

#### **Course Outline:**

Block 1: Medieval Indian Polity

Block 2: Land System, Rural Society and Institutions

Block 3: Urbanisation, Trade and Commerce

Block 4: Spread of Syncretic Traditions

#### **Course Details**

### **BLOCK 1: MEDIEVAL INDIAN POLITY**

#### **Unit 1: Delhi Sultanate**

Sultan, Nobility and Ulema - Vijayanagara polity

#### **Unit 2: The Mughal State**

Centralised or Feudal- Patrimonial Bureaucracy - Rajput Polity

#### **Unit 3: South Indian Polity**

Decline of Chera, Chola and Pandya - Emergence of principalities and Nadus - Chalukya - Feudal Tendencies

### **BLOCK 2: PRODUCTION AND APPROPRIATION**

**Unit 1: Agricultural Production**

Land tenures- *Iqta* and *Jagir*- *Khalisa* and *Madad-e-mash* - irrigation canals

**Unit 2: Revenue Administration**

Reforms of Alauddin Khilji - Sher Shah, Akbar - Systems and practices

**Unit 3: Social Stratification**

Caste, Craftsmen, Zamindars, Mansabdars and Jagirdars - Women

**BLOCK 3: URBANIZATION, TRADE, AND COMMERCE****Unit 1: Medieval Urbanization**

Markets and market regulations - Establishment of Road networks - Weights, measures and coinage

**Unit 2: Trade and Commerce in Medieval India**

Long distance coastal and inland trade - Indian merchants and foreign traders - Potentialities of capitalist development

**BLOCK 4: NEW VARIANTS OF RELIGIOUS SYSTEMS****Unit 1: Confluence of Ideas and Practices Bhakti Movement**

Vaishnava and Saiva cult - Kabir, Tulasidas- Guru Nanak, Ramanuja and Ramananda

**Unit 2: Sufism**

Social change and new identities - Sufis as an offshoot of religious reformation - Chistis and other Silsilas

**Unit 3: Religion under Akbar:**

Din Ilahi - Religious outlook of Akbar - Influence of Abul Fazl - Ibaadatkhana

**Unit 4: Promotion of Indian Legacies under Mughal Court**

Dara Shukoh and Majma ul Bahrain - Sanskritic textual productions under Mughals

**Suggested Readings:**

Abdul Rahim, *Mughal Relations with Persia and Central Asia*, Department of History, Aligarh Muslim University, 1935.

Afzal Husain, *The Nobility under Akbar and Jahangir; A Study of Family Groups*, Manohar, 1999.

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- Irfan Habib, *Essays on Indian History: Marxist Perspectives*, Tulika, 1995.
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- M. Athar Ali, *Mughal India: Studies in Polity, Ideas, Society and Culture*, New Delhi, 2006.
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- Satish Chandra, *Essays on Medieval Indian History*, OUP, 2004.
- Seema Alavi, *The Eighteenth Century in India*, OUP, 2002.
- Shireen Moosvi, *Episodes in the Life of Akbar*, National Book Trust, India, 2015.
- Shireen Moosvi, *The Economy of the Mughal Empire*, OUP, 2015.
- Shireen Moosvi, *Peoples, Taxation and Trade in Mughal India*, OUP, India, 2007.
- Stephen F. Dale, *The Eight Paradises: Babur and the Culture of the Empire in Central Asia, Afghanistan and India (1483-1530)*, Brill, 2004.
- Yusuf Hussain, *Glimpses of Medieval Indian History and Culture*, Bombay, 1976.

**SEMESTER II – DISCIPLINE CORE**  
**M21HS08DC: SELECTED THEMES IN THE HISTORY OF**  
**MEDIEVAL WORLD**  
**(PG Regulations 2021)**  
**Credits: 04**

**Course Objectives:**

To make the learner familiarise with the:

- large-scale, long-term historical developments on a global level.
- development and significance of distinctive forms of political, social, and economic organization.
- major scientific achievements, and their impact on society.
- historical developments of belief systems and philosophy, and their impact on society.

**Course Outcomes:**

On the successful completion of the course, the learner will be able to,

- critically analyse and explain the development and significance of feudalism and capitalism as distinct modes of production.
- evaluate and classify the features of feudalism in Europe and Asian countries.
- understand the complex web of knowledge dissemination and to critically evaluate the give and take between the global South and North.
- appreciate the historical development of various religious movements that influenced the medieval world.

**Course Outline:**

Block 1: Land Relations and Social Formations  
Block 2: Science and Technology  
Block 3: Religions And Religious Movements  
Block 4: Trade and Commerce

**Course Details**

**BLOCK 1: LAND RELATIONS AND SOCIAL FORMATIONS**

**Unit 1: Medievalism**

The decline of slave production-The notion of ‘dark age’

**Unit 2: Feudal Society in Europe**

Feudal Society- Manorial System- Feudal values and practices- Marc Bloch

**Unit 3: Feudal Model in Asia**



Evolution of 'Iqta' as a system of tax farming- Conceptual differences between 'Iqta' and 'Fief'

#### **Unit 4: Japan**

Feudal relations in Japan during Kamakura Period- Tokugawa Shogunate and the peace

### **BLOCK 2: IDEAS AND APPLICATION OF SCIENCE**

#### **Unit 1: Arab Legacies**

Arabia as the Centre of Knowledge Transmission- Al Razi, Avicenna- Ibn Rushd- Omar Khayyam

#### **Unit 2: Chinese Legacies**

Gunpowder- Printing- Paper money and the Compass

#### **Unit 3: European Legacies**

Charlemagne and Harun al Rashid- Carolingian Renaissance- Medieval Universities

### **BLOCK 3: RELIGIONS AND RELIGIOUS MOVEMENTS**

#### **Unit 1: Christianity**

Papacy- Monastic orders -Benedictine, Franciscan Orders

#### **Unit 2: Islam**

Prophet Mohammed and the decline of pagan values- The Republic of Medina- *Khilafat*

#### **Unit 3: Abrahamic Religions; Conflict and Resolution**

The Crusades- The cultural impact

### **BLOCK 4: TRADE AND COMMERCE**

#### **Unit 1: Routes and Networks**

Indian Ocean Trade Network- Silk Route- Trade through the Mediterranean- Venice and Florence

#### **Unit 2: Anti-feudal Tendencies**

Crafts and Guilds - Urban centre

#### **Suggested Readings:**

Abu-Lughod, Janet L., *Before European Hegemony: The World System AD 1250- 1350*, OUP, USA, 1991.

Aston, T.H., C.H.E. Philpin, (ed.), *The Brenner Debate: Agrarian Class Structure and Economic Development in Pre-Industrial Europe*, CUP, 2005.

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- Crusade*, W.W. Norton & Company, 2010.
- Basalla, George, *The Rise of Modern Science*, Heath, 1968.
- Berkey, Jonathan P., *The Formation of Islam: Religion and Society in the Near East, 600–1800*, CUP, 2002.
- Bernal, Martin, *Black Athena: The Afro-asiatic Roots of Classical Civilization*, 3 Volumes, Rutgers University Press, 2020.
- Bloch, Marc, *Feudal Society*, Volume I and II, Aakar Books, 2017.
- Cantor, Norman F., *In the Wake of the Plague: The Black Death and the World It Made*, Harper Perennial, 2002.
- Cahen, Claude, *The Formation of Turkey: The Seljuk Sultanate of Rum: Eleventh to Fourteenth Century (A History of the Near East)*, Routledge, 2016.
- Dobb, Maurice, *Studies in the Development of Capitalism*, Routledge, 1965.
- Duby, Georges, *The Three Orders: Feudal Society Imagined*, University of Chicago Press, 1982.
- Duri, A.A., *The Historical Formation of The Arab Nation: A Study in Identity And Consciousness*, Croom Helm, 2012.
- ....., *Early Islamic Institutions: Administration and Taxation from the Caliphate to the Umayyads and 'Abbasids*, I B Tauris and Co., 2011.
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- Ganshof, F.L., *The Carolingians and the Frankish Monarchy. Studies in Carolingian History*, tr. Janet Sondheimer, Longman, London, 1971.
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- Hitti, Philip, K., *The History of Arabs*, Palgrave Macmillan, 2002.
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## **ABILITY ENHANCEMENT COMPULSORY COURSE**

### **(INSTITUTION SPECIFIC)**

#### **M21UC01AC (IS): FOUNDATIONAL SKILLS FOR RESEARCH AND WRITING**

**Credits - 2**

#### **Course Objectives**

- To introduce the learners to the fundamentals of research and writing
- To provide the learners insights into research, methods of reviewing literature and identifying research gaps
- To acquaint the learners with the different writing formats including synopsis, abstract, thesis, research papers etc.
- To give the learners an understanding of research ethics, plagiarism, publication procedures and benchmark for publication

#### **Course Outline:**

Block 1: Understanding Research

Block 2: Writing Formats

#### **Course Details**

#### **BLOCK 1: UNDERSTANDING RESEARCH**

**Unit 1:** Distinguishing Research from Inquiry - Causative premises of inquiry - formal and informal inquiry - questions and answers

**Unit 2:** Research - primary and secondary - research etymology - driving reasons and questions for organised research - significance and steps - design of research

**Unit 3:** Bibliographic sources for research and annotation - locating sources for a bibliography

**Unit 4:** Reviewing Literature - Primary & secondary sources - convergence and divergence - identifying research gaps - establishing significance of research

#### **BLOCK 2: WRITING FORMATS**

**Unit 1:** Synopsis - executive summary - abstract writing - conventions and practices

**Unit 2:** Citing and citation styles - managing references - different style sheets

**Unit 3:** Research ethics - intellectual property rights - copyrights & plagiarism

**Unit 4:** Publication procedures - benchmarks for publication - research gate & scopus

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# Semester - III

**SEMESTER III - DISCIPLINE CORE**  
**M21HS09DC: COLONIALISM AND NATIONALISM IN MODERN INDIA**  
**(PG Regulations 2021)**

**Credits: 04**

**Course Objectives:**

- To familiarise the learners the impact of colonial policies
- To familiarise the strategies of colonial powers
- To create awareness on the struggle for freedom
- To familiarise various stages of the freedom movement in India

**Course Outcomes:**

Upon completing the course, the learners will be able to:

- understand the colonial interventions and engagements in modern India
- evaluate the impact of colonialism in Modern India
- analyse the strategies of colonial powers in the Indian context
- develop an awareness of the stages of the freedom movement in India

**Course Outline:**

Block 1: Colonial Intervention

Block 2: Emergence of Nationalism and the Beginning of Struggle

Block 3: Gandhian Era

Block 4: Emergence of New Forces and Struggle Towards Independence

**Course Details**

**BLOCK-1- COLONIAL INTERVENTION**

**Unit 1: Colonial Intervention in India and its Impact**

Transition of the Eighteenth Century- Advent of Europeans- Colonial Interventions in India- Arrival of the British-Administration- Economy- Agrarian Settlements- Commercialization of Agriculture - Impact on indigenous crafts- Drain of wealth- Deindustrialisation- Debate

**Unit 2: Resistance Against Colonial Rule**

Early resistance Movements- 1857 revolt- Perspectives

**Unit 3: Colonial Modernity and its Impact**

Colonial modernity in India- Social change- Creation of a public sphere- Impact- Quest for social equality- Reform movements- Weaknesses and limitations – Women's movements.

