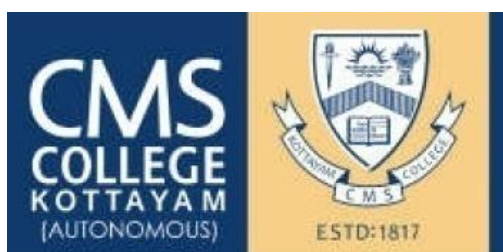


CMS COLLEGE KOTTAYAM **(AUTONOMOUS)**

**Affiliated to the Mahatma Gandhi University
Kottayam, Kerala**



CURRICULUM FOR POST GRADUATE PROGRAMME

MASTER OF ARTS IN HISTORY

UNDER CREDIT AND SEMESTER SYSTEM (CSS)
(With effect from 2019 Admissions)

Approved by the Board of Studies on 29th April 2019

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ACKNOWLEDGEMENTS

The Board of Studies of Department of History, CMS College, Kottayam places on record their gratitude to all the eminent academicians who contributed to the framing of post graduate syllabus 2019. The guidance and recommendations from the domain experts in designing different courses played a crucial role in shaping this curriculum to this present level. No words are adequate to express our heartfelt gratitude to Most Rev. Thomas K Oommen, Honorable Manager of CMS College and to Dr. Roy Sam Daniel, Principal, CMS College, Kottayam.. I also like to convey my gratitude to all the members of the Board of Studies whose pragmatic and collaborative approach made this venture a grand success.

Dr. Sumi Mary Thomas
Chairman
Board of Studies

29.04.2019
Kottayam

PREFACE

The M.A. Programme in History has been designed in accordance with the National Education Policy and as per the guidelines given by the Kerala State Council for Higher Education and Mahatma Gandhi University that emphasize on introduction of innovative and socially relevant courses at the post graduate level. The syllabus is revamped and updated to suit the academic needs of the time and to enhance the employability of the students without compromising the intrinsic value of studying the past. History is not just a study of the past but of the present too. It is a discipline, based on critical understanding of the past through the rigorous use of evidences, conventional and non-conventional, from the mainstream and the margins.

The main objective of the course is to provide a detailed study of the history of India and Kerala, as well as substantial surveys of the history of other important countries of the world. This will help students acquire a strong theoretical base to understand various issues and trends in the society at local, national and global levels. It also aims to provide a distinctive education by developing an awareness of different political, cultural, social and economic structures in the past societies and their interrelationship. The project work is intended mainly to inculcate and foster historical research aptitude in the minds of young students. The current syllabus is structured to inculcate in students a broad inter-disciplinary perspective and thereby make them inquisitive and sharp in intellect. The new syllabus opens up a terrain of knowledge much wider than what is given through the discipline-based way of teaching and learning.

REGULATIONS FOR POST GRADUATE PROGRAMMES UNDER CREDIT SEMESTER SYSTEM 2019

Preamble

CMS College Kottayam (Autonomous) was conferred with the Autonomous status as per UGC No.F.22-1/2016(AC) Dtd. 9th March 2016 and Mahatma Gandhi U.O.No.2732/VII/2016/Acad. Dtd.12th May 2016.

REGULATIONS

CMS College Kottayam (Autonomous) follows Credit Semester System (CSS) for the Post Graduate programmes from the Academic year 2019-20. The Post Graduate programmes of the college are being redesigned and revised in tune with the modifications effected at the UGC Curriculum Framework. This will be reflected in the scheme, course content and mode of examination and Evaluation system. The scheme and syllabus of all the programmes are being revised accordingly. The revisions were effected based on the recommendations made at the Curriculum Revision workshops conducted for the purpose besides several sittings of the Curriculum Revision Committee.

1. TITLE

- 1.1.** These regulations shall be called “**CMS COLLEGE KOTTAYAM (AUTONOMOUS) REGULATIONS FOR POST GRADUATE PROGRAMMES UNDER CREDIT AND SEMESTER SYSTEM 2019**”

2. SCOPE

- 2.1** Applicable to all regular Postgraduate Programmes conducted by the CMS College Kottayam (Autonomous) with effect from 2019 admissions.
- 2.2** Medium of instruction is English unless otherwise stated therein.

3. DEFINITIONS

- 3.1. Academic Week** is a unit of five working days in which the distribution of work is organized from day one to day five, with five contact hours of one hour duration on each day.
- 3.2. Semester** means a term consisting of **90** working days, within **18** five-day academic weeks for teaching, learning and evaluation.
- 3.3. Programme** means a two year programme of study and examinations, spread over four semesters, with a set of courses, the successful completion of which would lead to the award of a degree.

- 3.4. Course** comprises a set of classes or a plan of study on a particular subject which will be taught and evaluated within a semester of a study programme.
- 3.5. Core course** means a course which should compulsorily be studied by a student as requirement in the subject of specialization within a degree programme.
- 3.6. Elective Course** means an elective course chosen from the discipline/ subject, in an advanced area.
- 3.7. Credit** is the numerical value assigned to a course according to the duration of the classes or volume of the syllabus of the course.
- 3.8. Department** means any teaching department in the college.
- 3.9. Dean of Academic Affairs** is a teacher nominated by the Academic Council to coordinate the academic affairs of the college relating to academic planning, curriculum implementation and review.
- 3.10. Dean of Student Affairs** is a teacher nominated by the Academic Council to coordinate the admissions, grievances and other student related services.
- 3.11. Department Council** means the body of all teachers of a department in the college.
- 3.12. Department Coordinator** is a teacher nominated by a Department Council to co-ordinate the ^{1st}-Semester examination of the PG programme in that department.
- 3.13. Faculty Advisor** means a teacher from the parent department nominated by the Department Council, who will advise the students of a class on academic matters.
- 3.14. Course Teacher** means a teacher who is in charge of a course. If a course is taught by more than one teacher, one teacher should be assigned as course teacher, nominated by the HOD. The course teacher shall be responsible for the valuation of answer scripts of examinations and other continuous assessments.
- 3.15. In-Semester Assessment (ISA)** means assessment consisting of Attendance, Assignment/Seminar/Viva voce and Examination (theory and practical).
- 3.16. End Semester Assessment (ESA)** means Examination conducted at the end of each semester for all courses (theory and practical).
- 3.17. Internal Examiner** means a teacher working in the college.
- 3.18. External Examiner** means a teacher from outside the college.
- 3.19. Grace Marks** shall be awarded to candidates as per the orders issued by Mahatma Gandhi University.
- 3.20. Grade** means a letter symbol (A, B, C, etc.), which indicates the broad level of performance of a student in a Course/ Semester/Programme.
- 3.21. Grade Point (GP)** is the numerical indicator of the percentage of marks awarded to a student in a course.
- 3.22. College Average (CA)** means average mark secured (ISA+ESA) for a course at the college level.
- 3.23.** Words and expressions used and not defined in this regulation shall have the same meaning assigned to them in the Act and Statutes of the University, UGC Regulations and the Constitution of the CMS College Kottayam (Autonomous).

4. ELIGIBILITY FOR ADMISSION AND RESERVATION OF SEATS

Eligibility for admission, norms for admission and reservation of seats for various Postgraduate Programmes shall be according to the regulations framed/orders issued by Govt. of Kerala, Mahatma Gandhi University and CMS College Kottayam in this regard.

5. PROGRAMME STRUCTURE

5.1 The nomenclature of all PG programmes shall be as per the specifications of University Grants Commission and the Mahatma Gandhi University.

5.2 Credit Semester System (CSS) will be followed for all PG Programmes from the academic year 2019– 2020.

5.3 All the PG Programmes will be of two-year duration with four Semesters. A student may be permitted to complete the Programme, on valid reasons, within a period of 8 continuous semesters from the date of commencement of the first semester of the programme.

5.4 There will be three/four/five courses in each semester and one viva voce and dissertation at the end of the fourth semester.

5.5 There will be three components for the programme viz. core course, elective course and project spread over four semesters.

5.6 The total credits required for completing a PG Programme is 80.

5.7 The Syllabus for all courses in each semester has been divided into five modules based on certain thematic commonalities.

6. EVALUATION SYSTEM

- i. The evaluation scheme for each course shall contain two parts:
 - (a) In-Semester Assessment (ISA)
 - (b) End-Semester Assessment (ESA)
- ii. The proportion of ISA to ESA will be 1:3.
- iii. The marks secured for each course shall be converted as grades. The grades for different semesters and overall programme are assigned based on the corresponding semester grade point average and cumulative grade point average respectively.
- iv. A separate minimum of 40% is mandatory for both ISA and ESA to pass for every course.

6.1 EVALUATION OF THEORY COURSES

The marks allotted for theory courses in End-Semester Assessment shall be 120 and that for the In-Semester Assessment will be 40.

A. IN-SEMESTER ASSESSMENT

The In-semester assessment for theory is based on the marks obtained for Attendance, Assignment, Major Seminar and two Test Papers for a particular course.

(i) Attendance

Percentage of attendance	Mark
90 and above	6
85 - 89	5
80 - 84	4
76 - 79	3
75	2
Below 75	0

Maximum marks = 6

(ii) Assignment (One assignment per course)

Evaluation Component	Mark
Review of related literature	2
Content	3
Reference	2
Punctuality	1

Maximum marks = 8

(iii) Major Seminar

A student should present one Major Seminar in a Semester. The faculty advisor should allot students to the respective course teacher in a semester. The seminar topics shall be incorporated in the syllabus for each course/ declared in the beginning of each semester. The student shall prepare the seminar paper with the guidance of the course teacher. The student is expected to make a detailed presentation in a common session in the department, with students and all course teachers. The student shall also make a

brief conclusion including the future scope of studying the topic. The teacher in charge of the particular course has to act as the moderator for the seminar.

The course teachers of that semester shall evaluate the seminar and give marks for their course or the average mark of all the evaluators shall be taken as the seminar mark for each course of a semester.