**BLOCK -2 EMERGENCE OF NATIONALISM AND THE BEGINNING OF**

## **STRUGGLE**

### **Unit 1: Genesis of Indian Nationalism**

Impact of British Rule- Socio-Religious Movements and their impact- Re-discovery of India's Past- Role of Press and Literature- Anti-Indian Policy of the British- Ilbert Bill Controversy

### **Unit 2: Emergence of Indian National Congress**

Early political associations- Theories on the foundation of Indian National Congress- Moderate Phase

### **Unit 3: Rise of Extremism**

Partition of Bengal and the Swadeshi movement- Surat Split - Ideological basis of Extremism

### **Unit 4: First World War and Indian Nationalism**

Outbreak of First World War- Home Rule League- Annie Besant and Bal Gangadhar Tilak - Terrorist movements - Lucknow Pact

## **BLOCK 3: GANDHIAN ERA**

### **Unit 1: Ideas and Methods of Gandhi**

Experiments- Early Satyagrahas in India- His ideas of struggle

### **Unit 2: Towards Non-Cooperation**

Amritsar Tragedy-Khilafat Issue- Non-Cooperation Movement

### **Unit 3: From Swaraj to Poorna Swaraj**

Swarajist experiments- Simon Commission 1927- Nehru report- Lahore Session - Civil Disobedience Movement

## **BLOCK 4- EMERGENCE OF NEW FORCES AND STRUGGLE TOWARDS INDEPENDENCE**

### **Unit 1: Emergence of Socialist Ideas**

Trade Union Movement- Growth of Peasant Movements- Revolutionary Movements- HSRA - Women

### **Unit 2: Round Table Conference and After**

Round Table Conferences- - Gandhi -Ambedkar Debate- - Government of India Act of 1935

### **Unit 3: Towards Independence**

National Movement and Second World War-Quit India Movement- Subhash Chandra Bose and INA- RIN Mutiny- Communal Politics and Partition

### **Unit 4: Making of a Nation**

Mountbatten Plan and Indian Independence Act-Integration of Indian States- Framing of the constitution

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**SEMESTER III - DISCIPLINE CORE**  
**M21HS10DC: SOCIAL REVOLUTIONS IN MODERN WORLD**  
**(PG Regulations 2021)**

**Credits: 04**

**Course Objectives:**

- To familiarise the learners about the pathways of revolutions that brought structural changes in different societies in time and space.
- To investigate the agencies and conditions that made revolutions a reality in different political systems.
- To assess the impact of these revolutions on the social, economic and political structure of the world

**Course Outcomes:**

Upon completing the course, the learners will be able to:

- locate, compare and contrast the revolutions in terms of ideology, nature and strategies.
- understand the nature of revolutions
- apply certain theoretical models for the analysis of revolutions in history
- trace historical linkages between contemporary society and the revolutionary past

**Course Outline:**

Block 1: The Scientific Revolution

Block 2: The French Revolution

Block 3: The Russian Revolution

Block 4: The Chinese Revolution

**Course Details**

**BLOCK 1: THE SCIENTIFIC REVOLUTION**

**Unit 1: Structure of Scientific Revolution**

Paradigm shifts -Reason and idea of Progress - from geocentric to heliocentric- Bacon and the methodological revolution- impact of scientific revolution

**Unit 2: Enlightenment**

Enlightenment as the intellectual expression- Reflections in various branches of knowledge

**Unit 3: The Industrial Revolution**

Inventions and discoveries - The factory system- Impact on society and economy

**BLOCK 2: THE FRENCH REVOLUTION**

**Unit 1: Background**

The ancient Regime- Monarchical State-Third Estate - economy and society- The ideological background -Role of the philosophers

**Unit 2: The Revolutionary Pathways**

Achievements of National Assembly-Constitutional monarchy-radicalisation of the revolution- The Crowd in the French Revolution

### **Unit 3: Impact of Revolution**

The continental impact- Reactions

## **BLOCK 3:THE RUSSIAN REVOLUTION**

### **Unit 1: Background**

The Tsarist despotism in Russia- Ideological Background - Westernization and its impact- class Contradictions in Russian society

### **Unit 2: Ideologies of the Revolution**

Socialism-Communism- Mensheviks and Bolsheviks- The Leninist coup

### **Unit 3: Impact of Revolution**

NEP and Five Year Plans- Formation of USSR

## **BLOCK 4: THE CHINESE REVOLUTION**

### **Unit 1: Revolutionary Movement in China**

Early Uprisings- Sun-Yat-Sen-Revolution of 1911- Kuomintang- Formation of Chinese Communist Party- Chiang-Kai-Shek- Nationalism-Long March and Red Army

### **Unit 2: Making of New China**

Mao-Tse Tung- People's Republic of 1949 - Cultural Revolution - Impact and Consequences

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## **SEMESTER III - DISCIPLINE SPECIFIC ELECTIVE COURSE**

### **M21HS01DE: ENVIRONMENTAL HISTORY OF INDIA**

**(PG Regulations 2021)**

**Credits: 04**

#### **Course Objectives:**

The course intends to introduce learners to the wide range of topics covered by the field of environmental history. This course examines environmental problems from a historical perspective. To develop an understanding of the secular scientific approach towards Environmental History in the Indian context. Learners should also become familiar with the range of topics and methodological approaches of the field.

#### **Course Outcomes:**

Upon the completion of this course, the learners will be able to:

- understand the transnational character of environmental problems and how to address them, including local to global interactions
- familiarise themselves with traditional ethical theories and contemporary environment ethics
- Master core concepts and methods from anthropological, economic, political, and social analysis as they pertain to the design and evaluation of environmental policies and institutions.
- appreciate environmental issues' ethical, cross-cultural, and historical context and the links between human and natural systems
- understand the relationships between human beings and nature

#### **Course Outline:**

Block 1: Historiography and Perspectives  
Block 2: Environmentalism: The Indian Case  
Block 3: Colonialism and Environment  
Block 4: Environmental Movements in Modern India

#### **Course Details**

### **BLOCK 1: HISTORIOGRAPHY AND PERSPECTIVES**

#### **Unit 1: Concepts and Approaches**

Environmental History Defined; Relations With Other Disciplines; Themes of Environmental History; Different Approaches- Environment Determinism, Presentism, Political Economy Theory

#### **Unit 2: Global Perspectives**

Global Environmental History: Imperialism and Environment-Ecological Imperialism and its Critics; Colonialism and Environment-Exploitation and Conservation, Perspective of Eco-Socialism and Eco-Feminism

#### **Unit 3: Debates on Indian Environmental History**

Indian Environmental History: Colonial Views; Post-Colonial Perspectives; Concept of Mode of Resource Use; Guha-Grove Debate; Other Critical Views

## **BLOCK 2: ENVIRONMENTALISM: THE INDIAN CASE**

### **Unit 1 : Early India**

The Forest Culture - Religion - Ideology and Environmental Approaches- *Vanjati* and the Lifeworld- Empires and Indian Environment

### **Unit 2: Medieval India**

Mughal State and Hunting- Forest as royal realm- Pre-colonial dimensions

### **Unit 3: Modern India**

Origins of Environmentalism - The Company Rule and After - Environmentalism and Colonial Sciences - Environmentalism of the Poor in India - Gandhian Approach

## **BLOCK 3: COLONIALISM AND ENVIRONMENT**

### **Unit 1: Exploitation of Nature**

Colonialism as Exploitation of Natural Resources; Environmental Impacts of Colonialism; Commercialisation of Agriculture and Plantation Economy

### **Unit 2: Impact of Colonial Policies**

Degradation of Land; Famines, Diseases and Disasters; Crisis in Animal Husbandry

### **Unit 3: Colonial Forest Policies in India**

State became the Proprietary Owner of Forest- Policies of 1865 And 1878- Impact of Timber Trade and Deforestation; Forest Dwellers, Pastoralists and Tribals-Criminal Tribes Acts

## **BLOCK 4: ENVIRONMENTAL MOVEMENTS IN MODERN INDIA**

### **Unit 1: North India**

Bishnoi Movement - Chipko Movement -Tehri Dam Conflict -Jungle Bachao Andolan

### **Unit 2: Central India**

Narmada Bachao Andolan (NBA) : Scope , Leadership and Mobilisation

### **Unit 3: South India**

Appiko Movement- Silent Valley Movement- Save the Western Ghats Movement -Niyamgiri movement

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## **SEMESTER III - DISCIPLINE SPECIFIC ELECTIVE COURSE**

### **M21HS03DE: PERSPECTIVES ON SOUTH INDIAN HISTORY**

**(PG Regulations 2021)**

**Credits: 04**

#### **Course Objectives:**

The course envisages the learners to:

- imbibe knowledge on trends and perspective in Pre-modern South Indian history.
- introduce historical processes in South India from the 6<sup>th</sup> to 17<sup>th</sup> centuries.
- familiarise with the structure of society and economy in Pre Modern South India

#### **Course Outcomes:**

- Ability to understand the trends in South Indian historiography
- Ability to evaluate the different concepts of state in South India
- Ability to analyse the cultural formation in Pre Modern South India

#### **Course Outline**

Block 1: Sources and Historiography  
Block 2: Agrarian States of South India  
Block 3: Structure of Society and Economy  
Block 4: Cultural Formation in South India

#### **Course Details**

### **BLOCK 1: SOURCES AND HISTORIOGRAPHY**

#### **Unit 1: Archaeological and Epigraphic Sources**

#### **Unit 2 :Literary and Other Sources**

#### **Unit 3 :Trends in Historiography- Debates on nature of state**

### **BLOCK 2: AGRARIAN STATES OF SOUTH INDIA**

#### **Unit 1 : Formation of Agrarian States**

Concept of early medieval South India- Political and economic background- Pallava,Pandya,Chola states -Irrigation system of the Pandyas- Revenue administration of the Cholas

#### **Unit 2: Vijayanagara Kingdom**

Administration-Nayankara system

#### **Unit 3: Post -Vijayanagara States**

Nayaka states-Intervention of European naval powers

### **BLOCK 3: STRUCTURE OF SOCIETY AND ECONOMY**

#### **Unit 1: Brahmadeyams and Devadanams**

Vellanvagai villages-Pivotal role of Temples-Tankuru settlements

#### **Unit 2 : Maritime Trade and Trade Corporations**

Anjuvannam, Manigramam-Urban centres

### **Unit 3 : Caste Hierarchy**

Caste groups-Vellalas-Left and Right Hand groups

### **Unit 4 : Women in Pre-modern South India**

## **BLOCK 4: CULTURAL FORMATION IN SOUTH INDIA**

### **Unit 1 : Development of Art and Architecture**

Features - Style- Amaravathi/Andhra - Dravida and Vesara

### **Unit 2 :Bhakti Movement**

Alvars and Nayanars-Jainism and Buddhism

### **Unit 3 :Philosophical Schools**

Advaita Siddhanta- Dvaita Siddhanta--Vishishtadvaita-Ramanuja-Saiva Siddhanta

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## **SEMESTER III - DISCIPLINE SPECIFIC ELECTIVE COURSE**

### **M21HS04DE: CASTE AND SOCIAL EXCLUSION IN INDIA**

**(PG Regulations 2021)**

**Credits: 04**

#### **Course Objectives:**

- To provide a comprehensive idea about social Exclusion and development of caste system
- To disseminate the process of caste hierarchy and social stratification in Indian History
- To enable the learners for locating the major historiographical questions regarding caste and process of exclusion
- To assess the various trajectories of social exclusion and inclusive policies
- To enable the learner critical interrogations on reform, struggles for quality and social justice, nationalism and inclusive policies.

#### **Course Outcomes:**

- To develop a critical approach to study the systems of hierarchy and inequality
- To evaluate the historical process of exclusion and forms of domination in India
- To formulate a critical social science approach to evaluate various forms of marginalisation and socio-spatial exclusion
- To familiarise the need for inclusive education and policies for social justice

#### **Course Outline:**

Block 1: Caste: Ideology and Practice

Block 2: Social Exclusion and Stratification

Block 3: Caste, Social Exclusion and Structure of Power

Block 4: Caste, Colonialism, Reform and Nationalism

#### **Course Details**

### **BLOCK 1: CASTE: IDEOLOGY AND PRACTICE**

#### **Unit 1: Caste and Social Stratification**

European Perceptions of Caste - Racial and Occupational Theories - Louis Dumont and *Homo Hierarchicus* - Social Exclusion and Social History

#### **Unit 2: Caste in History**

Varna and Jati formation in Ancient India - D D Kosambi- Caste as Class - B R Ambedkar - Caste and Graded Inequality - Devaraj Chanana- Caste Slavery

#### **Unit 3: Caste and Hierarchy**

Gender Relations and Brahmanical Patriarchy - Occupational Hierarchy and Social Divisions

Untouchability and Social Exclusion - Exclusion and Brahmanical Ideology -Social Exclusion and Dharma Sastras

## **BLOCK 2: SOCIAL EXCLUSION AND STRATIFICATION**

### **Unit 1: Social Exclusion and the 'Other'**

Chandalas and Nishadas - Shudras and Untouchables - Ideology and Social Imagery of Exclusion - Caste and Slave Experience

### **Unit 2: Social Stratification and Hierarchy**

Caste and Gender Relations - Caste Subordination and Bondage - Untouchability and Marginalisation - Socio-Spatial Exclusion

### **Unit 3: Village Community and Social Exclusion**

Dominant Castes and Land Control - Labour Process and Exclusion - Caste Slavery and Exploitation - Caste and Class Relations

## **BLOCK 3: CASTE, SOCIAL EXCLUSION AND STRUCTURE OF POWER**

### **Unit 1: Power Structure in Agrarian Society**

Condition of Labour and Agrarian Production - Vishti and Uzhiyam  
Bonded Labour and Agrestic Slavery - Al, Adiyar and Adimai

### **Unit 2: Caste and Peasantry**

Raiyats, Asami and Gulami Peasants - Landlord Tenant Relations - Zamindar and Nattar  
Jagirdar and Virutti - Kadamai and Kutimai

### **Unit 3: Village Community and Locality Power Structure**

Deshmukh, Chaudhari and Muqaddam - Urar and Nattar - Jajmani and Balutedar System-  
Dissent Culture: Saint Poets, Sufis and Bhakti Ideology

## **BLOCK 4: CASTE, COLONIALISM, REFORM AND NATIONALISM**

### **Unit 1: Caste, Exclusion and Struggles for Equality and Social Justice**

Anti Caste Movements and Struggles for Equality - Movements for Social Justice and Civil Rights - Adi-Hindu, Adi-Dravida and Namasudra Movements - Swami Acchutanand, Jyotiba Phule, Periyar EVR, Ayyankali and Poyikayil Appachchan.

### **Unit 2: Nationalism and the Caste Question**

Mahatma Gandhi's Position on Caste and Varna - Gandhian Nationalism and anti-Untouchability Programmes - B R Ambedkar on Caste, Untouchability and Nationalism-  
B R Ambedkar and His *Annihilation of Caste* - Critic of Dominant Nationalism-Nationalism without a Nation in India- G Aloysius.

### **Unit 3: Social Exclusion and Inclusive Policies**

Inequality and Social Exclusion- Constitutional Principles of Equality, Justice and Equal Opportunity- Social Justice and Affirmative Policies - B R Ambedkar's Perspectives on Social Exclusion and Inclusive Policies - Inclusive Higher Education and inclusive Policies

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## **SEMESTER III - DISCIPLINE SPECIFIC ELECTIVE COURSE**

### **M21HS06DE: PERSPECTIVES ON HUMAN RIGHTS**

**(PG Regulations 2021)**

**Credits: 04**

#### **Course Objectives**

- To introduce the concept and challenges of various human right issues
- To introduce the different approaches to the study of Human rights
- To introduce the major constitutional provisions dealing with human rights
- To familiarise the different legislations enacted for the protection of human rights and
- To identify the current issues and challenges involved in human rights

#### **Course Outcomes**

- The course will enable the learners to develop critical reflections upon the social and political contexts in which human rights operate
- To create awareness about the issues concerning the rights of the citizens
- To evolve strategies for tackling human right issues
- To understand the nature and scope of legislations enacted to protect the vulnerable groups

#### **Course Outline:**

Block 1 -Human Rights: Concept and Concerns  
Block 2: Human Rights in India  
Block 3: Human Rights and Vulnerable Groups  
Block 4: Issues and Challenges to Human Rights

#### **Course Details**

### **BLOCK-I : HUMAN RIGHTS: CONCEPT AND CONCERNS**

#### **Unit 1: Human Rights-Introduction**

Human rights-Meaning Nature and Significance- Basic concepts of liberty, equality and justice- Evolution of Human Rights (From Magnacarta to International Bill of Rights)

#### **Unit 2: Approaches to the Study of Human Rights**

Natural rights theory- Legal/ Positivist theory of rights- Marxist theory of rights

#### **Unit 3: U.N and Human Rights**

International Bill of Human Rights - UN Declaration of Human Rights - International Covenant on Human Rights

### **BLOCK 2: HUMAN RIGHTS IN INDIA**

## **Unit 1: Historical and Philosophical Foundations of Human Rights in India**

Concept of Dharma in Ancient India -Notions of rights in Medieval India-British Colonialism and Human Rights in India- Questions of colonialism and racism- Social movements of 19th and 20th centuries in India

## **Unit 2: Human Rights in Independent India**

Human Rights under Indian Constitution - Nature and implementation of Fundamental rights and duties- Directive principles of the state and Human Rights- Judiciary and Human Rights in India

## **Unit 3: Statutory Protection for Human Rights in India**

National Human Rights Commission and State Human Rights Commissions - Protection of Human Rights Act, 1993 - Right to Information Act, 2005

## **BLOCK 3: HUMAN RIGHTS AND VULNERABLE GROUPS**

### **Unit 1: Women and Children**

Rights of women - concept and history- Indian constitution and status of women- Vishakha guidelines - National commission for women- Child rights in India- Commission for Protection of Child Rights - Child labour and Juvenile Justice

### **Unit 2: Minorities, Dalits and Tribals**

Minorities- Problems of definition; Minority Rights and the UN- The UN Declaration on Rights of the persons belonging to minorities (1992)- Constitutional Protection for Minorities in India-National Commission for Minorities- Citizenship and Problem of Refugees - Protection for Scheduled Castes and Scheduled Tribes- Commission for Scheduled Castes and Scheduled Tribes- Rights of LGBTQ- Transgender Persons (Protection of Rights) Act, 2019

### **Unit 3: Persons with Disabilities**

International Standards -Convention on The rights of Persons with Disabilities- Persons With Disabilities Act

## **BLOCK 4: ISSUES AND CHALLENGES TO HUMAN RIGHTS**

### **Unit 1: N.G.O.s and Human Rights Movements**

Role of NGO and Human Rights Literacy and Awareness - People's Union for Civil Liberties - Amnesty International

### **Unit 2: Practice of Human Rights**

Human Rights and Development - Sustainable Development- Questions of Social Justice and Development-- Caste, Gender and Ethnicity - - Human Rights and Environment- an Indian Experience

### Unit 3: Current Issues

Political Violence and Human Rights- War, Terrorism and Counter Terrorism- Civil Society, State and Human Rights- Encounters and Custodial Violence Impact of Globalization on Human Rights

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# SEMESTER III -SKILL ENHANCEMENT COMPULSORY COURSE

## M21HS01SC: INTRODUCTION TO LOCAL HISTORY WRITING

(PG Regulations 2021)

Credits: 02

### Course Objectives:

- To familiarise the methodology of writing local history
- To understand various methods and techniques of research in local history
- To develop skills for interpreting the source materials from the field
- To develop the research aptitude among the learners

### Course Outcomes:

- The learners will be able to understand the methods and methodology of writing local history
- The learners will be able to analyse the existing important models in local history and micro histories
- The learners will be able to develop research skills in writing local history
- The learner will be able to apply the dominant models of local history writing or develop new model for their research on local histories

### Course Outline:

Block 1: Local and Micro History-Conceptual Models  
Block 2: Historian at Work

### Course Details

#### BLOCK 1: - LOCAL AND MICRO HISTORY-CONCEPTUAL MODELS

##### Unit 1: Local History Approaches

Define Local History –meaning and concepts - Geo-history and Interdisciplinary approach - Total history and *Longue Duree* - Methodological discussions in Kerala- K N Panikkar and KN Ganesh

##### Unit 2 : Familiarizing Models

*French Rural History*- Marc Bloch - Emmanuel Le Roy Ladurie- *The Peasants of Languedoc, Montaillou* - Oral histories and Oral traditions- *Voice of the past*- Paul Thomsen - Microhistory- *Cheese and worms*- Carlo Ginsburg

##### Unit 3: Familiarizing Other Models

Local history of Punjab and Konkan- Romila Thapar - *Vaniyamkulam Panchajyath Vijnaneeyam* - Local history of Tirurangadi- K N Ganesh - Local History of Adimalathura- J Devika

#### BLOCK 2: HISTORIAN AT WORK

##### Unit 1: Setting the Locale

Setting the Research Problem - Enquiry about the previous studies

Determining the boundary – Natural or Cultural boundary - Field work and Mapping of the locale

## **Unit 2: Surveying the Evidence**

Material remains and Local archival data - Myths and local oral traditions  
Place names and local historical consciousness - Memories, life histories and mentalities

## **Unit 3: Writing Local History**

Organization of data –from known to unknown - Geo-history of the lived landscape-  
Settlement formations in the locality - Socio-cultural and political formations of the locality

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# Semester - IV

## **SEMESTER- IV- DISCIPLINE CORE COURSE**

### **M21HS11DC: CONTEMPORARY INDIA**

**(PG Regulations 2021)**

**Credits: 04**

#### **Course Objectives:**

To make the learner familiarise with the:

- Nature of changes in the polity and society of Contemporary India
- Historicity of the modern socio-political movements in the period
- Interaction of political economy and culture in a given historical context

#### **Course Outcomes:**

On successful completion of the course, the learner will be able to:

- Understand and explain the hybrid nature and legacy of the Indian National Movement.
- Critically examine the process of the 'nation in the making' after independence.
- Understand the unresolved complexities involved in the question of "Development".
- Critically evaluate the impact of Globalization on the economy and society of India.
- Understand how communalism took its shapes in contemporary India.

#### **Course Outline:**

Block 1: Independence and After  
Block 2: The Story of Progress  
Block 3: Challenges From Within  
Block 4: Liberalization And Its Impact

#### **Course Details**

### **BLOCK 1: INDEPENDENCE AND AFTER**

#### **Unit 1: The Legacy of Indian National Movements**

Character of Indian National Movement - The question of civic rights and liberty -  
The participation of different social classes - Values of secularism and democracy -  
Constitution of India as the embodiment of this legacy

#### **Unit 2: Partition and its Aftermath**

Fratricidal war in Punjab, UP and Bengal - Migration and rehabilitation- Role of Mahatma Gandhi and Post-Partition scenario - The Integration of native states- Hyderabad, Junagadh and Jammu and Kashmir

#### **Unit 3: Linguistic Reorganization**

Regional languages and cultures - Demand for formation of state on linguistic lines-

Dhar Commission and JVP Committee - The formation of Andhra Pradesh - State Reorganization Commission

## **BLOCK 2: THE STORY OF PROGRESS**

### **Unit 1 : The Question of Development**

Nehru, Gandhi and Meghnad Saha - A debate on Development - Planning Commission - Mixed Economy and PSUs - Achievements of Five Year Plans

### **Unit 2: The Post-Nehruvian Phase**

Green Revolution - Nationalization of Banks Internal Emergency- JP Movement - Technology missions and IT revolution - Economic liberalism- Regionalism- Coalition Politics- Regionalism

### **Unit 3: The Growth of Social Movements**

Development and its disparities- Tribal Issues - Dalit question - Women and Gender - Environmental movements

## **BLOCK 3: CHALLENGES FROM WITHIN**

### **Unit 1: The Punjab and Assam Crisis**

Akali Dal and Sikh Identity - Demand for Khalistan- Anandpur Sahib Resolution- Operation Bluestar - Rajiv-Longowal Accord- Issues in Assam - The question of Immigration - All Assam Students Union (AASU) and Assam Gana Sangram Parishad (AGSP) - Assam Accord and issue of citizenship

### **Unit 2: Communalism and its Ideology**

Dimensions and Views on Communalism- Bipan Chandra - Christopher Bayly - Gyan Pandey and Bernard S. Cohn - Achin Vanaik and K.N. Panikkar

### **Unit 3: Fissures on the Body Politic**

Growth of Right Wing Hindutva- Delhi Riots - The Shah Bano Case - The Ram Janmabhoomi - Babri Masjid controversy- Demolition- The question of Reservation and Anti-Mandal agitation - Gujarat riots

## **BLOCK 4: LIBERALIZATION AND ITS IMPACT**

### **Unit 1: Economy**

Structural adjustments- New Economic Policy- NITI Aayog and shift in the concept of planning - Demonetization - Farm Laws - Labour Laws

### **Unit 2: Globalisation and Culture**

Homogenisation of culture and responses against it- Localities and 'Glocalization'- Expansion of Middle Class- Mobility and Consumerism - Changes in the realm of education- Media , social media and dialects - Trends in Family and marriages-

### Unit 3: Changes in Domestic and Foreign Policy

Abrogation of article 370- 6th Amendment of the Citizenship Act of 1955- New Education Policy 2020- Major Changes in Foreign Policy since 1990

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## **SEMESTER- IV- DISCIPLINE CORE COURSE**

### **M21HS12DC: CONTEMPORARY WORLD: SELECT THEMES (PG Regulations 2021)**

**Credits: 04**

#### **Course Objectives:**

- To understand the history of the world from the post Second-World War to the present
- To familiarise with the problems in understanding present world
- To introduce the impact of specific events and phenomena such as the Cold War, decolonization, the collapse of the Soviet Bloc, issues of terrorism, human rights and globalization

#### **Course Outcomes:**

The Course enables the learner to :

- comprehend the contemporary issues of the world
- participate in discussions on contemporary global issues
- write articles reflecting on contemporary developments
- analyse the current economic trends at the global level
- propose on Indian foreign policy including national security

#### **Course Outline:**

Block 1: The Post II World War Scenario

Block 2: Human Security in the Contemporary World

Block 3: Decolonisation in Asia and Africa

Block 4: Globalization and Third World

#### **Course Details:**

### **BLOCK 1: THE POST II WORLD WAR SCENARIO**

#### **Unit 1: Post War Military Alliances**

NATO - SEATO - CENTO - Warsaw Pact

#### **Unit 2: The Cold War and its Impact**

Origins of Cold war - Communist powers in Eastern Europe - The Truman Doctrine  
Division of Germany - Spread of nuclear powers - The US and Vietnam War- End of  
Cold war and disintegration of USSR- Fall of communist powers in Eastern Europe

#### **Unit 3: Developments in the Third World**

Wars and Struggles in Afghanistan - Freedom Movements in Asia and Africa  
The Arab world and the rise of Israel - Recent developments in Palestine- Non  
Aligned Movement (NAM)

## **BLOCK 2: HUMAN SECURITY IN THE CONTEMPORARY WORLD**

### **Unit 1: International Security**

United Nations Organisation - Platforms of international cooperative security  
Nuclear Disarmament movement - Environment and climate change