Evaluation Component	Mark
Involvement/punctuality	1
Review of related literature	1
Content	3
Presentation	3
Interactions/ justification	1
Conclusion	1

Maximum marks = 10

(iv) Test paper

For each course, two In-Semester examinations of total 16 marks shall be conducted. One of the test paper will be centralized examination of 8 marks and the remaining 8 marks will be awarded with one or more class tests conducted by the course teacher.

B. END -SEMESTER ASSESSMENT

End-Semester examinations for each course are conducted at the end of every semester with a maximum marks of 120. The examination for each course will have two components viz., descriptive test and an objective type test. Questions shall be set to evaluate the attainment of course outcomes. The question paper for each course will be generated from the Question Bank which is prepared by due mapping of Course outcomes and Program Specific Outcomes.

(i) Descriptive Test

A written examination with a maximum marks of 100 and of three hours duration will be conducted.

PATTERN OF QUESTIONS

A question paper shall be a judicious mix of short answer type, short essay/problem solving type and long essay type questions.

No.	Section	Type of questions	Total Questions	Number of questions to be answered	Mark for each question	Total Marks
1	Section A	Short answer type	8	5	4	20
2	Section B (One pair should be from each module)	Short essay/problem solving type	10 (Either /or)	5	8	40
3	Section C	Long essay type	4	2	20	40
	Total		22	12		100

(ii) Objective Test

A Multiple Choice Objective type Test shall be a component of the End-semester examination which will be conducted in the online mode for each course. The marks obtained shall be converted into 20. The objective type examination for all courses in a semester shall be conducted in a session of one hour. The number of questions in Arts stream will be 50 and that of Science and Mathematics stream will be 40. Questions should be equally distributed among the courses in a semester. There will be four choices for each question. Each question carries 4 marks for correct answer, zero marks for no answer and -1 marks for wrong answer.

6.2 EVALUATION OF PRACTICAL COURSES

Practical examination will be conducted at the end of each semester/ end of an academic year. The time of conduct of the practical examination will be decided by the respective BOS.

A. IN-SEMESTER ASSESSMENT

Evaluation Component	Mark
Attendance	6
Lab Involvement	8
Test	12
Record	8
Viva	6

Maximum Marks = 40

The components and the marks can be modified by the concerned BOS/Expert committee within the limit of maximum marks.

B. END- SEMESTER ASSESSMENT

Evaluation Component	Mark
Attendance	18
Lab Involvement	24
Test	36
Record	24
Viva	18

Maximum Marks = 120

The components and the marks can be modified by the concerned BOS/Expert committee within the limit of maximum marks.

6.3 EVALUATION OF PROJECT

An academic project work shall be done and a dissertation shall be submitted in the final semester of the programme. There will be both In semester and End semester assessment for the project work.

A. IN- SEMESTER ASSESSMENT

Evaluation Component	Mark
Relevance of the topic	5
Project content and report	15
Presentation	15
Project viva	10
Paper presentation* in Seminar/Conference or publications with ISBN/ISSN (*valid certificate to be submitted)	5

Maximum marks = 50

The components and the marks can be modified by the concerned BOS/Expert committee within the limit of maximum marks.

B. END -SEMESTER ASSESSMENT

The dissertation at the end of final Semester will be evaluated by a panel of one internal evaluator assigned by HOD and one external evaluator / a panel of two external evaluators, as may be decided by the respective BOS.

Evaluation Component	Mark
Relevance of the topic	15
Project content and report	45
Presentation	45
Project viva	30
Paper presentation* in Seminar/Conference or publications with ISBN/ISSN (*valid certificate to be submitted)	15

Maximum marks = 150

The components and the marks can be modified by the concerned BOS/Expert committee within the limit of maximum marks.

6.4 EVALUATION OF COMPREHENSIVE VIVA VOCE

A comprehensive viva voce shall be done at the end of the final semester. There will be both In-semester and End-semester assessment for the viva voce examination.

A. IN - SEMESTER ASSESSMENT

Evaluation Component	Mark
+2/ UG level questions	4
PG syllabus level questions	10
Subject of interest based questions	8
Advanced level questions	3

Maximum marks = 25

The components and the marks can be modified by the concerned BOS/Expert committee within the limit of maximum marks.

B. END- SEMESTER ASSESSMENT

The comprehensive Viva Voce Examination at the end of final Semester will be evaluated by a panel of one internal evaluator assigned by HOD and one external evaluator / a panel of two external evaluators, as may be decided by the respective BOS.

Evaluation Component	Mark
+2/ UG level questions	12
PG syllabus level questions	30
Subject of interest based questions	24
Advanced level questions	9

Maximum marks = 75

The components and the marks can be modified by the concerned BOS/Expert committee within the limit of maximum marks.

7. Grievance Redressal Mechanism

In order to address the grievance of students regarding In-Semester assessment, a two-level Grievance Redressal mechanism is established.

Level 1: Department Level: The Department cell is chaired by the HOD, Department Coordinator as member secretary and Course teacher in-charge as member. If the grievance is not redressed at the Department level, the student shall report the grievance to the College Level Grievance Redressal Cell.

Level 2: College level: College Level Grievance Redressal Cell has the Vice-Principal as the Chairman, Dean of Student Affairs as the Member Secretary and HOD of concerned Department as member.

8. Eligibility for End Semester Examination

A minimum of 75% average attendance for all the courses is mandatory to register for the examination. Condonation of shortage of attendance to a maximum of 10 days in a semester subject to a maximum of 2 times during the whole period of the programme may be granted by the College on valid grounds. Attendance may be granted to students attending University/College union/Co-curricular activities for the days of absence, on production of participation/attendance certificates, within one week, from the teacher in charge of the activity and endorsed by the Dean of Student Affairs. This is limited to a maximum of 10 days per semester. Monthly Attendance report will be published in the college website on or before the 10th of every month. Those students who are not eligible even with condonation of shortage of attendance shall repeat the semester along with the next batch after obtaining readmission.

9. Promotion to the next Semester

Those students who possess the required minimum attendance and have registered for the End Semester Examination during an academic semester are promoted to the next semester.

Those students who possess the required minimum attendance and progress during an academic semester and could not register for the semester examination are permitted to apply for Notional Registration to the examinations concerned enabling them to get promoted to the next semester.

10. Eligibility for Readmissions

An additional chance of readmission will be given to those students who could not register for the examination due to shortage of attendance. Readmitted students shall continue their studies with the subsequent batch of students. If an applicant for readmission is found to have indulged in ragging or any other misconduct in the past, readmissions shall be denied.

11. MARK CUM GRADE CARD

The College under its seal shall issue to the student a MARK CUM GRADE CARD on completion of each semester/programme, which shall contain the following information:

- (a) Name of the College
- (b) Title of the Postgraduate Programme
- (c) Name of the Semester
- (d) Name and Register Number of the student
- (e) Date of publication of result
- (f) Code, Title, Credits and Maximum Marks (ISA, ESA & Total) of each course opted in the semester.
- (g) ISA, ESA and Total Marks awarded, Grade, Grade point and Credit point in each course opted in the semester
- (h) College average (CA) of the marks of all courses
- (i) The total credits, total marks (Maximum & Awarded) and total credit points in the semester
- (j) Semester Grade Point Average (SGPA) and corresponding Grade.
- (k) Cumulative Grade Point Average (CGPA) and corresponding Grade.

The final Mark cum Grade Card issued at the end of the final semester shall contain the details of all courses taken during the study programme and the overall mark/grade for the total programme.

There shall be a College Level Monitoring Committee comprising Principal, Vice Principal as member-secretary, Dean of Academic Affairs, Controller of Examinations, IQAC Director and Administrative Assistant as members for the successful conduct of the scheme.

12. CREDIT POINT AND CREDIT POINT AVERAGE

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

$CP = C \times GP$, where C is the Credit and GP is the Grade point

Semester Grade Point Average (SGPA) of a Semester is calculated using the formula:-

$SGPA = TCP/TC$, where TCP is the Total Credit Point of that semester, ie, $\sum_1^n CPI$;

TC is the Total Credit of that semester, ie, $\sum_1^n Ci$, where n is the number of courses in that semester

Cumulative Grade Point Average (CGPA) is calculated using the formula:-

$CGPA = TCP/TC$, where TCP is the Total Credit Point of that programme ie, $\sum_1^n CP_i$; TC is the Total Credit of that programme, ie, $\sum_1^n C_i$, where n is the number of courses in that programme

Grades for the different courses, semesters and overall programme are given based on the corresponding CPA as shown below:

CPA	Grade with Indicator
4.5 to 5.0	A+ Outstanding
4.0 to 4.49	A Excellent
3.5 to 3.99	B+ Very Good
3.0 to 3.49	B Good (Average)
2.5 to 2.99	C+ Fair
2.0 to 2.49	C Marginal
Up to 1.99	D Deficient (Fail)

13. TRANSITORY PROVISION

Notwithstanding anything contained in these regulations, the Principal shall, for a period of six months from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any programme with such modifications as may be necessary.

The Principal is also authorized to issue orders for the perfect realization of the regulations.