### **Unit 2: Human Security**

Human rights Movements - Women's rights movements- Movements for Food and Health Security- International Social Movements- World Social Forum

### **Unit 3: National Security in India**

Border, Security issues - Growth of Military Technology - Cooperative Security (SAARC ASEAN etc.)- International treaties and agreements

## **BLOCK 3: DECOLONISATION IN ASIA AND AFRICA**

### **Unit 1: Decolonisation of Politics**

India and South Asia - Indonesia and Malaysia- Developments leading to Victory of Communism in China- Independence of African Colonies

### **Unit 2: Neocolonialism in Erstwhile Colonies**

Mandate system in Arab World- Neocolonialism in Africa - Native response to Neo colonialism- Kwame Nkrumah and Pan African Nationalism

### **Unit 3 :Attempts for Decolonization of Culture**

Struggle against apartheid in South Africa -Movements against the colonial Culture- Nkomo wa thiong'o - Criticisms of Colonial/ orientalist epistemologies- Hussein Alatas, Edward Said - Problems of Gandhism as a decolonisation project

## **BLOCK 4: GLOBALIZATION AND THIRD WORLD**

### **Unit 1: Understanding Globalization**

The concept of 'Globalization'- Is globalization new?- Historical perspectives and evolution - The dimensions of globalization

### **Unit 2: The Globalization of Economy**

International Institutions and Trade Agreements - Free Trade Zones- Fordism/Post-Fordism - Transnational Capitalism

### **Unit 3: Third World after Globalization**

Neo-Imperialism and Gulf countries- US Invasion of Iraq- Developments in Afghanistan- Emergence of Taliban regime- International terrorism and Counter Terrorism- The Islamic State- Thrust for democratisation of politics in Arab countries- Arab Spring- Rise of religious political ideologies - India and Turkey

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## **SEMESTER- IV- DISCIPLINE SPECIFIC ELECTIVE**

### **M21HS08DE: MARITIME HISTORY OF INDIA**

**(PG Regulations 2021)**

**Credits: 04**

#### **Course Objectives:**

The objectives of this course are to:

- To provide an overview of India's Maritime contacts with rest of the world through ages
- To locate transitional phases of Maritime history of India
- To familiarise with the ideas and modus operandi of maritime engagements
- To evaluate the impact of maritime contacts of India

#### **Course Outcomes:**

After the completion of this course, the learners will be able to:

- understand major courses of maritime engagements of India
- evaluate the extension of the maritime activities
- analyse the impact of maritime ventures

#### **Course Outline:**

Block 1: Maritime Contacts of Early India

Block 2: Locating the Transitions in the Medieval Times

Block 3: European Companies and India's Waters

Block 4: Impact of Maritime Contacts

#### **Course Details**

### **BLOCK 1: MARITIME CONTACTS OF EARLY INDIA**

#### **Unit 1: Oceans and India's Pasts**

Historiography - Monsoons, winds and trade - Literary and archaeological evidences

#### **Unit 2: Maritime Skills and Trade**

Indus people and Oceanic engagements - North Indian dynasties and maritime activities - South Indian dynasties and their maritime ventures.

#### **Unit 3: Overseas Maritime Trade**

India's relation with Ancient Greece and Rome, Middle East, China and Far East - Malabar and Coromandel coasts - Ports and coastal towns, mercantile corporations and commodities.

### **BLOCK 2: LOCATING THE TRANSITIONS IN THE MEDIEVAL TIMES**

#### **Unit 1: Delhi Sultanate and Mughals**

Delhi Sultanate: promotion of trade and Oceanic ventures - Mughals: investments by princes and nobles in oceanic trade

#### **Unit 2: Trade Networks and Institutions**

Bankers, financiers, insurance, brokers, Hundi system- Road networks, Sarais and Thanas- Qasbas and 'urban revolution'

### **Unit 3: Advent of the Portuguese**

Changing trading equations - Cartaz system and wars of dominance over the sea- Kunjali Marakkars and their resistance- Latinization

## **BLOCK 3: EUROPEAN COMPANIES AND INDIA'S WATERS**

### **Unit 1: Colonial Perception of Indian Seas and littoral People**

The Orientalist perceptions: Pirates and Indian Moors etc.

### **Unit 2: Battles for Monopoly over Spice Trade**

The Dutch, the French and British East India companies- From trade to conquest

### **Unit 3: Commercial Revolution**

Markets and new ports - Resistance: Maratha navy- Growth of indigenous capital in India - Emergence of business houses

## **BLOCK 4: IMPACT OF MARITIME CONTACTS**

### **Unit 1: Economic Impact**

Global demands and changes in agricultural production- Industrial Production: crafts and indigenous industries - Shipping and shipbuilding: techniques and labourers- Khalasis

### **Unit 2: Social Impact**

Advent and spread of semitic religions - Spread of Buddhism and Hinduism to the external world

### **Unit 3: Cultural Impact**

Formation of a syncretic culture - Cosmopolitanism - Music, art, Languages and literature

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## **SEMESTER- IV- DISCIPLINE SPECIFIC ELECTIVE**

### **M21HS09DE: GENDER IN INDIAN HISTORY**

**(PG Regulations 2021)**

**Credits: 04**

#### **Course Objectives:**

The objectives of this course are to:

- understand dynamics of Gender in History
- introduce various Theories of Gender and Women in History
- familiarising learners the textual as well as inscriptional sources

#### **Course Outcomes:**

After the completion of this course, the learners will be able to:

- understand diverse issues and perspectives in Gender History
- understand a variety of sources and learn the relation between power and gender, caste class and gender in Indian context
- expose to public and private zones of sexuality, everyday lives, masculine and feminine constructions

#### **Course Outline:**

Block 1: Theorizing Gender

Block 2: Gender, Work and Property

Block 3: Gendering Social Relations

Block 4: Gendering Power

#### **Course Details**

### **BLOCK 1: THEORIZING GENDER**

#### **Unit 1: Gender as a Tool of Analysis**

Gender roles - Gender Socialization - Gender Discrimination - Gender Performativity

#### **Unit 2: Gender – Body – Sexuality**

Socio- Cultural Construction of Body - Body as a Site of Power Relations- Masculine- Feminine Bodies

#### **Unit 3: Structures of Patriarchy in Indian Context**

Patriliney – Matriliney - Women as Second Sex - Women as Subalterns- Brahmanical

Patriarchy - Caste, Class and Gender - Seed and Earth- Threefold Oppression of Marginalised

### **BLOCK 2: GENDER, WORK AND PROPERTY**

#### **Unit 1: Locating Women's work-Early Phase**

Transition from hoe to Plough Agriculture - Household Duties and Everyday Lives

Marginalisation of Women

#### **Unit 3: Labour under Patronage**

Temple Women and Work - Courtesans - Devadasis- Changes under Colonial Rule

## **Unit 4: Women and Property**

Women as Donors – Inscriptional Evidences - Women's inheritance Laws - Reframing of Property and Inheritance Laws in Colonial Period

## **BLOCK 3: GENDERING SOCIAL RELATIONS**

### **Unit 1: Household**

Griha as a Sacred Space – Rituals - Women and Cuisine - Royal Household- Modernity and Refashioning of Indian Household

### **Unit 2: Marriage**

Medium to Control Sexuality - Wifehood- Motherhood-Widowhood - Castes and Divergent Practices - Dharmasastra Traditions –Subversion in the Epics -Sambandham and Kulin Polygamy - Mughal Traditions - Colonial Intrusion

### **Unit 3: Spirituality**

Bhakti : Space or Autonomy? - Buddhist Nuns- Therigathas- Question of Liberation- Bhaktins of South India-Women and Divine Love

### **Unit 4: Sexuality**

Ganikas - Prostitutes – Lovers- Kamasutra and Kavya Traditions- Courtesans and Enchantresses - Eunuchs -Colonial Laws and Restructuring of Sexuality

## **BLOCK 4: GENDERING POWER**

### **Unit 1: Power, Gender and Knowledge**

The Politics of Reproduction - Control of female sexuality -Caste and Gender

### **Unit 2: Women in Statecraft**

Women in the Throne - Question of Autonomy -Women Behind the Throne

### **Unit 3: Question of Gender and Colonial Power**

Domestic Space - Body as a Site of Contention - Crossing the Threshold- Women in Public Sphere

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## **SEMESTER- IV- SKILL ENHANCEMENT COMPULSORY COURSE**

### **M21HS02SC: ARCHIVAL STUDIES**

**(PG Regulations 2021)**

**Credits: 02**

#### **Course Objectives:**

The objectives of this course are to:

- To familiarise the learners with the principles for setting up and function an Archive.
- To impart the basic knowledge in the technical aspects of collection, documentation, conservation, and exhibition of archival data.

#### **Course Outcomes:**

After the completion of this course, the learners will be able to:

- understand the role of archives in the study of history
- understand the methods of record management, functions of an archivist, legal aspects of records keeping, etc.
- learn the various methods used to conserve/preserve documents and to prevent the deterioration of archival records.

#### **Course Outline:**

Block 1: Archives- An Introduction

Block 2: Conservation Techniques

#### **Course Details**

### **BLOCK 1: ARCHIVES- AN INTRODUCTION**

#### **Unit 1: Definition, Scope and Nature**

Key concepts -Origin- history of Record Keeping in World

#### **Unit 2: Functions of Archives**

Kinds of Archives - Kinds of Archival Records

#### **Unit 3: Archives and Libraries**

Similarities and Differences

#### **Unit 4: Archival Management**

Functions of an Archivist- Principle of Archival Management- Various roles of Archives- Record Management System -Preparation of Reference Media - Archival Legislation

### **BLOCK 2: CONSERVATION TECHNIQUES**

#### **Unit 1: Preservation of Archival Records**

Deterioration of Archival Records- Factors of deterioration- General rules for the repair of records- Techniques of archival preservation- Stages of preservation- Preventive Measures

## **Unit 2: Conservation Measure and Techniques**

Preservation technique of paper and manuscripts- Preservation technique of palm leaf documents

## **Unit 3: Digitization of Archives**

Reprography - Record Keeping in India-National Archives -Record Keeping in Regional Archives-Kerala

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## **Select Reading:**

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# **CROSS BORDER DISCIPLINE COURSES**

**Cross Border Discipline Course (Commerce)**  
**M21CM01CB: ORGANISATIONAL BEHAVIOUR**  
**(PG Regulations 2021)**  
**Credits: 04**

**Course Objectives:**

The objective of this course is to:

- develop theoretical and practical knowledge of various aspects of individual and group behaviour in an organisational setting.

**Course Outcomes:**

After the completion of this course, the learners will be able to:

- learn about the theory behind organisational behaviour, its significance in human resource management, how people behave both individually and in groups, the basis of group dynamics, the nature of conflicts, and how to handle it.

**Course Outline:**

Block 1: Introduction to Organisational Behaviour  
Block 2: Individual Behavior  
Block 3: Individual and Group Dynamic  
Block 4: Organisational Conflict

**Course Details**

**BLOCK 1 : INTRODUCTION TO ORGANISATIONAL BEHAVIOUR**

**Unit 1 : Introduction**

Meaning - definition of OB- concepts-nature-elements- approaches to the study-organizational development-levels of analysis-contributing disciplines to the understanding of OB

**Unit 2 : Models of OB**

Developing OB model- behavioristic, social learning and cognitive frameworks-behavioural indices-efficiency and effectiveness- contemporary application & challenges of OB

**Unit 3 :Learning**

Meaning and definition- process-theories of learning- OB in a learning organisation- Work-Life conflicts-ethics and ethical behaviour in organizations-improving ethical behavior

**BLOCK 2: INDIVIDUAL BEHAVIOR**

**Unit 1: Foundation of Individual Behaviour**

Meaning–definition-factors influencing individual behavior -personal factors-environmental factors- organizational systems and resources

**Unit2: Attitude**

Meaning and definition- components- functions- formation-changing of attitude- prejudice and attitude

**Unit 3: Personality**

Meaning and definition -determinants of personality-personality traits - personality models- personality tests and measurement - personality typology- theories of personality

**BLOCK 3: INDIVIDUAL AND GROUP DYNAMIC****Unit 1: Perception**

Meaning -perceptual process-factors influencing perception- perception and individual decision making-perceptual biases/errors-honing perceptual skills learning-theories of learning-operant conditioning- social learning-principles of learning

**Unit 2: Motivation Theory**

Meaning-definition-theories of motivation -Maslow's- Herzberg's-Alderfer's and McClelland's theories -Equity theory of Stacy Adam's - Vrooms Expectancy theory

**Unit 3: Group dynamic**

Definition-important-types of groups-group formation-group development-stages of group development-group performance factors, group norms- group status- group size

**BLOCK 4: ORGANISATIONAL CONFLICT****Unit 1: Organizational Culture**

Meaning-Definition-culture and formalisation- functions- sustaining Culture-ethical organisational culture-creating a customer-responsive culture

**Unit 2 : Types of Conflicts**

Sources- patterns- levels-types of conflict- conflict process - levels of conflict-Traditional and modern approaches to conflict- functional and dysfunctional organisational conflicts- resolution of conflict

**Unit 3 : Organizational Development**

Meaning- concept-definition-need for change-resistance to change- theories of planned change- organizational diagnosis- OD intervention.