Annexure I
(Model Mark Cum Grade Card)



CMS COLLEGE KOTTAYAM (AUTONOMOUS)
Affiliated to Mahatma Gandhi University Kottayam
(Autonomous College as per UGC order no.F.22-1/216(AC)dated 9th March 2016)

MARK CUM GRADE CARD

Section :
Name of the Candidate :
Unique Permanent Registration Number :
Degree :
Programme :
Stream :
Name of the Examination :
Date of Publication of Result :

Course Code	Course Title	Credits (c)	Marks						Grade Awarded (G)	Grade Point (GP)	Credit Point (C x GP)	College Average	Result
			ISA		ESA		TOTAL						
			Awarded	Maximum	Awarded	Maximum	Awarded	Maximum					

ISA - In - Semester Assessment, ESA – End - Semester Assessment

SGPA:

Checked by

SG:

Section Officer

Controller of Examinations

Date:

Annexure II



CMS COLLEGE KOTTAYAM (AUTONOMOUS)

Kerala, India – 686 001 Website: www.cmscollege.ac.in

e-mail: kottayamcmscollege@gmail.com Tel: 91-481-2566002, Fax: 91-481-2565002

Affiliated to Mahatma Gandhi University Kottayam, Kerala

(Autonomous College as per UGC Order No.F.22-1/216 (AC) dated 9th March 2016)

CONSOLIDATED MARK CUM GRADE CARD

Name of the Candidate:

Unique Permanent Register Number (UPRN):

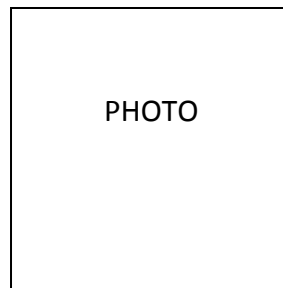
Degree:

Programme:

Stream:

Date of Birth:

Date of Eligibility for the Degree:



CMS COLLEGE KOTTAYAM (AUTONOMOUS)

Name:

UPRN:

Course Code	Course Title	Credits (C)	Marks						Grade Awarded (G)	Grade Point (GP)	Credit Point (CxGP)	College Average (CA)	Result
			ESA		ISA		Total						
			Awarded	Maximum	Awarded	Maximum	Awarded	Maximum					

Final Result

Cumulative Grade Point Average CGPA :
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Semester Summary

Sl.No	Semester	Credit	SGPA	Grade	Month/year	Result
	Semester 1					
	Semester 2					
	Semester 3					
	Semester 4					

Date:

Controller of Examinations

Annexure III



(Reverse side of the Mark cum Grade Card (COMMON TO ALL SEMESTERS))

Description of the Evaluation Process

Table 1

Grade and Grade Point

The Evaluation of each Course comprises of Internal and External Components in the ratio 1:3 for all Courses.

Grades and Grade Points are given based on the percentage of Total Marks (Internal + External) as given in Table 1

(Decimals are to be rounded mathematically to the nearest whole number)

Credit point and Credit point average

Grades for the different Semesters and overall Programme are given on a 7-point Scale based on the corresponding CPA, as shown in Table 2.

% Marks	Grade	GP
Equal to 88 and above	A+ Outstanding	5
Equal to 76 and < 88	A Excellent	4
Equal to 64 and < 76	B+ Very Good	3
Equal to 52 and < 64	B Good(Average)	2
Equal to 40 and below 52	C Marginal	1
Below 40	D Deficient (Fail)	0
	Ab Absent	

Table 2

Credit point (CP) of a paper is calculated using the formula $CP = C \times GP$, where **C is the Credit; GP is the Grade Point** Semester or Programme (cumulative) Grade Point Average of a Course/Programme is calculated using the formula

$SGPA/CGPA = \frac{TCP}{TC}$, where **TCP is the Total Credit Point; TC is the Total Credit**

CPA	Grade with Indicator
4.5 to 5.0	A+ Outstanding
4.0 to 4.49	A Excellent
3.5 to 3.99	B+ Very Good
3.0 to 3.49	B Good (Average)
2.5 to 2.99	C+ Fair
2.0 to 2.49	C Marginal
Up to 1.99	D Deficient (Fail)

NOTE

A separate minimum of 40% marks each for internal and external (for both theory and practical) are required for a pass for a course. For a pass in a programme, a separate minimum of **Grade C** is required for all the individual courses. If a candidate secures **D Grade** for any one of the course offered in a Semester/Programme **only D grade** will be awarded for that Semester/Programme until he/she improves this to **C GRADE** or above within the permitted period.

CURRICULUM

GRADUATE PROGRAMME OUTCOMES (GPO) – POST GRADUATE PROGRAMMES

At the completion of the Post Graduate Programme, the student will be able to accomplish the following programme outcomes.

GPO No.	Graduate Programme Outcomes
GPO.1	Critical Thinking: Ability to engage in independent and reflective thinking in order to understand logic connections between ideas.
GPO.2	Effective Communication: Development of communication skills for effectively transmitting and receiving information that focuses on acquiring knowledge, problem solving, improving on arguments and theories thereby paving the way for better employability and entrepreneurship.
GPO.3	Social Consciousness: Acquire awareness towards gender, environment, sustainability, human values and professional ethics and understand the difference between acting, responding and reacting to various social issues.
GPO.4	Multidisciplinary Approach: Combining various academic disciplines and professional specializations to cross borders and redefine problems in order to explore solutions based on the new understanding of complex situations.
GPO.5	Subject Knowledge: Acquiring knowledge at a higher level that would help develop the necessary skills, fuel the desire to learn and contribute to the field of expertise thereby providing valuable insights into learning and professional networking with the aim of catering to the local, national and global developmental needs.
GPO.6	Lifelong Learning: Understanding the necessity of being a lifelong learner for personal enrichment, professional advancement and effective participation in social and political life in a rapidly changing world.

PROGRAMME SPECIFIC OUTCOMES

	Intended Programme Specific Outcomes <i>Upon completion of M A History Programme, the graduates will be able to:</i>	GPO No.
PSO-1	Acquire insightful knowledge and wisdom of respective specialised topics in an appropriate manner.	1,2,3
PSO-2	Develop the theoretical grounding and practical skills for the advanced study of history and foster critical thinking in historical theory while developing a deep understanding of historical interpretations and debates in local, regional, national and international perspectives.	2,3,4,6
PSO-3	Apply technical skills to undertake independent historical research and present a clear and coherent exposition of historical ideas and materials to different spectrum of contemporary society.	2,3,4,5,6
PSO-4	Understand the dynamics of History, its significance, veracity and authenticity.	1,4,5
PSO-5	Explore the glory, uniqueness and dynamics of ancient societies, economies and polities existent in the past.	3,4,5
PSO-6	Develop attractive and advanced careers in diverse fields of the society including Government, Industry, financial sector, the service sector including teaching, or in any profession requiring good management of diverse information, analytical and writing skills	2,3,4,5

PROGRAMME DESIGN

Postgraduate syllabus of History is intended to pose challenge and inculcate critical thinking to sharp the younger minds and enhance their cognitive faculty, intellectual competence and academic originality in the respective discipline. Moreover it is abreast of the current trends of knowledge in the discipline and ensures percolation of the recent developments thereof. The papers designed are utmost relevant and efficacious for the student in the background of the academic enhancement and career building at the national and international levels. Semester I, II, and III include five core papers while semester IV have five electives.

Sl No	Course Type	No of courses	Total credits
1	Core courses	15	60
2	Elective courses	5	15
3	Viva voce	1	3
4	Dissertation	1	2
	TOTAL	22	80

PROGRAMME STRUCTURE

	Code	Course Name	Credit	Hrs/W	Total Credits
Semester 1	HY1921101	Approaches to History	4	5	20
	HY1921102	Transition from Pre-State to State Societies in Indian History	4	5	
	HY1921103	Social Formations in Kerala Till the End of <i>Perumal</i> Rule	4	5	
	HY1921104	Revenue Administration in India c.A.D.1000 to 1800	4	5	
	HY1921105	History of Social Revolutions in the World	4	5	
Semester 2	HY1922106	History of Social Institutions and Structures of Early India	4	5	20
	HY1922107	Social Formations of Kerala c.A.D.1200 - 1800	4	5	
	HY1922108	Agriculture, Crafts Production and Exchange in India from c. AD 1000 to 1800	4	5	
	HY1922109	Perspectives of Women's History and the History of Gender in India	4	5	
	HY1922110	Making of the Indian Nation: Historical Antecedents	4	5	
Semester 3	HY1923111	History and Social Theory	4	5	20
	HY1923112	History of Revolts and Protest Movements in Colonial Kerala	4	5	
	HY1923113	State and Society in India c.AD 1000 -1800	4	5	
	HY1923114	Methods or Techniques of Research	4	5	
	HY1923115	Knowledge Systems in Pre-modern India	4	5	
Semester 4	HY1924301	Ancient Civilizations of West Asia	3	5	20
	HY1924302	History of Democratic Institutions and Movements in England	3	5	
	HY1924303	Rise of Modern China	3	5	
	HY1924304	Diplomatic History of USA Since 1914	3	5	
	HY1924305	Contemporary India, Society and Economy	3	5	
	HY1924801	Dissertation	3	-	
	HY1924901	Viva Voce	2	-	
	Total				80

DETAILED SYLLABUS OF ALL COURSES

SEMESTER I

Course	Details				
Code	HY1921101				
Title	Approaches to History				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	1/I				
Type	Core				
Credits	4	Hours/week	5	Total hours	90

CO No.	<i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Make aware the students about various approaches and themes of Historical writing	R	1
2	Analyse various schools of thoughts and its impact on historiography	An	2
3	Provide an insight into the modern trends in Historical writing	U	3
4	Evaluate various social theories and its influence in historical writing	E	2,4

PSO-Program Specific Outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	Co.No.
1.0	The Origins	18	
1.1	Greeco-Roman Legacy	2	1
1.2	Renaissance	2	1
1.3	Age of Enlightenment	2	1
1.4	Indian Conceptualization of the past	2	1
1.5	<i>Ithihasa purana</i> Tradition	2	1
1.6	<i>Charitha</i> literature – Romila Thapar’s arguments	2	1
1.7	Kalhana and Rajatharangini	2	1
1.8	Indo-Persian Historiography	2	1
1.9	Indo-Persian Historiography-	2	1,2

	Nature of history writing.		
2.0	Scientific Turn	18	
2.1	Positivism and the scientific turn	3	2
2.2	Ranke	3	2
2.3	Ranke and Berlin Revolution	3	2
2.4	Marxist theory of History	3	2
2.5	New Marxist Historiography	3	2
2.6	New Marxist Historiography- Critique	3	3
3.0	The Annals Revolution	18	
3.1	Context of the founding of the School	2	3
3.2	Ecole Normale Supérieure	2	3,4
3.3	Annals- the birth of the Journal	2	3,4
3.4	Contributions of Marc Bloch and Lucien Febvre	3	3,4
3.5	Second Generation and Braudel's geo-structural approach	2	3,4
3.6	Total history	2	3,4
3.7	Third generation and the mentalities history	3	4
3.8	Cultural/linguistic turn- Legacy of the School.	2	4
4.0	Post Modern Challenge	18	
4.1	Impact of Post Modernism on history	3	4
4.2	Foucault's perspectives of history	3	4
4.3	Derrida and Post Structuralism	3	4
4.4	Hayden White and the linguistic turn in history	3	4
4.5	Critique of Post Modern History	3	4
4.6	Post Colonial histories	3	4
5.0	Next Door Histories	18	,
5.1	History from Below-Grass Root History	4	4
5.2	Subaltern Historiography Critique	4	4
5.3	History of Everyday Life	3	4
5.4	Women's History	4	3,4
5.5	Oral History	3	3,4

Readings

1. Anderson, Perry, *In the Tracks of Historical Materialism*, University of Michigan, 1983
2. Arato, Andrew. Gebhardt, Eike., *The Essential Frankfurt School Reader*. Bloomsbury Academic.,1982
3. Barnes, H E, *History of Historical Writing*. Dover. New York, 1963
4. Bentley, Michael, *Companion to Historiography*. Routledge World Reference. Taylor&Francis, 1997

5. Burguiere, Andre, *The Annales School: An Intellectual History*. Cornell University Press. 2009
6. Burke, Peter, *The French Historical Revolution: The Annales School, 1929-89*. Stanford University Press. 1990
7. Carol, Berenice A, 1976. *Liberating Women's History*, University of Illinois Press, 1976
8. Chakrabarty, Dipesh, *Provincialising Europe: Post colonial thought and historical difference*. Princeton University Press, 2008
9. Cohen, G. A. (Expanded Ed Edition). *Karl Marx's Theory of History*. Princeton University Press, 2000
10. Fanon, Frantz, *The Wretched of the Earth*. New York. Grove Press, 1991
11. Foucault, Michel, *The Archaeology of Knowledge*. Psychology Press. Routledge, 2002
12. Guha, Ranajit, ed. 1982. *Subaltern Studies I*. OUP, 1982
13. Guha, Ranajit, 'Introduction'. In *Subaltern Studies Reader*. OUP, 1998
14. Gutting, Gary, *The Cambridge Companion to Foucault*. Cambridge University Press, 2005
15. Iggers, George G, *Global History of Modern Historiography*. Pearson education, 2010
16. Jenkins, Keith, *On What is History? From Carr and Elton to Rorty and White*. Routledge, 1995
17. Jenkins, Keith, *The Post Modern History Reader*. Routledge, 1997
18. Lenzer, Gertrude, *Auguste Comte and Positivism: The Essential Writings*. Transaction Publishers, 1998
19. Luce T.J, *The Greek Historians*. Routledge, 2002
20. Ludtke, Alf, *The History of Everyday Life*, Princeton University Press, 1995
21. Marwick, Arthur, *The Nature of History*. Macmillan Education, 1989
22. Marwick, Arthur, *The Nature of History New*. Lyceum Book, 2001
23. Mills, Sara, *Michel Foucault*. Routledge, 2003
24. Momigliano, Arnaldo D, *The Classical Foundations of Modern Historiography*, Berkeley University of California Press, 1990
25. Moosvi, Shireen. 'Medieval Indo Persian Historiography'. In Bharti Ray, *Different Types of History*, 2009
26. Mukhia, Harbans, *Historians and Historiography during the reign of Akbar*. Vikas publishing House, New Delhi, 1976
27. Mukhia, Harbans. Maurice Aymard. *The French Studies in History-Vol 1, The Inheritance*. Orient Longman
28. Mukhia, Harbans. Maurice Aymard. *The French Studies in History-Vol 2, The Departures*. Orient Longman.
29. Nora, Pierre. Lawrence D. Kritzman. 1996. *Realms of Memory: Conflicts and Divisions*. Columbia University Press.
30. Perry, Matt, *Marxism and History*. New York. Palgrave, 2002
31. Said, Edward, *Orientalism*. Penguin Books, 2001
32. Scott, Joan. 'Women's History'. In Peter Burke. ed. *New Perspectives on Historical Writings*. UK. Polity Press, 1991
33. Smith, Steven, *Reading Althusser, An Essay on Structural Marxism*. Cornell University Press, 1984
34. Thapar, Romila, *Interpreting Early India*. OUP. New Delhi, 1994
35. Thapar, Romila, *Cultural Pasts*, Section I. OUP. New Delhi, 2000
36. Thompson, E P, 'History from Below'. In *The Essential Thompson*, ed. Dorothy Thompson, 481-9. New York. The New Press, 2001

37. Thompson, E.P, *The Making of the English Working Class*. Penguin Books, 1980
38. Thompson, Pau,*The Voice of the Past: Oral History*. OUP,2000
39. Upadhyay, Shashi Bhushan, *Historiography in the Modern World*. OUP. New Delhi,2016
40. Upadhyay, Shashi Bhushan,. *Historiography in the Modern World*. OUP. New Delhi,2016
41. Upadhyay, Shashi Bhushan,*Historiography in the Modern World*,OUP,NewDelhi, 2012.
42. Upadhyay, Shashi Bhushan,*Historiography in the Modern World*. OUP. New Delhi. 2016

Course	Details				
Code	HY1921102				
Title	Transition from Pre-state to State Societies in Indian History				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	1/I				
Type	Core				
Credits	4	Hours per week	5	Total hours	90

CO No.	<i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Understand the transitional processes of early societies in the Indian Subcontinent	U	5
2	Analyse the archaeological sources and Pre historic cultures in India	An	5
3	Compare the evolutionary changes in Indian Culture through ages	Ap	1
4	Analyse different political developments in ancient India	An	5
5	Evaluate the state formations in ancient India	E	3

PSO-Program Specific Outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	CO.No.
1.0	Historiographical Considerations	18	
1.1	State and Society as represented in Colonial Writings	3	3
1.2	Oriental Despotism and Asiatic Society	3	3
1.3	Asiatic Mode of Production Debate	3	3
1.4	Insights from Social sciences	3	3
1.5	Theoretical Preliminaries: a) Pre-State and State Situations	3	3
1.6	Formation of the State	3	3
2.0	The Question of State and Harappan Civilization	18	
2.1	Political Organization	3	5
2.2	The Harappan Society	4	1,5
2.3	Archaeological Evidences for the Harappan State	4	2
2.4	The Unicorn: Lineage Organization and the Mode of Political Expansion	3	2,5

2.5	Characterization of the Harappan State.	4	5
3.0	The Post-Harappan Scenario	20	
3.1	Political Processes in the Rig Veda	3	1,5
3.2	Pre-state situation in the Middle Ganga Valley	3	1,5
3.3	Lineage Society	3	1
3.4	Processes of transition from Lineage to State	3	5
3.5	State and the Varna system	3	4
3.6	Political structure of the Mahajanapadas	3	4
3.7	Emergence of Monarchy in the Gangetic North India	2	4
4.0	The Pre-Mauryan Political Scenario	18	
4.1	The Tribal confederacies	3	4
4.2	The Structure of the Nanda Monarchy	3	4
4.3	The Formation of the Mauryan Empire	3	4
4.4	The Structure of the State under Asoka	3	3,4
4.5	The Form of the state in the Arthasastra	3	3,4,5
4.6	The Recent Interpretations of the Mauryan State	3	1
5.0	Post-Mauryan and Gupta Political Scenario	16	
5.1	Structure of State under Sungas, Kanvas	4	4,5
5.2	State and Society under Indo Greeks-Satavahanas	4	4,5
5.2	The State and Society under Guptas	4	4,5
5.3	Feudalism Debate	4	1

Readings

1. Claessen, H.J.M. and P. Skalinik ,The Early State, The Hague, 1978,
2. Fussman, Gerard, "Central and Provincial Administration under the Mauryas", Indian Historical Review, 1978
3. Kosambi, D.D., An Introduction to the Study of India History, Bombay, 1956.
4. Krader, L. The formation of the State, London, 1968
5. Mabbet, I.W., Truth, Myth, and Politics in Ancient India, Oxford University Press, New Delhi, 1980.
6. Ratnagar, Shereen, Enquiries in to the Political Organization of Harappan Society, Ravish Publishers, Pune, 1991
7. Roy, Kumkum, Emergence of Monarchy in North India, Oxford University Press, New Delhi, 1995
8. Sharma, R.S., Aspects of Political Ideas and Institutions in Ancient India, Mac Millan, New Delhi, rpt. 1990
9. Sharma, R.S., Material Culture and Social Formations in Ancient India, Mac Millan, New Delhi, 1983.