**References**

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- Hellreigel, Don, John W. Slocum, Jr., and Richards W. Woodman (1986) *Organizational Behaviour*, West, St. Paul.
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**Cross Border Discipline Course (English)**  
**M21EG01CB: ROMANTICS AND VICTORIANS**  
**(PG Regulations 2021)**

**Credits: 04**

**Course Objectives:**

The objectives of this course are to:

- understand the socio-cultural, political and intellectual contexts that nourished Romantic and Victorian Literature
- evaluate critically the different phases of Romanticism, the change in mood and temper in the Victorian era and the conflict between science and religion at the turn of the century
- enable the learners to evaluate critically the English mind-set in the context of rapid social transformations in the nineteenth century
- identify and explain the features of the different kinds of literary texts in terms of the literary movements

**Course Outcomes:**

At the end of the course, learners will be able to:

- relate the texts selected for study to the genres they belong to and identify and explain the structural, formal, stylistic and literary features
- display an awareness of the contributions of the poets, novelists and prose writers
- explain and analyse the similarities and differences between the different types of novels of the Romantic and Victorian ages
- understand the social and literary changes that influenced drama in the century

**Course Outline :**

Block I - Socio-Political and Literary Contexts

Block II - Poetry and Drama

Block III- Prose and Fiction

Block IV - Critical Responses

**Course Details :**

**BLOCK I - SOCIO-POLITICAL AND LITERARY CONTEXTS**

**Unit 1 :**

The French Revolution and its impact – the Industrial Revolution – urbanisation and unemployment – the Luddite Riots – Peterloo Massacre – the Reform Act of 1832 – Corn Laws– the Hungry Forties – the Oxford Movement.

Change in mood and temper in the Victorian age – the spread of science and technology – the conflict between science and religion – Parliamentary reform and political stability –

Utilitarianism – Charles Darwin – Karl Marx and Sigmund Freud – Methodism — the rise of education – Public school system- changes in social life – politics of colonization – the Victorian Dilemma – the Victorian Compromise – Victorian Morality

## **Unit 2 : Poetry**

The Romantic Revival and Revolt – William Wordsworth and Samuel Taylor Coleridge - the *Lyrical Ballads* – Wordsworth's theory of poetry – different phases of Romanticism – the younger Romantics – John Keats, Percy Bysshe Shelley, Lord Byron – Women poets of the Romantic age – Anna Laetitia Barbauld, Elizabeth Benger, Charlotte Smith – Fleshly school of poetry – Aestheticism - Decadent poetry – Contemplative poetry, love poetry, elegy, dramatic monologue – Alfred Lord Tennyson, Matthew Arnold, A.H. Clough, Robert Browning, Elizabeth Barrett Browning – Pre-Raphaelites – D.G .Rossetti, Christina Rossetti, Algernon Swinburne, William Morris – Precursors to Modernist poetry – Thomas Hardy – Gerard Manley Hopkins, Rudyard Kipling – Symbolism – Arthur Symons

## **Unit 3 : Drama**

Verse drama in the Romantic age –closet drama – Samuel Taylor Coleridge – William Wordsworth – George Gordon Byron – Percy Bysshe Shelley– John Keats – Lord Tennyson – the decline of drama in the Romantic and Victorian ages – causes – dramatists of transition – T.W. Robertson and Stage Naturalism – spectacular theatre and melodrama– Pinero and Jones and the problem play – Oscar Wilde and Comedy of Manners.

## **Unit 4 : Prose and Fiction**

The rise of the modern review and magazines – Essay writing and criticism – Thomas De Quincey and J.G. Lockhart – Charles Lamb – the personal essay – William Hazlitt – Leigh Hunt – Coleridge's prose writings – Mary Wollstonecraft – the development of the English Novel in the first half of the nineteenth century –Walter Scott – the Historical Novel – Jane Austen – Horace Walpole, Mary Shelley – the Gothic Novel

The prose in the age of Tennyson – Thomas Carlyle – Arnold's essays – other prose writers – Walter Pater, Leslie Stephen, Thomas Huxley and John Henry Newman – Age of Fiction – Charles Dickens and the Humanitarian Movement – William Thackeray – George Eliot – the – the Bronte sisters, George Meredith, R.L. Stevenson – Hardy and the Wessex novels.

## **References**

Choudhury, Bibhash. *English Social and Cultural History: An Introductory Guide and Glossary*. New Delhi: PHI, 2005. Print.

Daiches, David. *A Critical History of English Literature*. Vol. 2. London: Secker& Warburg, 1961. Print. Ford, Boris. *The Pelican Guide to English Literature*. Vol. 5 and Vol. 6. Penguin Books, 1980. Print.

Sampson, George. *The Concise Cambridge History of English Literature*. 1941. Cambridge: Cambridge UP, 2004. Print.



## **BLOCK II - POETRY AND DRAMA**

### **Prescribed Texts**

#### **Unit - 1 : Detailed Study**

##### **Poetry**

William Wordsworth “Ode: Intimations of Immortality”

Samuel Coleridge “Dejection: An Ode”

P. B Shelley “Ode to a Skylark”

John Keats “Ode on a Grecian Urn”

Lord Tennyson “The Lotus-Eaters”

Robert Browning “My last Duchess”

Matthew Arnold “Dover Beach”

G. M Hopkins “Pied Beauty”

#### **Unit - 2: Detailed Study**

##### **Drama**

Oscar Wilde *The Importance of Being Earnest*

#### **Unit 3 : Non-detailed Study**

##### **Poetry**

Lord Byron “She Walks in Beauty”

Robert Southey “My Days among the Dead are Past”

Charlotte Smith Sonnet VIII “To Spring”; Sonnet XLIV “Written in the Churchyard at Middleton Sussex”

Emily Bronte “No Coward Soul is Mine”

D. G Rossetti “The Blessed Damozel”

Christina Rossetti “In an Artist’s Studio”

Elizabeth Barrett Browning *Sonnets from the Portuguese* –14 and 22

#### **Unit 4 : Non-detailed Study**

##### **Drama**

P. B Shelley’s *Cenci*

## **BLOCK III- PROSE AND FICTION**

### **Prescribed Texts**

#### **Unit - 1 : Detailed Study**

##### **Prose**

Charles Lamb “Oxford in the Vacation”

William Hazlitt “On Familiar Style”

John Ruskin "On Books and Reading"

## **Unit - 2 : Non-detailed Study**

### **Prose**

Matthew Arnold "Sweetness and Light," *Culture and Anarchy*, Chapter I. Pages:1-19.

## **Unit 3 : Non-detailed Study**

### **Prose**

Walter H. Pater "Preface" and "Conclusion" from *Studies in the History Of The Renaissance*.

## **Unit 4 : Non-detailed Study**

### **Fiction**

Charlotte Bronte *Jane Eyre*

Charles Dickens *Great Expectations*

George Eliot *Silas Marner*

Thomas Hardy *The Mayor of Casterbridge*

## **BLOCK IV : CRITICAL RESPONSES**

This is a set of critical responses to texts in blocks 2 and 3. These are to be used as critical tools for the analysis of primary texts. No annotations are to be asked from the following texts.

### **Suggested Reading:**

Abrams, M. H. "Introduction: Orientation of Critical Theories." *The Mirror and the Lamp: Romantic Theory and the Critical Traditions*. 1953. Oxford: Oxford UP, 1971.3-29. Print.

Bloom, Harold. "Prometheus Rising: The Backgrounds of Romantic Poetry." *The Visionary Company: A Reading of English Romantic Poetry*. 1961. Rev. and enl. ed. Ithaca: Cornell UP, 1971. xiii-xxv. Print.

Walker, Hugh. "The New Age." *The Literature of the Victorian Era*. 1910. Cambridge UP, 2011. 1-22. Print.

### **References:**

Alexander, Michael. *A History of English Literature*. Chennai: Palgrave Macmillan, 2007. Print.

Bowra, Cecil Maurice. *The Romantic Imagination*. 1949. London: Oxford UP, 1964. Print. Brantlinger, Patrick. *Victorian Literature and Postcolonial Studies*. Edinburgh: Edinburgh UP, 2009. Print.

Burwick, Fredrick. *Poetic Madness and the Romantic Imagination*. Pennsylvania State University Press. 1996.

Butler, Marilyn. *Romantics, Rebels, and Reactionaries: English Literature and its Background 1760 to 1830*. London: OUP, 1981.

Bush, Douglas. *Mythology and Romantic Traditions*. 1937. New York: Pageant, 1957. Print.

Evans, Ifor. *A Short History of English Literature*. New York: Penguin, 1990. Print.

Foster, Richard. "Wilde as Parodist: A Second Look at the Importance of Being Earnest." *College English* 18.1 (1956): 18-23. JSTOR. Web. <<http://www.jstor.org/stable/372764>>.

Frye, Northrop. *A Study of English Romanticism*. New York: Random House, 1968. Print.

Grierson, Sir Herbert John and James Cruickshank Smith. *A Critical History of English Poetry*. 1946. London: Bloomsbury Academic, 2013. Print.

Hoerner, Fred. "Nostalgia's Freight in Wordsworth's 'Intimations Ode'" *ELH* 62.3 (1995): 631-61. JSTOR. Web. <<http://www.jstor.org/stable/30030094>>.

- Knight, George Wilson. *The Starlit Dome: Studies in the Poetry of Vision*. London: Routledge, 2002. Print.
- Lawrence, Karen, Betsy Seifter and Lois Ratner. *McGraw-Hill Guide to English Literature Vol. II: William Blake to D. H. Lawrence*. New York: McGraw-Hill, 1985. Print.
- Peck, John and Martin Coyle. *A Brief History of English Literature*. 2002. 2<sup>nd</sup> ed. UK: Palgrave Macmillan, 2013. Print.
- Radford, Andrew and Mark Sandy, ed. *Romantic Echoes in the Victorian Era*. 2008. London: Routledge, 2016. Print.
- Trilling, Lionel. *The Liberal Imagination: Essays on Literature and Society*. 1950. New York: New York Review, 2008. Print.
- Watt, Ian, ed. *The Victorian Novel: Modern Essays in Criticism*. London: Oxford UP, 1971. Print.
- Ruston, Sharon. *Romanticism*. Viva Continuum. Delhi, 2008.
- Moran, Maureen. *Victorian Literature and Culture*. Viva Continuum. Delhi, 2008.
- Raymond Williams: "The Romantic Artist" *Culture and Society, 1780-1950*. CUP. 1983.

## Cross Border Discipline Course (Malayalam)

M21ML01CB : കവിതയും കഥയും

(Kavithayum Kadhayum)

Credits: 4

### Course Objectives:

1. മലയാള കവിതയുടെ ചരിത്രം മനസ്സിലാക്കുക
2. മലയാള കവിതയിലെ കാൽപ്പനിക നവകാൽപ്പനിക പ്രവണതകളെക്കുറിച്ച് അറിവ് നേടുക
3. സമകാലിക മലയാളകവിത അഭിസംബോധന സൂക്ഷ്മരാഷ്ട്രീയങ്ങളെക്കുറിച്ച് ധാരണ നേടുക
4. ഇരുപതാം നൂറ്റാണ്ടിന്റെ ആരംഭം മുതലുള്ള മലയാള ചെറുകഥാചരിത്രത്തെക്കുറിച്ച് ധാരണ നേടുക
5. ആധുനിക - ആധുനികാനന്തര കവിതകളുടെയും കഥകളുടെയും സവിശേഷതകൾ തിരിച്ചറിയുക
6. പരിസ്ഥിതി - ദളിത് - സ്ത്രീപക്ഷ രചനകളുടെ രാഷ്ട്രീയം മനസ്സിലാക്കുക

### Course Outcomes:

1. മലയാള കവിതയുടെ ചരിത്രത്തെക്കുറിച്ച് സാമാന്യമായ ധാരണ ലഭിക്കുന്നു
2. ആധുനിക കവിതയിലെ വ്യത്യസ്ത ധാരകൾ പരിചയപ്പെടുന്നു
3. ഉത്തരാധുനിക കാലത്തിന്റെ സവിശേഷതകൾ മനസ്സിലാക്കുന്നു
4. ദളിത് - സ്ത്രീപക്ഷരചനകളുടെ രാഷ്ട്രീയം വിശകലനം ചെയ്യുന്നു
5. മലയാള ചെറുകഥയുടെ ഭാവകത്വ പരിണാമചരിത്രത്തെക്കുറിച്ച് അറിവ് നേടുന്നു
6. സമകാല കവിതയുടെയും ചെറുകഥയുടെയും സവിശേഷതകൾ കണ്ടെത്തുന്നു