10. Sharma, R.S., The State and Varma Formation in the Mid-Ganga Plains, Manohar Publications, New Delhi, 1996
11. Thapar, Romila, Asoka and the Decline of the Mauryas, Oxford University Press
12. Thapar, Romila, From Lineage to State, Oxford University Press, 1984
13. Thapar, Romila, The Mauryas Re-visited, K.P. Bagchi & Company, New Delhi, 1984

Course	Details				
Code	HY1921103				
Title	Social Formations in Kerala till the End of the Perumal Rule				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	1/I				
Type	Core				
Credits	4	Hours per week	5	Total Hours	90

CO No.	<i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Analyze the 3 geographical divisions of Kerala	An	5
2	Recognize the influence of <i>Tinai</i> s in the living condition of the people	R	5
3	Locate the extent of stone age period in Kerala	U	4,5
4	Identify the remote ancient political institutions existed in Kerala	R	2,5
5	Realize the transition of local political authority to a power structure	R	1,3
6	Differentiate the agricultural methods adopted by the people in different ages	E	6
7	Distinguish the life style of old social order and new social order	An	5
8	Imbibe the social conditions that led to the emergence of Bhakti cult	E	5

PSO-Program Specific Outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	CO.No.
1.0	Geography and Environment	18	
1.1	Geographical and Environmental Features of Kerala	2	1
1.2	Archaeology of the Landscape	2	1
1.3	History of Human Adaptation to the Environment	2	3
1.4	Pre-historic Evidences	3	3
1.5	The Stone Ages	2	3
1.6	The Iron age societies and their Remains	2	3
1.7	Typology and Extent	3	3
1.8	The Nature of the Social formation	2	5
2.0	The Social Formation of Clans and Chiefdoms	18	
2.1	Eco-systems, Clans and Means of subsistence	3	2
2.2	Material Cultures	3	2

2.3	Forms of Exchange and Transmarine Contacts	3	2
2.4	The Structure of the Chiefdom Polity	3	2,4
2.5	The Power Structure Chera chiefdom	3	2,4
2.6	The features of the Social Formation	3	2,4
3.0	The Dissolution of the Social Formation of Clans and Chiefdoms	18	
3.1	The changing processes- Indications of a Dissolution	2	5
3.2	Crisis in the Social Formation	2	5
3.3	Shift in the Dominant Economy	3	6
3.4	Emergence of Paddy Fields and the Expansion of Organized Agriculture	3	6
3.5	The Transformation of clans into Hereditary Occupation Groups and <i>jatis</i>	3	6
3.6	The Emerging Social Form of Labour Appropriation of a New Political Structure	3	6
3.7	Towards the Making of a New Social Formation	2	6
4.0	The Agrarian Social Formation	18	
4.1	Consolidation of Brahman Settlements	4	6
4.2	The Thirty-two settlements and their landscape ecosystem	4	4
4.3	Paddy Production as the Dominant Economy	3	6
4.4	The Pulayas and the <i>Atimai</i> form of labour appropriation	4	6
4.5	The Institution of the <i>Karanmai</i> system	3	6
5.0	Temple-oriented Society	18	
5.1	<i>Brahmasvam</i> and <i>Devasvam</i> - The Temple's pivotal position in socio economic processes	3	4
5.2	The Temple movement and the Alvars and Nayanars	3	4,6
5.3	Social Implications of the bhakti cult	3	5
5.4	Trade, Trading corporations and Forms of Exchange	3	4
5.5	Structure of Land Relations	3	4,6
5.6	The Character of the Social Formation: Conceptual consideration.	3	5,6

Readings

1. Aju.K.Narayanan, *Keralathile Budhamatha Paramparyam Naatarivilude*(SPCS,
2. Elamkulam P.N. Kunjan Pillai, *Studies in Kerala History*
3. Kesavan Veluthat, *Brahmin Settlements in Kerala*
4. Kesavan Veluthat, *The Early Medieval in South India*
5. M.G.S. Narayanan & Kesavan Veluthat, 'Bhakti Movement in South India' in S.C.

6. M.G.S. Narayanan, Cultural Symbiosis of Kerala
7. M.G.S. Narayanan, *Kerala Charitrathinte Atisthana Silakal*
8. M.G.S. Narayanan, Perumals of Kerala
9. Malik, ed., Dissent and Protest in Early Indian Traditions, ShimlaNBS.2012)
10. P.J. Cheriyan (ed), Perspectives of Kerala History (Gazetteers, Govt. of Kerala)
11. Raghava Varier & Rajan Gurukkal ,*Kerala Charitram* .
12. Rajan Gurukkal & Raghava Varier eds: Cultural History of Kerala, Vol.I(Cultural Publications, Govt. of Kerala)
13. Rajan Gurukkal, Kerala Temple and the Medieval Agrarian System.

Course	Details				
Code	HY1921104				
Title	Revenue Administration in India c.A.D1000-1800				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	1/I				
Type	Core				
Credits	4	Hours per week	5	Total Hours	90

CO No.	<i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Focus on revenue administration to enable the students to learn the nature of resources and modes of their management in the past.	U	1
2	Develop insights in to the art of management of resources and their allocative efficiency in historical perspective	Ap	2,3
3	Analyse the various aspects of revenue administration in India from AD 1000 to 1800	An	4,5
4	Evaluate the economy of various ruling dynasties in India from AD 1000-1800	E	6

PSO-Program Specific Outcome; CO-Course Outcome; Cognitive Level: R-Remember; U- Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	CO.No.
1.0	Revenue Administration in the Sultanate of Delhi	18	
1.1	Methods of Land classification and assessment of agriculture	3	1,2
1.2	Types of agricultural revenue under the Sultans	3	1,2
1.3	Rates and modes of revenue exaction	3	1,2
1.4	Land relations and dues	3	1,2
1.5	<i>Ijarasystem</i> and hereditary <i>Jagir</i>	3	3
1.6	The <i>Iqtasystem</i> .	3	3
2.0	Revenue Administration in the Chola Kingdom	18	
2.1	The Agriculture in the Chola Kingdom	4	1,2,3
2.2	Land Relations and Land revenue System	4	1,2,3
2.3	<i>Puravuvvari Tinaikkalam</i>	3	1,2,3
2.4	Kinds and Forms of land dues	3	1,2,3
2.5	Taxation under the Chola Kings.	3	
3.0	Revenue Administration under Mughal Empire	18	
3.1	Sher Shah's Revenue System	3	1,2,3,4

3.2	Land classification and Assessment	3	1,6
3.3	<i>Batai, Kankut and Zabti</i>	3	1,2,3,6
3.4	Akbar's adoption of the system and changes	2	1,2,3,4
3.5	The Mughal system of land assessment	2	1,2,3,4
3.6	The taxation system under the Mughals	3	3,4
3.7	Mansabdari system.	2	1,2,3,4
4.1	Agricultural Revenue in the Vijayanagara Kingdom	15	
4.1	Extent of Agriculture in the Vijayanagara Kingdom	4	1,2,3,4
4.2	Land classification - Revenue Assessment	4	1,2,3,4
4.3	The tenurial relations and the nature of due	4	2,6
4.5	The <i>Nayankara</i> System.	3	4,6
5.0	The Beginning of European Land control and Appropriation	21	
5.1	East India Company's acquisition of <i>Dewani</i>	3	1,2,3,4
5.2	The Cornwallis System of the Permanent Settlement	3	1,2,6
5.3	The company official's Understanding of the Zamindars as the Indian Counterpart of the Landlords in England	5	1,2,3,4
5.4	The changing Character of the <i>Zamindari</i> system	4	1,2,3,4
5.5	The <i>Ryotwari</i> System	3	1,2,3,4
5.6	The <i>Mahalwari</i> System.	3	1,2,6

Readings

1. Lallanji Gopal, Economic Life of Northern India, A.D. 700-1200 Delhi. Johns, 1965
2. Deyell, Living without Silver, Oxford University Press New Delhi, NilakantaSastri, The Cholas, Madras University Publications, 1999
3. P. Shanmughan, Revenue System of the Cholas 850-1279 (New Era Publications, Madras)
4. Y. Subbarayulu, South India under the Cholas, Oxford University Press, 2012
5. Irfan Habib, An Atlas of the Mughal Empire, Oxford University Press, 2012
6. Irfan Habib, Agrarian System of Mughal India, Oxford University Press, New Delhi
7. Moreland. W. Agrarian System of Moslem India, D.K. Publishers, New Delhi
8. Tapan Raychaudhari and Irfan Habib (eds) The Cambridge Economic History of India Volume 1, Orient Longman and Cambridge University Press, Shireen Moosvi, The Mughal Economy, Oxford University Press
9. J.F. Richards, The Mughal Empire 1-5, The New Cambridge History of India, Cambridge University Press
10. Burton Stein, Vijayanagara 1-2, The New Cambridge History of India
11. Burton Stein, Peasant state and Society in Medieval South India, Oxford University Press, New Delhi
12. Bipan Chandra, Rise and Growth of Economic Nationalism, Peoples Publications, New Delhi
13. Karashima, Noburu, South Indian History and Society, Oxford University Press

Course	Details				
Code	HY1921105				
Title	History of Social Revolutions in the World				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	1/I				
Type	Core				
Credits	4	Hours per week	5	Total Hours	90

CO No.	<i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Provide good awareness about the major social revolutions of the modern world	R	1
2	Understand the linkage between the socio economic revolutions of the modern world	U	2
3	Compare major revolutions that caused significant changes in the society	E	4
4	Analyze the impact of revolutions in world history	An	5
5	Understand the social implications of modern revolutions.	U	3

PSO-Program Specific Outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	CO.No.
1.0	The Scientific Revolution and the Enlightenment	18	
1.1	Scientific revolutions as paradigm shifts	1	3
1.2	Copernican revolution in astronomy and the replacement of the geocentric theory	2	3
1.3	Bacon and the methodological revolution	2	3
1.4	Newton and the “laws of nature”	2	3
1.5	Leibniz and Calculus	2	3
1.6	The Cartesian position	2	3
1.7	The impact of Scientific revolution in the perception of nature and society	2	3
1.8	The Enlightenment and the hopes about Social laws	2	3
1.9	D’Alembert and the Encyclopedia- the Salons		3
1.10	Enlightenment as the intellectual expression of the bourgeoisie coming of age.	3	3
2.0	The Industrial Revolution	18	
2.1	The inventions and discoveries	2	2,4,5
2.2	The factory system replaces the guild system of	3	2

	production		
2.3	Changes in the means and, relations of production	3	2
2.4	Impact of society and economy	3	5
2.5	The intellectual impact	3	4
2.6	Economics, political theory and sociology	3	5
2.7	Literature.	1	4
3.0	The French Revolution	18	
3.1	The ancient regime - economic, social and political issues	3	1
3.2	The warming of the aristocracy and the self-assertion of the bourgeoisie	3	1
3.3	The ideological role of the philosophers	3	4,5
3.4	The 'crowd' in the French Revolution	3	4,5
3.5	The effect in the country side	2	2
3.6	Principles of the revolution and their fulfillment plan	2	2
3.7	The continental impact - reactions.	2	2
4.0	The Russian Revolution	20	
4.1	The Tzarist despotism in Russia	3	1
4.2	Westernization and its problems	2	2
4.3	Contradictions in Russian society	3	1
4.4	Marx and Russia	3	4
4.5	Mensheviks and Bolsheviks	3	1
4.6	The Leninist coup- Nationalization	3	4
4.7	NEP and Five Year Plans	3	4,5
5.0	The Chinese Revolution	16	
5.1	Basic Features of Mao Zedong Thought	4	1
5.2	Redirecting the Revolution: The Reform Ideology of Deng Xiaoping	5	2
5.3	One nation, Many people's: Han and Non-Han in the making of the PRC.	7	1,4

Readings

1. A.J. Stavrianos, World since 1500, New York, 1981
2. Rodney Hilton Ed. The Transition from Feudalism to Capitalism London, 1982, Verso Editions
3. Maurice Dobb, Studies in the Development of Capitalism, Routledge & Kegan Paul, London, 1972
4. Crane Briton, Anatomy of Revolutions
5. Alfred Cobban, Aspects of the French Revolution
6. Albert Soboul, French Revolution
7. G. Lefebvre, French Revolution, 2 Vols.
8. E.J. Hobsbawm, Industry and Empire, Penguin Publishers, Sphere Books Ltd. 1989
9. E.J. Hobsbawm, Age of Extremes, Viking Publishers, Indian Edn. Rupa Co.