### Course Details :

#### ബ്ലോക്ക് ഒന്ന്

പാട്ട് - മണിപ്രവാളം - നിർവചനങ്ങൾ - ചെറുശ്ലോകം - കൃഷ്ണഗാഥ - ഭക്തിപ്രസ്ഥാനം - പുരാണകഥാപുനരാഖ്യാനം - എഴുത്തച്ഛൻ കൃതികളും - കുഞ്ചൻ നമ്പ്യാർ - തുള്ളൽ പ്രസ്ഥാനം - പൂന്താനം - ശ്രീനാരായണഗുരു - വിലാപകാവ്യപ്രസ്ഥാനം - മലയാള കവിതയിലെ കാല്പനികത - കവിത്രയം

#### വിശദപഠനം:

#### യൂണിറ്റ് - 1

- |               |   |                           |
|---------------|---|---------------------------|
| 1. ചെറുശ്ലോകം | - | അക്രൂരാഗമനം (290 വരികൾ)   |
| 2. എഴുത്തച്ഛൻ | - | ലക്ഷ്മണോപദേശം (126 വരികൾ) |

#### യൂണിറ്റ് - 2

- |                    |   |          |
|--------------------|---|----------|
| 1. കുഞ്ചൻ നമ്പ്യാർ | - | ഘോഷയാത്ര |
| 2. ശ്രീനാരായണഗുരു  | - | ദൈവദശകം  |

### യൂണിറ്റ് - 3

1. വി. സി. ബാലകൃഷ്ണപ്പണിക്കർ - ഒരു വിലാപം (ആദ്യത്തെ 12 ശ്ലോകം)
2. കുമാരനാശാൻ - വീണപ്പൂവ്

### യൂണിറ്റ് - 4

1. വള്ളത്തോൾ - അച്ഛനും മകളും
2. ഉള്ളൂർ - ഭൂതക്കണ്ണാടി

### ബ്ലോക്ക് രണ്ട്

കവിത കവിത്രയത്തിനുശേഷം - കാല്പനികതയുടെ മുന്നേറ്റം - പിൻക്കാല കാല്പനികത - ഭാവഗീതങ്ങൾ - മിസ്റ്റിസിസം - സിംബലിസം - മറ്റു പ്രസ്ഥാനങ്ങൾ - കാവ്യഭാഷയുടെ പരിവർത്തനം - മലയാള കവിതയിലെ ആധുനികത - നവീനകവിത - എൻ. വി. കൃഷ്ണവാര്യർ - അക്കിത്തം - അയ്യപ്പപ്പണിക്കർ - കടമ്മനിട്ട - സച്ചിദാനന്ദൻ - കെ. ജി. ശങ്കരപ്പിള്ള - ആധുനികനന്തരമലയാള കവിത - കവിതയുടെ രൂപപരമായ മാറ്റങ്ങൾ - ദളിത് - പരിസ്ഥിതി - പെണ്ണെഴുത്ത്

### വിശദപഠനം:

#### യൂണിറ്റ് - 1

1. ബാലാമണിയമ്മ - മഴവിന്റെ കഥ
2. ചങ്ങമ്പുഴ - മനസിനി
3. വൈലോപ്പിള്ളി - കന്നിക്കൊയ്ത്ത്

#### യൂണിറ്റ് - 2

1. ജി. ശങ്കരക്കുറുപ്പ് - സൂര്യകാന്തി
2. ഇടശ്ശേരി - ഹനുമത്സേവ തുഞ്ചൻ പറമ്പിൽ
3. വയലാർ രാമവർമ്മ - സർഗ്ഗസംഗീതം

#### യൂണിറ്റ് - 3

1. അയ്യപ്പപ്പണിക്കർ - മൃത്യുപൂജ
2. എ. അയ്യപ്പൻ - അത്താഴം
3. സച്ചിദാനന്ദൻ - ഇവനെക്കൂടി

#### യൂണിറ്റ് - 4

1. കുര്യപ്പുഴ ശ്രീകുമാർ - ഇഷ്ടമുടിക്കായൽ
2. അനിത തമ്പി - ആലപ്പുഴ വെള്ളം
3. എം. ആർ. രേണുകുമാർ - കൊതിയൻ
4. വി. എം. ഗിരിജ - കുന്തി

### ബ്ലോക്ക് മൂന്ന്

ചെറുകഥ: നിർവചനം - വിദേശ സ്വാധീനം - ആദ്യകാല ചെറുകഥകൾ - വ്യത്യസ്ത പ്രമേയങ്ങൾ - വേങ്ങയിൽ കുഞ്ഞിരാമൻ നായനാർ - നവോത്ഥാന കഥകൾ - സാമൂഹിക ചലനങ്ങൾ - റിയലിസം - തകഴി - എസ്. കെ. പൊറ്റക്കാട് - കേശവദേവ് - വൈക്കം മുഹമ്മദ് ബഷീർ - ലളിതാംബിക അന്തർജനം - പൊൻകുന്നം വർക്കി - കാത്രൂർ - ദരിദ്രരുടെയും

അധഃസ്ഥിതരുടെയും കഥകൾ

### യൂണിറ്റ് - 1

- |                         |                             |
|-------------------------|-----------------------------|
| 1. ലളിതാംബിക അന്തർജ്ജനം | - ധീരേന്ദു മജുന്ദാരുടെ അമ്മ |
| 2. തകഴി ശിവശങ്കരപ്പിള്ള | - കൃഷിക്കാരൻ                |

### യൂണിറ്റ് - 2

- |                         |            |
|-------------------------|------------|
| 1. എസ്. കെ. പൊറ്റക്കാട് | - ഒട്ടകം   |
| 2. വൈക്കം മുഹമ്മദ് ബഷീർ | - പൂവമ്പഴം |

### യൂണിറ്റ് - 3

- |                           |              |
|---------------------------|--------------|
| 1. കാശ്ശൂർ നീലകണ്ഠപ്പിള്ള | - മോതിരം     |
| 2. ഉറുബ്                  | - രാച്ചിയമ്മ |

### യൂണിറ്റ് - 4

- |                          |                        |
|--------------------------|------------------------|
| 1. എം. ടി. വാസുദേവൻ നായർ | - കറുത്ത ചന്ദ്രൻ       |
| 2. ടി. പദ്മനാഭൻ          | - കാലഭൈരവൻ             |
| 3. എൻ. മോഹനൻ             | - കൊച്ചുകൊച്ചു മോഹങ്ങൾ |

### ബ്ലോക്ക് നാല്

ആധുനിക - ആധുനികാനന്തര കഥകൾ - കഥയും അന്തർഭാവവും - സമകാല ചെറുകഥ - ആഖ്യാനത്തിലെ മാറ്റങ്ങൾ - ആഗോളവൽക്കരണം - സ്വത്വരാഷ്ട്രീയം - സ്ത്രീ - പരിസ്ഥിതി - ദളിത് കഥകൾ

വിശദപഠനം:

### യൂണിറ്റ് - 1

- |                     |                            |
|---------------------|----------------------------|
| 1. മാധവിക്കുട്ടി    | - ശർക്കര കൊണ്ടൊരു തുലാഭാരം |
| 2. സി. വി. ശ്രീരാമൻ | - വാസ്തുഹാര                |

### യൂണിറ്റ് - 2

- |                 |                            |
|-----------------|----------------------------|
| 1. എം. മുകുന്ദൻ | - പ്രഭാതം മുതൽ പ്രഭാതം വരെ |
| 2. സക്കറിയ      | - ആർക്കറിയാം               |

### യൂണിറ്റ് - 3

- |                        |            |
|------------------------|------------|
| 1. സി. അയ്യപ്പൻ        | - ഭ്രാന്ത് |
| 2. കെ. ആർ. മീര         | - കൃഷ്ണഗാഥ |
| 3. സന്തോഷ് ഏച്ചിക്കാനം | - കൊമാല    |

## യൂണിറ്റ് - 4

1. ഇ. സന്തോഷ് കുമാർ - സങ്കടമോചനത്തിന് ഒരു കൈപ്പുസ്തകം
2. ജി. ആർ. ഇന്ദുഗോപൻ - ചട്ടമ്പിസദൃ

### സഹായക രചനകൾ:

അജയകുമാർ, എൻ., 2013, *ആധുനികത മലയാളകവിതയിൽ*, കോട്ടയം,

സാഹിത്യപ്രവർത്തക സഹകരണ സംഘം.

അച്ചുതൻ, എം., 2000, *ചെറുകഥ ഇന്നലെ ഇന്ന്*, കോട്ടയം, സാഹിത്യപ്രവർത്തക സഹകരണ സംഘം.

കൃഷ്ണപിള്ള, എൻ., 1975, *കൈരളിയുടെ കഥ*, കോട്ടയം, സാഹിത്യപ്രവർത്തക സഹകരണ സംഘം.

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ജോർജ്ജ്, കെ. എം. ഡോ., (എഡി.), 2002, *ആധുനിക മലയാള സാഹിത്യചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ*, കോട്ടയം, ഡി. സി. ബുക്സ്.

പ്രസാദ്, സി. ആർ. ഡോ., 2005, *മലയാള കവിത ആധുനികാനന്തരം*, ചെങ്ങന്നൂർ, റെയിൻബോ ബുക്സ്.

ഭാസ്കരൻ, ടി. ഡോ., 1987, *കൃഷ്ണഗാഥ പഠനങ്ങൾ*, കോട്ടയം, എൻ. ബി. എസ്.

ബഷീർ, എം. എം., 2008, *മലയാള ചെറുകഥാസാഹിത്യ ചരിത്രം*, വോള്യം 1 & 2, തൃശ്ശൂർ, കേരള സാഹിത്യ അക്കാദമി.

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മിനി പ്രസാദ്, ഡോ., 2015, *പെൺകഥകളുടെ ഫെമിനിസ്റ്റ് വായന*, കോഴിക്കോട് ഒലീവ് പബ്ലിക്കേഷൻ.

രവികുമാർ, കെ. എസ്., 2012, *കഥയും ഭാവുകത്വപരിണാമവും*, കോട്ടയം, ഡി. സി. ബുക്സ്.

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## **Cross Border Discipline Course (Arabic)**

### **M23AR01CB: ARABIC FOR ALL**

#### **Credit - 4**

#### **Course Objectives :**

The objectives of this course are to:

- acquainted with Arabic vocabularies and phrases related to everyday life
- develop communication skills for various situations
- make the learners able to communicate easily with Arab natives and make cultural exchanges with them

#### **Course Outcomes:**

At the end of the course, learners will be able to:

- develop basic conversational techniques and skills in Arabic
- acquire communication skills for various situations
- familiarise with Arabic vocabularies and phrases
- communicate easily with Arab natives and make cultural exchanges with them

#### **Outline of the Course:**

Block 1: Arabic for Everyday Life

Block 2: Arabic for Travel and Tourism

Block 3: Arabic for Workplaces

Block 4: Arabic for Commercial Establishments

#### **Course Details :**

#### **BLOCK 1: ARABIC FOR EVERYDAY LIFE**

**Unit 1:** Conversations: Greetings, Self Introduction and Introducing Others

**Unit 2:** Conversation among Family Members

**Unit 3:** Conversation at Public Places

**Unit 4:** Time and Date

#### **BLOCK 2: ARABIC FOR TRAVEL AND TOURISM**

**Unit 1:** Dialogues in Journey

**Unit 2:** Conversation on Health, Visa and Passport

**Unit 3:** Tourism Related Expressions and Conversations

#### **BLOCK 3: ARABIC FOR WORKPLACES**

**Unit 1:** Conversations at Offices and Institutions

**Unit 2:** Telephonic Talks

**Unit 3:** Conversation at Educational Institutions



## **BLOCK 4: ARABIC FOR COMMERCIAL ESTABLISHMENTS**

**Unit 1:** Conversation at Hotels

**Unit 2:** Conversation at Flats

**Unit 3:** Conversation at Shops and Markets

**Unit 4:** Conversation at Banks and Financial Institutions

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Prof Dr Shafeeque Ahamed Khan Nadwi and Others: *Functional Arabic* Vol 1-4, NCPU, New Delhi.

Nasif Mustafa Abdul Azeez and Muhyudheen Swalih : *Al Arabiya Lil Hayat*, Vol: 1, King Saud University . KSA.

DrMahmood Ismail Sweeni: *Al Arabiya Linnasheen*, Ministry of Education, KSA.

Dr S.K. Bahmani: *Easy Steps to Functional Arabic*

Mohd Alish: *Ahlan Wa Sahlan – Functional Modern Standard Arabic for Beginners*, Yale University Press, London and Amazon books.

Dr VP Abdul Hameed: *The Commercial Arabic: A textbook on Functional Arabic*, Al Huda Book Stall Calicut

Abdul Hameed V P and Abdul Haleem N K, *Arabic for Various Situations*, Al Huda Book Stall Calicut

Veeran Mohyideen, *Functional Arabic*, Arabnet Calicut

Dr Syed Ali. , *Arabic for Beginners*, Arabic Publications of India; 7th edition Chennai.