10. E.J. Hobsbawm, Age of Revolution, Penguin, Sphere Books Ltd. 1989
11. R.R. Plamer, A History of Modern World, Macmillan, London, 1976
12. L. Huberman, Man's Worldly Goods, Peoples Publishing House, New Delhi
13. E.H. Carr, A History of Soviet Russia, 3 vols.
14. E.H. Carr, Russian Revolution, 1917-1921
15. W.H. Chamberlin, The Russian Revolution, 1917-1921
16. Harry Magdoff, Imperialism, Routledge & Kegan Paul, London
17. Wallerstein, Historical Capitalism Verso, London 1984
18. Andre Gunther Frank, Latin America and Underdevelopment, Monthly Review Press, New York, 1969
19. Suyin Han, The Morning Deluge: Mao Tse -Dung and the Chinese Revolution, 1893-1952 London : Jonathan Cape, 1972
20. Immanuel C.Y. Hsu, The Rise Modern China (2d ed) New York: Oxford University Press, 1975
21. Jerome Chen, Mao and the Chinese Revolution, Andre Gunther Frank, Latin America: Under Development of Revolution, Monthly Review Press, New York, 1978
22. T.K. Hopkins & I. Wallerstein, World Systems analysis: Theory and Methodology, Sage Publishers, New Delhi 1982.

SEMESTER II

Course	Details				
Code	HY1922106				
Title	History of Social Institutions and Structures of Early India				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	1/II				
Type	Core				
Credits	4	Hours/week	5	Total Hours	90

CO No.	<i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Understand the history of institutions and structures of early societies in the Indian subcontinent	Ap	1,2
2	Analyze the historical process of <i>Jati</i> system	Ap	3,4
3	Understand how the institutions evolved and worked in the past societies	E	6
4	Recognize the basic historical roots of early social and religious institutions	Ap	4
5	Contrast the early Vedic social institutions and later Vedic institutions in early India	E	6

PSO-Program Specific Outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	Co.No.
1.0	Institutions of the Vedic Society	18	
1.1	Vedic Literature	2	4
1.2	Historical context of social, economic, political and religious institutions	3	1
1.3	<i>Gotra and Pravara</i>	1	1
1.4	<i>Varna and Kula</i>	2	2
1.5	<i>Dasya, Vidatha,</i>	2	2
1.6	<i>Gana, Gopa and Samiti</i>	2	2
1.7	<i>Yajna, and Sulka</i>	1	2
1.8	<i>Dana and Dakshina</i>	1	4
1.9	Pastoral tribal social structure with slave labour	3	4
2.0	The character of the Vedic religious Institutions	18	
2.1	<i>Purusharthas</i>	1	3

2.2	<i>Varnasramadharma</i>	1	3
2.3	Marriage system	1	3
2.4	The Brahmana-Sramana dichotomy	3	3
2.5	The Jain, Ajivika, and Buddhist religious orders	4	3,6
2.6	The institution of <i>Sangha</i> , <i>Samaja</i>	2	6
2.7	<i>Puga</i> and the <i>Sartha</i>	1	6
2.8	The <i>Grama</i> ; <i>Janapada</i> , <i>Nagara</i> and <i>Pattina</i>	2	6
2.9	The stratified Varna society with slave labour	3	4
3.0	From Varna to Jati	18	
3.1	The historical process of the information of <i>jatis</i>	3	6
3.2	The System of hereditary occupation and endogamy	3	4
3.3	Taxation in the age of Mauryas	3	3
3.4	Variety of taxes	3	3,4
3.5	The <i>Parishad</i>	3	6
3.6	The continuity and change in the stratified Varna society based of slave labour.	4	4,6
4.0	The Hierarchically stratified Jati Society	18	
4.1	The Institution of land grants	3	6
4.2	<i>Mahadanas</i> : <i>Hiranyagarbha</i> , <i>gosahasra</i> and <i>tulabhara</i>	2	4,6
4.3	The proliferation of <i>Jatis</i> or the phenomenon of <i>Sankirnajati</i>	3	6
4.4	The institutional character of kingship- <i>Chakravarthy</i> model of kingship and the consecration	2	6
4.5	High Sounding royal titles	1	6
4.6	The institution of land dues and service tenure	2	6
4.7	The bhakti cult under the <i>bhagavatha movement</i>	1	4,6
4.8	The formation of tenurial hierarchy	2	4,6
4.9	Hierarchically stratified <i>jatis</i> society based on forced labour (<i>vishti</i>)	2	4,6
5.0	Early Historic Society in Tamilakam	18	
5.1	<i>Aintinai</i> and social grouping	3	4,6
5.2	Economic, social, political structures and institutions	3	1,2
5.3	<i>Ventan</i> , <i>Velir</i> , <i>Kizhar</i> levels of the chiefdom	3	4
5.4	The politics of raids and redistribution, The institution of <i>Kotai</i>	4	4,6
5.5	<i>Panas</i> and the <i>Pattut</i> tradition	2	1,2
5.6	The flowers symbolism - <i>Untattu</i> - <i>Vatakkiruttal</i> – <i>Velan Veriyattu</i> - <i>Kuravaikuttu</i> -the <i>Kalavu</i> and <i>Karpu</i>	3	1,4

Readings

1. D.R. Chanana, Slavery in Ancient India, Delhi 1960
2. S. Chattopadhyaya, Social Life in Ancient India, Calcutta, 1965
3. Romila Thapar, From Lineage to State, Oxford University Press.
4. Uma Chakravathy, Social Dimensions of Early Buddhism, Motilal Banarsidas, Delhi, 1984.
5. D.D. Kosambi, An Introduction to the Study of Indian History, Bombay, 1956.
6. R.S. Sharma, Material Culture and Social Formations in Ancient India, Oxford University Press, 1983
7. R.S. Sharma, Sudras in Ancient India, Motilal Banarsidas, New Delhi, 1980.
8. R.S. Sharma, Aspects political ideas and Institutions in Ancient India, Motilal Banarsidas, New Delhi, 1959.
9. R.S. Sharma, Indian feudalism, Motilal Banarsidas, New Delhi, 1980.
10. K.K. Pillay, Social History of the Tamils, Madras University Publication.
11. Rajan Gurukkal & Raghava Varier eds. Cultural History of Kerala, vol. I, Department of Cultural Publication, Trivandrum.
12. Shashibushan Upadhyaya, Historiography in the Modern World, OUP, 2016
13. John Tosh, Pursuit of History. Rutledge, 2005.

Course	Details				
Code	HY1922107				
Title	Social Formations of Kerala from c. A.D.1200 to 1800				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	1/II				
Type	Core				
Credits	4	Hours/week	5	Total Hours	90

CO No.	<i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Remember the social formation on the eve of the colonial rule	Ap	4
2	Analyse the social formation of Kerala under the <i>Naduvazhis</i>	Ap	3,4
3	Understand the structure of land relations	E	6
4	Recognize the students to grasp the changes in property relations	Ap	4,5
5	Identify the expansion of agrarian settlements	U	1, 2

PSO-Program Specific Outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	Co.No.
1.0	Agrarian Expansion in Kerala: Historical Antecedents	12	
1.1	Expansion of agrarian settlements	3	4
1.2	Growth of the <i>Upagramas</i>	2	4,6
1.3	Changes in the property relations	3	1,2
1.4	Proliferation of temples	4	1,2
2.0	Growth of <i>Nadus</i>	16	
2.1	The <i>Nadus</i>	2	1
2.2	The consolidation of the <i>Naduvazhi Swarupams</i>	3	1
2.3	Expansion of the <i>Parambu/Purayitameconomy</i>	3	2
2.4	Expansion of Commercial Crops	3	2
2.5	Crafts Production and Towns	2	2
2.6	Monetization and Trade	3	2
3.0	The Nature of the Social Formation	17	
3.1	The Political Growth of <i>Otti</i> and <i>Panayam</i>	3	3
3.2	Money lending and the beginning of the alienation of the <i>Kanam</i> lands	4	3

3.3	The Emerging Overseas Links	2	3
3.4	Learning and knowledge Systems	2	3
3.5	Agrarian Technology and Forms of Labour Obligations	3	3,6
3.6	The <i>Jatisystem</i>	3	6
4.0	The Structure of Land Relations	20	
4.1	Difference and Uniformities of Land system in Venad, Ernad and Kolattunad	8	5
4.2	The Changes in the in Roles and Functions of the Temple	8	5
4.3	The Temple and Brahmin Land Control	4	5
5.0	The Nature of Land control and Structure of Political Power in Venad	25	
5.1	The Nature of <i>Samutiris</i> Revenues and Political Power	6	6
5.2	The <i>Ambalappatis, Desappatis</i>	4	4,6
5.3	The diffused nature political power in Kolattunad	5	6
5.4	The overall features of Land System	5	6
5.5	The Juridico- political Structure- Ideology and Religious Life.	5	6

Readings

1. M.R. Raghava Varier, *Keraleeyata: Charitramanangal*, Vidyapeetham.
2. M.R. Raghava Varier, *Madhyakala Keralam- Charitram, Samootham*, Chintha Publications, Trivandrum.
3. KN. Ganesh, *Keralathinte Innalekal*
4. M.G.S. Narayanan ed. *Vanneri Granthavari*, Calicut University
5. M.R. Raghava Varier, ed. *Keralololpatti*, Calicut University
6. K.K.N. Kurup ed., *Kootali Granthavari*, Calicut University
7. Unnikrishnan Nair ed. *Tiruvalla Granthavari*, Nos. 1 & 2 Mahatma Gandhi University.
8. K. V. Krishna Iyer, *Zamorins of Calicut*, Calicut University
9. P.K.S. Raja, *Medieval Kerala*, Navakerala Co-operative Publishing House, Calicut
10. P.K. Balakrishnan, *Jativyavasthayum Keralacharitravum*
11. N.M. Namboodiri, *Smootiriyute Kanappurangal*, Vidyapeetham.
12. P.J. Cheriyan (ed) *Perspectives of Kerala History*, State Gazetteers Department, Govt. of Kerala
13. Kesavan Veluthat, *The Early Medieval in South India*

Course	Details				
Code	HY1922108				
Title	Agriculture, Crafts Production and Exchange in India from c. A.D. 1000 to 1800				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	1/II				
Type	Core				
Credits	4	Hours/ week	5	Total Hours	90

CO No.	<i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Remember the major economic processes of the Indian subcontinent in the 11 th to 19 th centuries.	Ap	4
2	Analyze the coinage and currency of different dynasties in the context of means of payment and measure of value.	Ap	3,4
3	Understand the importance of agriculture, various industries, trade and the process of urbanization.	E	6
4	Recognize the students the interconnectedness of agriculture, crafts production, exchange and urban growth.	Ap	4
5	Identify the economy of various ruling dynasties in India from AD 1000-1800	U	1, 2

PSO-Program Specific Outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	Co.No.
1.0	Extent of Agriculture in the Sultanate of Delhi	18	
1.1	Technology of agriculture	3	4
1.2	Aspects of irrigation - Agrarian relations	3	1,2
1.3	Growth of Crafts, Commerce and Towns	4	4
1.4	Trade, Traders and Trade routes in the Sultanate	4	6
1.5	Monetization and Coins	4	1
2.0	Agrarian Expansion in the Godavari, Krishna, Kaveri and Periyar banks	18	
2.1	Agrarian technology - Tank irrigation	4	1
2.2	Agrarian relations - Crafts production and Trade in	3	1

	the Deccan and Southern India		
2.3	Long distance trade and <i>Nagarams</i>	3	2
2.4	Temples and Merchant Corporations like <i>Tinai-Ayirattainnuruvar, Manigamam, Nanadesi</i>	4	2
2.5	Monetization and Commercialization - Coins and Currency.	4	2
3.0	Extent of Agriculture in the Mughal Empire	18	
3.1	Irrigation Technology - The Persian Wheel	2	3
3.2	Agrarian Relations - Crafts, Trade and Urban growth	3	3
3.3	Local Exchange and Credit	3	3
3.4	Foreign Trade and Traders and Trade routes	3	3
3.5	Ganys and Serais	3	3,6
3.6	Commercialization of Agriculture Coins and Currency	4	6
4.0	Extent of Agriculture in the Vijayanagara Empire	18	
4.1	Aspects of agrarian technology - Agrarian relations	5	4
4.2	Crafts, Commerce and Towns - Coins of Vijayanagar	5	1,2
4.3	Inland and Transmarine Trade - Overseas trade and the growth of Indian Ocean' trade network	4	4,6
4.4	Merchant Capital and the Role of Indian Merchant in the Asian Trade System'	4	4,6
5.0	The Debate on 'Commercial Capitalism' in Pre-colonial India	18	
5.1	The beginnings of European trade and commerce	4	6
5.2	Growth of crafts production	4	4,6
5.3	The textile industry in Western India	5	6
5.4	Expansion of export trade	5	6

Readings

1. Lallanji Gopal, Economic Life of Northern India A.D. 700-1200 Delhi. 1965
2. Nilakanta Sastri, The Cholas, Madras University Publications Kenneth Hall, Trade and Statecraft in the Age of the Cholas, Abhinav Publications, New Delhi.
3. Mohammad Habib, Politics and Society in Medieval South India.
4. B.D. Chattopadhyaya, Coins and Currency in Medieval South India, Munshiram Manoharlal New Delhi.
5. Burton Stein, Peasant State and Society in Medieval South India, Oxford University Press, New Delhi.
6. Burton Stein, Vijayanagara 1-2, The New Cambridge History of India.
7. Irfan Habib, The Economic History of Medieval India, Tulika Publications, New Delhi, 2001.
8. Irfan Habib, Agrarian System of Mughal India, Oxford University Press.
9. Moreland, W., Agrarian System of Moslem India, D.K. Publishers Delhi.
10. Tapan Raychaudhari and Irfan Habib (eds.) The Cambridge Economic History of India
11. Volume 1, Orient Longman and Cambridge University Press.
12. Keasavan Veluthat, The Political Structure of Early Medieval South India, Cambridge University Press
13. Irfan Habib, Essays in Indian History, Tulika Publications, New Delhi

15. Satish Chandra, Medieval India, New Delhi
16. Musaffar Atam, The Crisis of Mughal Empire, Oxford University Press.
17. Musafar Alam & Sanjay Subrahmanian (ed) ,Mughal North India, Oxford University Press..
18. H.K. Nagvi, Urbanization Urban Centres under the Great Mughals, Oxford University Press.
19. K. Polanyi, H.Pearson (ed) Trade and Market in Early Empires.
20. K.N. Chaudhari, Asia before Europe: Economy and Civilization of the Indian Ocean
21. from the Rise of Islam to 1750.
22. Ashin Dasguptha & M.N. Pearson (ed.) The Indian Ocean -Political Economy of Commerce
23. SanJay Subrahmaniyan, Political Economy of Commerce
24. S. Arasarahnan, Merchants, Companies and Commerce in the Coromandel Coast.
25. Ashln dasguptha, Indian Merchants and tlie Decline of Surat
26. Kanakalatha Mukund, The World of Tamil Merchant.
27. Appadorai, Economic Conditions in Southern India (100-1500), Madras University Publications.
28. N. Venkataramanayya, Studies in the History of the Third Dynasty of Vijayanagara
29. A.I.Chicherov, India: Economic Development in 16th - 18th Centuries.
30. Shireen Moosavi, Economy of the Mughal Empire, Oxford University Press.
31. Y. Subbarayalu, South India under the Cholas (OUP)

Course	Details				
Code	HY1922109				
Title	Perspectives of Women's History and the History of Gender in India				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	1/II				
Type	Core				
Credits	4	Hours/week	5	Total Hours	90

CO No.	<i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Remember the students the conceptual and methodological innovations brought into the discipline of Women's History	Ap	4
2	Analyze the emerging themes of Gender Studies in Indian Historiography	Ap	3,4
3	Understand feminist historical scholarship upon the colonial-modern period, and upon certain regions.	E	6
4	Provide insights on Gender History and a whole set of new questions that enter into the conceptual and political domains of the mainstream historical scholarship	Ap	4,5
5	Provide knowledge about Women's Movement in Post-Independent India	U	1, 2

PSO-Program Specific Outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	Co.No.
1.0	Women's History	18	
1.1	Feminism and the critique of knowledge	3	4
1.2	History as male-centered knowledge the challenge of women's History	4	1
1.3	Major debates over the agenda of women's history	4	2
1.4	Methodological innovations	3	2,4
1.5	Concept of gender – Engendering – Patriarchy.	4	1,2

2.0	International Scenario of Women's History	18	
2.1	Feminist Movement in England	4	1
2.2	Feminist Movement in USA	4	1
2.3	Feminist Movement in Germany	4	2
2.4	Feminist Movement in Japan	3	2
2.5	Feminist Movement in France	3	2
3.0	The Turn of Feminist History in India	18	
3.1	Indian women in the writings of Colonial Historians	3	3
3.2	National historians and the 'Women's Question'	3	3
3.3	Marxist history and Sexual inequality	2	3
3.4	The coming of women's history into the Indian Scene	2	3
3.5	Critique of the dominant ways of understanding	3	3,6
3.6	Creation of alternate histories - Female subalternity	2	6
3.7	Social reform movements	3	4,6
4.0	Development of Gender Research in Indian History	18	
4.1	Emerging themes of gender studies in Indian historiography	6	5
4.2	Issues and innovations: Reform and women's emancipation	6	5
4.3	A critical reading of the concept of reform and women's liberation	6	5
5.0	Women's Movement in Post-Independent India	18	
5.1	The Socio-legal development	6	6
5.2	Women and political struggle	6	4,6
5.3	Women and the economy	4	6
5.4	Contemporary issues	2	6

Readings

1. Mary S. Hatmmann and Lois W. Banner (eds) *Clio's Consciousness Raised: New Perspectives. on the History of Women*, New York: Harper & Row, 1974
2. Renate Bridenthal and Claudia Koonz, *Becoming Visible: Women in European History*, Boston: Houghton Mifflin, 1976
3. Berenice A. Carroll (ed), *Liberating Women's History: Theoretical and Critical Essays*, Urbana : University of Illinois Press, 1977.
4. Joan Kelley, *Women, History and Theory*, Chicago : University of Chicago Press, 1984
5. K.Offen et.al (ed.s), *Writing Women's History: Internation Perspectives*, London, Macmillan, 1992
6. Uma Chakravarti, 'Whatever happened to the Vedic Dasi' in K Sangari, S. Vaid (cols) *Recasting Women*, New Delhi: Kali for Women 1989 .
7. Uma Chakravarti, 'Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early India, *Social Scientist* 16 (183), 1988.
8. U. Chakravarti and K. Roy, 'In search of our Past: A Review of the limitations andPossibilities 'of the Historiography of Women in Early India,' *EPW* 23(18) , 30April 1988