## **Cross Border Discipline Course (Hindi)**

### **M23HD01CB: BEGINNER'S HINDI**

**Credit - 4**

#### **Course Objectives**

- This course covers Structure of Hindi, Communicative Contexts of Hindi, Development of Vocabulary, Syntax and Discourse, Indian Language Computing, Technological Contexts of Hindi Computing.
- Translation of Simple Sentences from English to Hindi, Origin and Development of Hindi language.
- Introduction to Hindi Poetry, Introduction to Hindi Prose, Hindi in the International Scene.

#### **Course Outcomes**

At the end of the course, learners will be able to:

- Acquire capability in spoken and written Hindi- Pronunciation, Script and Spelling, Spoken Skills, Comprehension. Understand the basics of Hindi Script and spelling and will be able to develop the right pronunciation and speaking skills of the language. Develop the writing and speaking skill through acquiring a thorough knowledge of the language that aims in attaining the language proficiency.
- Comprehend applied Hindi grammar- Structure of Hindi- Communicative Contexts of Hindi- Parts of Speech. Acquire the basics of grammatical structure of Hindi comprising parts of speech and other communicative contexts offered through applied Hindi grammar that promotes their communicative skill thus emphasizing the accountability of the language.
- Develop the Vocabulary, Syntax and Discourse and Hindi Computing- Indian Language Computing- Technological Contexts of Hindi- Computing. Understand and acquire progress in the language through the enrichment of the vocabulary, Syntax and Discourse development and comprehend the dimensions of Hindi Computing and its reliability with technological aspects.
- To familiarize the translation of Simple Sentences from English to Hindi and vice versa.
- Understand Hindi Literature- Origin and Development of Hindi Language. Introduction to Hindi Poetry, Introduction to Hindi Prose. Acquire the basics of Hindi literature mainly in poetry and prose and get accustomed to it by recognizing its relevance in the development of Hindi language.
- Understand Hindi in the International Scene- Technology and Hindi- Hindi in the field of advertisement – Usage of Hindi in various scenarios. Explore the benefits of Hindi language in the field of technology, advertisement and usage of Hindi in various scenarios thereby attaining a clear idea of relevance of Hindi in vivid fields taking into account its International acceptance too.

#### **Course Outline :**

Block 1 : Spoken and Written Hindi

Block 2 : Applied Hindi Grammar

Block 3 : Practice of Translation

Block 4 : Hindi in the International Scene

## **Course Details :**

### **BLOCK 1 : SPOKEN AND WRITTEN HINDI**

**Unit 1 :** Pronunciation, Script and Spelling, Spoken Skills, Comprehension

### **BLOCK 2 : APPLIED HINDI GRAMMAR**

**Unit 1 :** Structure of Hindi

**Unit 2 :** Communicative Contexts of Hindi and Parts of Speech

### **BLOCK 3 : PRACTICE OF TRANSLATION**

**Unit 1 :** Translation of Simple Sentences from English to Hindi and vice versa

### **BLOCK 4 : HINDI IN THE INTERNATIONAL SCENE**

**Unit 1 :** Technology and Hindi

**Unit 2 :** Hindi in the field of Advertisement

**Unit 3 :** Usage of Hindi in various scenarios

### **References**

Vyavaharik Hindi Vyakaran Anuvad Tatha Rachna – Dr.H. Parameswaran  
Bhasha Aur Proudhyogiki – Vinod Kumar Prasad, Vani Prakashan, New Delhi  
Bhasha Aur Vyavahar – Brajmohan, Vani Prakashan, New Delhi.

**Cross Border Discipline Course (Sanskrit)**  
**M23SN01CB: SAMSKRUTHA VARTHANI**

**Credit: 4**

**Course Objectives :**

- संस्कृतभाषायाः अध्ययनाय अलब्धावसराणां अनायासेन संस्कृतप्रवेशाय अवसरप्रदानम्।
- काव्यास्वादनक्षमतोत्पादनम्।
- नाट्यप्रयोगपरिज्ञानम्।

**Course Outcomes :**

- संस्कृताध्ययनस्य प्रारंभाय अवश्यमध्येतव्यानां सुबन्तानां तिङन्तानाञ्च परिचयप्रदानम्।
- छात्राणां पदसम्पदः प्रवृद्धिः।
- अन्यासां भारतीयभाषाणामपि पदसम्पदां अवगमने सौकर्यप्रदानम्
- भारतीयसंस्कृतेः महिमातिरेकं अवगन्तुं, तस्या वाहिनीरूपाया अस्या भाषाया अध्ययनेन छात्रान् प्रभावयितुम्।
- सुसम्पन्ने संस्कृतसाहित्ये परिचयप्रदानम्।

**BLOCK 1 : सुबन्त - तिङन्त - पदपरिचयः।**

**Unit 1:** पुंलिङ्ग – नपुंसकलिङ्गशब्दाः- बाल, हरि, गुरु, पितृ, राजन् (पुंलिङ्गे)।  
फल, वारि, दधि, मधु, जगत् (नपुंसकलिङ्गे)।

**Unit 2:** स्त्रीलिङ्गशब्दाः सर्वनामशब्दाश्च –लता, मति, नदी, स्त्री, मातृ, भास् -  
स्त्रीलिङ्गशब्दाः। अस्मत्, युष्मत्, तत्, एतत्, किम् – सर्वनामशब्दाः (तत्, एतत्, किं- त्रिषु लिङ्गेषु)

**Unit 3:** तिङन्तपरिचयः (Conjugations) - भूधातुः (परस्मैपदी) दशलकारेषु।

**Unit 4:** वदि (वन्द्) धातुः (आत्मनेपदी) - दशलकारेषु। एधधातुः लिटि केवलम् –  
अनुप्रयोगलिटः अवगमनाय)

**BLOCK :2 काव्यपरिचयः - श्रीकृष्णविलासकाव्यम् (सुकुमारकविः)**

प्रथमसर्गः 1 – 28 श्लोकाः।

**Unit 1:** श्लोकाः 1 - 7

**Unit 2:** श्लोकाः 8 - 14

**Unit 3:** श्लोकाः 15 - 21

**Unit 4:** श्लोकाः 22 - 28

**BLOCK : 3 काव्यपरिचयः - श्रीकृष्णविलासकाव्यम् (सुकुमारकविः)**

प्रथमसर्गः 29– 54 श्लोकाः।

**Unit 1:** श्लोकाः 29 - 35

**Unit 2:** श्लोकाः 36 - 42

**Unit 3:** श्लोकाः 43 - 48

**Unit 4:** श्लोकाः 49 - 54

**BLOCK 4: भासस्य कर्णभारः।**

**Unit 1:** कर्णभारे कर्णस्य प्रवेशः ।

**Unit 2:** कर्णस्य अस्त्रवृत्तान्तः ।

**Unit 3:** कर्णभारे शक्रस्य प्रवेशः ।

**Unit 4:** कर्णस्य कवचकुण्डलदानम् ।

**Reference**

1. श्रीकृष्णविलासकाव्यम् – सुकुमारकविः, प्रथमसर्गः
2. भासः - कर्णभारः ,
3. शब्दमञ्जरी – विद्यासागर के. एल्. वी. शास्त्री R.S.Vadyar and Sons, Kalpathy, Palghat.
3. धातुरूपमञ्जरी - विद्यासागर के. एल्. वी. शास्त्री R.S.Vadyar and Sons, Kalpathy, Palghat.
4. सुकुमारकविविरचितं श्रीकृष्णविलासकाव्यम् (प्रथमसर्गः)

(With Sanskrit commentary “Vilasini” by Ramapanivada and Malayalam commentary “Prasadam” by Prasad Anchal – Published by M. K. Ponnammamma, Chithralayam, Anchal P.O.)

## **Cross Border Discipline Course (Sociology)**

### **M2ISO01CB: CRIMINOLOGY**

**(PG Regulations 2021)**

**Credits: 04**

#### **Course Objectives:**

The objectives of this course are to:

- acquaint the learners with concepts of criminology for the promotion of welfare and co-operation in society
- give exposure to the learners about different types of crime prevailing in society
- familiarise the learners about criminal justice system and different ways of preventing crime in society

#### **Course Outline :**

Block 1: Crime and Perspectives

Block 2: Types of Crime

Block 3: Criminal Justice System

Block 4: Punishment and Corrective Methods

#### **Course Details :**

### **BLOCK 1: CRIME AND PERSPECTIVES**

#### **Unit 1: Crime and Criminology**

Definitions: Crime, Criminology and Criminal Justice, Differences between concepts:

Sin, Crime, Vice & Wrong; Meaning: Deviance and Delinquency, Historical

Development of criminology - Nature and Scope- Criminology

#### **Unit 2: Conceptual Approaches to Crime**

Legal, behavioral, sociological, deviance, crime and delinquency

#### **Unit 3: Perspectives on Crime Causation**

Classical and positivist school of criminology, psychological, sociological (Marxian, structural functional and symbolic interactionism)

### **BLOCK 2: TYPES OF CRIME**

#### **Unit 1: Typology of Crimes**

Crimes against Human body and Crimes against Property, Crimes against vulnerable groups: Crimes against women and children

#### **Unit 2: Types of Crime**

Economic and violent crime, white collar and corporate crime, organized and cybercrime

#### **Unit 3: Changing Socio-economic Profile of Criminals in Contemporary India**

### **BLOCK 3: CRIMINAL JUSTICE SYSTEM**

### **Unit 1: Introduction to CJS**

CJS: Meaning, Purpose and Social Relevance; Legislative Process in CJS.  
International Perspective: American, British, Chinese, French and Islamic CJS.

### **Unit 2: Police System**

Historical overview of the Police system in India and its function; Police Act 1861, Organization set up of Indian Police in Modern Society. Objective of Police System: Maintenance of Law and Order, Investigation of Crimes, Protection of Life, Protection of Property Rights, Prevention of Crime.

### **Unit 3: Judicial & Prosecution System**

Judicial Administration in India: Structure and Functions of Criminal Courts. Modern Judicial Systems: Fast Track Court, Children Court, JJB. Salient Features of Indian Judicial System: Independence, Public and Fair Trial. Fundamental Elements in Judicial Functioning: Due Process, Speedy Trials and Access to Justice. Prosecution System.

## **BLOCK 4: PUNISHMENT AND CORRECTIVE METHODS**

### **Unit 1: Punishment in Relation to Crime**

Types of punishment, penology in India, Indian Penal Code, retributive and reformatory theory, deterrent theory

### **Unit 2: Correction**

Significance and forms of correction, history of prison reforms in India, national policy on prisons, correctional programmes- educational, vocational, psychiatric, meditation, recreation, problems of correctional administration

### **Unit 3: Alternative to Imprisonment**

Probation, parole, open prisons, after-care and rehabilitation, victimological perspective

### **References:**

- Criminology Penology and Victimology by Rabindra K. Mohanty, Satyajit Mohanty, Himalaya Publishing House Pvt. Ltd.
- Criminology and Penology by Dr. Rajendra K Sharma, Atlantic Publishers.
- Indian Penal Code by K.D Gaur, Universal Law Publishing Co. Pvt. Ltd.
- Paranjape NV, 2012, Criminology and Penology with Victimology, Central Law Publications, Allahabad.
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- Guharoy Jay Tilak, 1999 Role of Police in Changing Society APH Publications.
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- Gupta, Anand Swarup, 2007, Crime and Police in India, Sahitya Bhavan, Agra.
- Banerjee, D, 2005, Central Police Organizations Part I and Part II, Allied Publishers Pvt. Ltd. Ebbe, Obi N.
- Ignatius, 2000, Comparative and International Criminal Justice System: Policing, Judiciary and Corrections, Butterworth, Boston.

Reid, Sue Titus, 2006, Crime and Criminology. Mc. Graw Hill Publishers.  
Shweta, 2009, Crime, Justice and Society. MD Publications.  
Ahuja Ram, 2000, Criminology, Rawat Publications, Delhi.  
Chaturvedi J.C, 2006, Penology and Correctional Administration, Isha Books Delhi.



## **Cross Border Discipline Course ( Philosophy)**

### **M23PH01CB: SOCIAL ETHICS (Credits: 04)**

#### **Course Outcomes:**

By studying this course, the learner will be able to:

- understand the nature and scope of ethics and analyse major ethical theories
- apply ethical reasoning in the problems related to media, information, communication and technology
- examine social justice issues through an ethical lens, understand the ethical dimensions of social inequalities, discrimination, and exclusion, and explore ethical approaches to addressing these issues
- recognise the ethical principles underlying democratic governance, citizenship, and civic engagement
- apply ethical principles to promote social change

#### **Course Outline :**

Block 1: Foundations of Ethics  
Block 2: Human Rights and Social Justice  
Block 3: Ethics of Information and Technology  
Block 4: State, Sovereignty, and Citizenship

#### **Course Details :**

### **BLOCK 1: FOUNDATIONS OF ETHICS**

#### **Unit 1: Introduction to Ethics**

Nature and scope of ethics - Personal ethics vs. social ethics - Professional ethics and Environmental ethics

#### **Unit 2: Moral Reasoning and Major Ethical Theories**

Common ethical principles: Beneficence, nonmaleficence, autonomy, and justice- Utilitarianism, Deontology, Virtue ethics - Cultural relativism vs. universal ethics- Ethical pluralism

#### **Unit 3: Social Ethics: Theory and Practice**

Social ethics as applied ethics - Ethical considerations in social interactions - Case studies of the intersection of ethics and social issues

### **BLOCK 2: HUMAN RIGHTS AND SOCIAL JUSTICE**

#### **Unit 1: Human Rights**

Historical evolution of Human Rights - Concept of Human Rights; Right to Life, Liberty, and Security - Universality of human rights vs. cultural relativism - Ethical justifications for equal social, economic, and political rights

## **Unit 2: Equality**

Equality before the law - Inequalities based on race, gender, caste and community- Social and political exclusion and labour exploitation: Ethical Implications - Social inclusion and diversity

## **Unit 3: Social Justice**

Overview of major theories such as Rawlsian justice, capabilities approach - Application of distributive justice theories to social policy and resource allocation/redistribution - Promotion of Social Justice and equity strategies for addressing systemic injustices

# **BLOCK 3: ETHICS OF INFORMATION AND TECHNOLOGY**

## **Unit 1: Ethics in Information Literacy and Media Analysis**

Ethical considerations and responsibilities in information production and dissemination - Analysis of the political influences on information and content creation- Ethical challenges in communication and consumption of media content

## **Unit 2: Critical Analysis of Media Sources**

Detecting fake news, deep fakes and misinformation and identifying bias and propaganda- Media manipulation and the spread of disinformation - Consequences of media manipulation for public discourse and democratic processes - Importance of developing critical thinking skills for discerning facts from fakes

## **Unit 3: Ethical Considerations in Technology**

Unequal access to technology and digital resources (Digital divide) and social inequality - Ethical considerations in technological innovation and development- Balancing technological advancement with societal well-being and ethical values- Ethical dilemmas in emerging technologies such as AI and biotechnology

# **BLOCK 4: STATE, SOVEREIGNTY, AND CITIZENSHIP**

## **Unit 1: Theories of State and Sovereignty**

Historical perspectives on the development of political entities - Theories regarding the emergence and evolution of the state - Social contract theory and its ethical justifications for political authority - State sovereignty versus individual rights in the modern world - State sovereignty, individual freedom and international norms and obligations

## **Unit 2: Citizenship and Civic Virtue**

Ethical responsibilities and obligations of citizenship - Importance of civic education for ethical and citizenship and civic engagement -Obligations of citizens in upholding democratic values and principles

## **Unit 3: Accountability and Democracy**

Transparency, accountability, and the rule of law as ethical principles- Democracy as an ethical principle - Ethical foundations of democratic legitimacy and governance- Democracy, Development, Decentralization and Governance

## Unit 4: Ethics and Power

Impact of abuse of power and corruption on social justice - Ethical considerations on public policies and governance- Ethical challenges in decision-making and policy formulation, including issues of justice, equity, and human rights- Role of ethics in combating corruption and promoting social justice.

### References

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## **Cross Border Discipline Course (Economics)**

### **M23EC01CB: GENERAL ECONOMICS**

**Credit: 04**

#### **Course Objectives:**

The objectives of this course are to:

- understand the discipline of economics in general
- familiarised with the major branches of economics
- able to distinguish between growth and development
- aware of exchange rate mechanism under trade
- get introduced to the basic features of Indian economy and examine various issues and crisis experienced in the economy

#### **Course Outcomes:**

By studying this course, the learner will be able to:

- get an understanding of the scope of economics and basic concepts of micro and macroeconomics
- get an understanding of the functions of money and monetary policy.
- develop preliminary knowledge about the scope of public economics and fiscal policy instruments
- know the basic structure of the Indian economy and understand economic reforms since 1991

#### **Course Outline :**

Block 1: Micro and Macroeconomics

Block 2: Development and International Economics

Block 3: Money and Public Economics

Block 4: Indian Economy

#### **Course Details:**

### **BLOCK 1: MICRO AND MACROECONOMICS**

#### **Unit 1: Economics as a Social Science**

Subject matter and scope of Economics - Different economic systems - Micro-Macro distinction - Scope of Microeconomics -The basic economic problems and solutions

#### **Unit 2: Demand Function**

Law of demand - Supply Function - Law of Supply - Concept of Equilibrium - Concept of Utility - Production function -Short-run Vs Long-run

#### **Unit 3: Macroeconomics**

Definition, and Scope- Macroeconomic Variables - Stock and Flow, Exogenous and Endogenous Variables - Circular Flow (two sectors)

#### **Unit 4: National Income Concepts**

Methods of Measurement - Difficulties in the measurement of National Income

## **BLOCK 2: DEVELOPMENT AND INTERNATIONAL ECONOMICS**

### **Unit 1: Growth and Development**

Indicators of economic development - PCY - PQLI - HDI - HPI - Multidimensional Poverty Index - Inequalities in income distribution - Lorenz curve

### **Unit 2: BOP**

Exchange Rate - Exchange Rate determination – Purchasing Power Parity Theory - Devaluation – Revaluation - Depreciation - Appreciation

### **Unit 3: International Financial Institutions**

IMF, World Bank, WTO, ADB, AIIB, IIB, IFC, IDA

## **BLOCK 3: MONETARY AND PUBLIC ECONOMICS**

### **Unit 1: Concept of Money**

Functions - Inflation- Types of inflation - Impact of inflation - Measures to regulate inflation

### **Unit 2: Banking and Capital Market**

Types of Deposits - Monetary Policy (Concept Only) - RBI Instruments - Concepts of Capital Market - Shares, Bonds, Stock Market, SENSEX, NIFTY

### **Unit 3: Public Revenue and Public Expenditure**

Sources of public revenue-Tax, Non-Tax sources -Types of public expenditure

### **Unit 4: Budget**

Concept and significance - Classification of the budget - Revenue and capital accounts - Fiscal deficit - Fiscal Policy (Concept only)

## **BLOCK 4: INDIAN ECONOMY**

### **Unit 1: Characteristics of Indian economy**

Role of Agriculture, Industry, and Service sectors in Indian Economy

### **Unit 2: Poverty and Unemployment**

Measures of Poverty - Poverty rate in India - Unemployment – Measures of employment – Rural-Urban and Female-Male Unemployment Trends - Causes of Unemployment in India

### **Unit 3: Economic Crisis of 1991**

Economic Reforms of 1991- Liberalisation, Privatisation, and Globalisation

### **Unit 4: Recent Reforms**

Planning Commission to NITI Aayog - Introduction of GST – Fiscal Federalism and GST - Demonetisation of rupee

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## **Cross Border Discipline Course (Public Administration)**

### **M23PA01CB: HUMAN RIGHTS**

**Credits: 04**

#### **Course Objectives:**

The course "Human Rights" aims to provide students with a comprehensive understanding of the concept, development, and implementation of human rights globally and within India, with a special focus on Kerala. Students will explore the historical evolution of human rights, the international and regional human rights frameworks, and the specific provisions within the Indian Constitution that safeguard these rights. Through this course, students will gain insights into the key human rights issues faced by various communities, particularly in Kerala, and the role of human rights institutions and civil society in addressing these challenges. Additionally, the course will address contemporary and emerging human rights issues, such as digital rights and environmental justice, preparing students to critically analyse and engage with these topics in their future careers and civic life. By the end of the course, students will be equipped with the knowledge and skills to advocate for and contribute to the protection and promotion of human rights in diverse contexts.

#### **Course Outcomes:**

Upon completion of the course, learners will be able to –

- understand the fundamental concepts and historical development of human rights
- analyse international and regional human rights frameworks and their implementation
- gain insight into the Indian constitutional provisions and institutions dedicated to human rights protection
- critically examine human rights challenges and initiatives specific to Kerala
- develop the ability to address and advocate for contemporary human rights issues globally and locally

#### **Course Outline:**

Block 1: Introduction to Human Rights

Block 2: Human Rights in India

Block 3: Kerala-Specific Human Rights Issues

Block4: Contemporary Human Rights Issues and Future Challenges

#### **Course Details :**

### **BLOCK 1: INTRODUCTION TO HUMAN RIGHTS**

#### **Unit 1: Understanding Human Rights**

Definition and concept of human rights -Historical development of human rights -Key principles and characteristics of human rights

#### **Unit 2: International Human Rights Framework**

United Nations and human rights -Universal Declaration of Human Rights (UDHR)- International Covenant on Civil and Political Rights (ICCPR)- International Covenant on Economic, Social and Cultural Rights (ICESCR)

### **Unit 3: Regional Human Rights Systems**

European Convention on Human Rights (ECHR) -Inter-American System of Human Rights - African Charter on Human and Peoples' Rights

## **BLOCK 2: HUMAN RIGHTS IN INDIA**

### **Unit 1: Constitutional Framework**

Fundamental Rights and Directive Principles of State Policy -Protection and enforcement of human rights in India -Role of the judiciary in upholding human rights

### **Unit 2: Key Human Rights Issues in India**

Right to equality and non-discrimination -Right to life and personal liberty - Socio-economic rights: Right to education, health, and livelihood

### **Unit 3: Human Rights Institutions in India**

National Human Rights Commission (NHRC) -State Human Rights Commissions- Role of non-governmental organizations (NGOs)

## **BLOCK 3: KERALA-SPECIFIC HUMAN RIGHTS ISSUES**

### **Unit 1: Historical Context of Human Rights in Kerala**

Social reform movements in Kerala -Influence of leaders like Sree Narayana Guru and Ayyankali - Impact of the Kerala Renaissance on human rights

### **Unit 2: Current Human Rights Challenges in Kerala**

Rights of marginalized communities: Dalits, Adivasis, and fishermen -Gender rights and issues: Women and LGBTQ+ community - Environmental rights and issues: Land, water, and ecological concerns

### **Unit 3: Human Rights Initiatives and Movements in Kerala**

Role of the Kerala State Human Rights Commission -Grassroots human rights movements and organizations - Case studies of significant human rights interventions

## **BLOCK 4: CONTEMPORARY HUMAN RIGHTS ISSUES AND FUTURE CHALLENGES**

### **Unit 1: Emerging Human Rights Issues**

Digital rights and privacy concerns - Human rights in the context of globalization- Rights of refugees and migrants

### **Unit 2: Human Rights and Development**

Intersection of human rights and sustainable development - Human rights-based approach to development - Role of international development organizations

### **Unit 3: Future Challenges and Opportunities**

Addressing climate change and human rights - Strengthening global human rights mechanisms - Advocacy and activism in the digital age



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## **Cross Border Discipline Course (Political Science)**

### **M23PS01CB: INTRODUCTION TO THE CONSTITUTION OF INDIA**

**Credits: 4**

#### **Course Objectives**

The course aims to provide a comprehensive understanding of the Constitution of India through the historical context of its evolution and the guiding principles enshrined in various parts of the Constitution. Learners will explore the philosophical foundations, fundamental rights, directive principles and the federal structure enshrined in the Constitution. The course also explores the checks and balance of power among the executive, legislature and judiciary.

#### **Course Outcomes**

- Analyse the historical background and the ideological factors that shaped the Indian Constitution.
- Interpret the concepts of Fundamental Rights, Directive Principles of State Policy, and Fundamental Duties
- Evaluate the federal structure, distribution of powers, and system of checks and balances.

#### **Course Outline**

Block 1– Making of the Indian Constitution  
Block 2 – Unique Features of the Indian Constitution  
Block 3 – Organs of the Government  
Block 4 – Federalism and Decentralization

#### **Course Details**

#### **BLOCK 1: MAKING OF THE INDIAN CONSTITUTION**

**Unit 1:** Formation and working of the Constituent Assembly

**Unit 2:** Ideological and Philosophical bases of the Constitution

**Unit 3:** Preamble and Salient features of the Indian Constitution

#### **BLOCK 2: UNIQUE FEATURES OF THE INDIAN CONSTITUTION**

**Unit 1:** Fundamental Rights and Fundamental Duties

**Unit 2:** Directive Principles of State Policy

**Unit 3:** Constitutional Amendments

#### **BLOCK 3: ORGANS OF THE GOVERNMENT**

**Unit 1:** The Legislature: Parliament of India

**Unit 2:** The Executive: President, Vice-President, Prime Minister and Council of Ministers

**Unit 3:** The Judiciary: The Supreme Court and High Courts

## **BLOCK 4: FEDERALISM AND DECENTRALISATION**

**Unit 1:** Division of Powers

**Unit 2:** Local Self Government Institutions

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