9. A.S. Altekar, The Position of Women in Hindu Civilization, 'New Delhi : MotilalBanarasi Das, 1962.
10. M. Talinn, Women in Early Buddhism, Bombay: Bombay University, 1972
11. U.Chakravartl, Conceptualizing Brahmanical Patricarchy in Early India: Gender, Caste, Class and State, EPW 28 (14)
12. Kumkum Ray, 'King's Household: Structure / Space in the Sastraic Tradition', EPW 27 (43-44) 24-31 October '92 .
13. Malavika Karlekar, Kadambini and the Bhadrakalok : Early Debates over Women's Education in Bengal' EPW 21 (17), 1986
14. Geraldine H. Forbes 'In Search of 'Pure Heathen' : Missionary Women in 19th CenturyIndia' EPW, 21 (17) 26, April, 26 1986
15. M. Kosambi, Women Emancipation & Equality: Pandita Ramabai's Contribution to the Women's Cause , EPW 23(44) 29 October 1988
16. Anandibai Joshie : Retrieving a fragmented feminist image', EPW 31(49), 7 December1996
17. Nita Kumar, 'Windows Education and Social change in 20th Century Benaras', EPW26(17) , 27 April '91
18. Bharati (ed), From the Seams of History, New Delhi : OUP, 1995
19. Robin Jeffrey, Politics, Women's and Well Being, New Delhi: OUP 1992
20. Meera Velayudhan, 'Growth of Political consciousness Among Women in Modern Kerala' , In perspectives on Kerala History : The Second Millennium, Kerala State Gazetteer Vol. 2, Part 2, Thiruvananthapuram, 1999 .
21. Madhu Kishar, 'Arya Samaj and Women's Education : Manya Mahavidyalaya, Jalandhar, EPW 27(17), 26 April 96
22. Amrta Srinivasan, 'Reform and Revival: The Devadasi and her dance', EPW 20(44), 2 November '85 ' .
23. P. Uberoi (ed), Social 'Reform, Sexuality and the State, New Delhi: Sage, 1996
24. K.Sangahari, S.Vaid (eds) Recasting Women, New Delhi: Kali for women, 1989
25. P. Chatterjee, P. Jegannathan (ed.s) Subaltern Studies XI New Delhi, Permanent Black, 2000
26. Janaki Nair, Women and Law in Colonial India, New Delhi: Kali for Women, 1996.
27. Archana Parasher, Women and Family law Reform in India, New Delhi, Sage 1992 ' .
28. Peter Custers, Women's role in the Tebhaga Movement' ,EPW 21(43), 25 October '96.
29. Tanika Sarkar, 'Politics Women in Bengal - The Conditions and Meanings of Participation', IESHR 21(1),1984.
30. Indra Munshi Saldanha, 'Tribal women in the Warli Revolt 1945-47 : Class and Genderin the Left Perspective', EPW 21 (17) April 26, 1986
31. Apama Basu, 'Gujarathi Women's Response to Gandhi' ,Samya Shakti 1(2) 1984
32. Tanika Sarkar, 'The Hindu Wife and the Hindu Nation : Domesticity and Nationalismtill 19th Century Bengali Literature', EPW 22(47) 21 November '87
33. Vijaya Ramaswamy ,'Aspects of Women and work in early South India' IESHR 26(1),1989
34. Gregory.C. Kozlowski 'Muslim Women and Control Property in North India', IESHR24(2), 1987
35. Radha Kumar, 'Family and Factory : Women Workers in Bombay Cotton Textiles Industry 1919-1939; IESHR 20(1), 1983
36. Ranajit Guha, 'Chandra's Death, Subaltern Studies V, Delhi: OUP, 1987
37. Zoya Hasan (ed) ,Forging Identities: Gender, Communities and The State, New Delhi:

38. Joan Wallach Scott, *Gender and the Politics of History*, New York Columbia University Press, 1988
39. Subaltern Studies IX, New Delhi: OUP, 1989
40. Kumar, Radha. *The History of Doing: An Illustrated Accounts of Movements for Women's Rights and Feminism in India 1800-1990*, Zubaan, 1993.
41. Forbes, Geraldine. "Mothers and Sisters: *Feminism and Nationalism in the thought of Subhash Chandra Bose*", *Asian Studies*, 2:1, 1984, 23-32
42. Kasturi, Leela and Majumdar, Veena. "Women and Indian Nationalism", Occasional Paper, cwds.ac.in/OCPaper/WomenandIndianNationalism.pdf
43. Shah, Ghanashyam. *Women's Movements, Social Movements in India, A Review of Literature*, Sage Publications 2004, New Delhi, pp.147 – 179.
44. Chaudhuri, Maitreyi (ed.). *Feminism in India*, Women Unlimited, New Delhi, 2005

Course	Details				
Code	HY1922110				
Title	Making of the Indian Nation: Historical Antecedents				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	1/II				
Type	Core				
Credits	4	Hours/week	5	Total Hours	90

CO No.	<i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Remember the historical processes in the making of the Indian Nation.	Ap	4
2	Analyze the role of socio religious reform movements in India.	Ap	4
3	Understand the major aspects of Colonialism and Nationalism	E	6
4	Acquaint with the struggles for the attainment of Indian Independence	Ap	4
5	Identify the impact of western domination	U	1, 2,3

PSO-Program Specific Outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	CO.No.
1.0	Historiography	18	
1.1	The Colonial sneer - India as a 'geographical expression' - the nationalist reaction	4	4
1.2	The immemorial nationhood	4	1,2
1.3	Understanding the nations and nationalism	3	1,4
1.4	The modern character of the Indian nation	3	2,6
1.5	The theory of 'nation' as <i>Imagined Community</i>	4	1,2
2.0	Orientalism and the 'discovery' of India	18	
2.1	The reaction to the evangelical and the Utilitarian bashing	3	1
2.2	The Socio-Religious movements and their character	3	1
2.3	English education – Press	3	2
2.4	Theories of the Indian modernity - Emergence of public sphere	3	2
2.5	Contradictions in colonialism and their exposure	3	2
2.6	The economic critique of colonialism - The drain theory	1	1,2

2.7	The expression of moderate nationalism	2	2
3.0	Political Programmes of Indian Nationalism	18	
3.1	The Constitutional methods	3	3
3.2	Strands of protest and confrontation	3	3
3.3	Revolutionary terrorism	4	3
3.4	Indian nationalist activities abroad	4	3
3.5	Gandhian Techniques and Movements	4	3,6
4.0	Secondary Contradictions	18	
4.1	Autonomous or hegemonic - Peasants movements	3	5
4.2	Workers' movements	3	5
4.3	Tribal Uprisings	2	5
4.4	Caste and gender associations	2	5,6
4.5	Theorising the Subaltern Movements	2	6
4.6	Detractors of Nationalism	2	4,6
4.7	Communalism as 'Back-door' - The two-nation theory – Regionalism	2	6
4.8	Nationalism and sub nationalisms.	2	6
5.0	India in the Making	18	
5.1	Integration and reorganization of Indian states	2	1,2
5.2	The Indian constitution	3	4
5.3	Foreign policy	3	2
5.4	The Socialist hopes – Secularism	3	4,6
5.5	The civil / political society - contemporary debates	2	1,2
5.6	Theorizing Indian Nationalism	3	1
5.7	The idea of Nation in the Making - Nation as a Process and not a Product: Contemporary Debates.	2	6

Readings

1. C.H. Philips, *Historians of India, Pakistan and Ceylon*, Oxford 1961
2. O.P. Kejariwal, *The Asiatic Society of India and the Discovery of India's Past 1784-1838* (Oxford 1988)
3. John Keay, *India Discovered*, Rupa, 1989.
4. Thomas R. Trautmann, *Aryans and British India*, Vistaar Sage, 1996
5. David Kopf, *British Orientalism and the Indian Renaissance, 1773- 1835*, California, 1969.
6. Kenneth Jones, *Socio-Religions Reform Movements in British India*, Cambridge ,1994.
7. Arabinda Poddar, *Renaissance in Bengal Quests and Conformations*, Simla, Indian Institute of Advanced Studies, 1970.
8. K.N. Panikkar, *Culture Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*, Tulika, New Delhi 1995.
9. Sumit Sarkar, *A Critique of Colonial India*, Oapyrus, Calcutta, 1985.

10. Sumit Sarkar, *Modern India (1885 - 1947)*, Macmillan, 1996.
11. Sumit Sarkar, *Writing Social History*, Oxford India, .1982.
12. Bipan Chandra, et.al., *India's Struggle For Independence*, Penguin India, 1989.
13. Bipan Chandra, *The Rise and Growth of Economic Nationalism in India*, People's Publishing House New Delhi, 1982.
14. Bipan Chandra, *Nationalisms and Colonialism in Modern India*, Orient Longman, New Delhi 1979.
15. Bipan Chandra, *Communalism in India*, Vani Educational Books-Vikas, New Delhi, 1984
16. R.C. Majumdar, *British Paramountcy and the Indian Renaissance*, Pts. I & II, Bharatiya Vidya Bhavan
17. R.C. Majumdar, *Struggle for Freedom*, Bharatiya Vidya Bhavan.
18. A.R. Desai, *Social Background of Indian Nationalism*, Popular , Prakashan Bombay, 19. 1959.
20. A.R. Desai (led) *Peasant Struggles in India*, Oxford, 1979.
21. S. Wolpert, *Tilak and Gokhale*, California, 1962. Also Oxford Indio 1990.
22. Peter Hardy, *The Muslims of British India*, Cambridge Universiyy Press 1998.
23. Aijas Ahamad, *Lineages of the Present*, Tulika Publications
24. Eugene Irschik, *Politics and Social Conflict in Sou/h India; Non Brahamin Movement and Tamil Separations (1916.29)*, California, Also Oxford
25. Gail Omvedt, *Culture and Revolt in a Colonial Society; Non Brahamin Movement in*
26. *Western India (1873, 1930)*, Bombay, 1976.
27. Ranajith Guha, *Elementary Aspects of Peasant Insurgency in India*, Oxford 1982
28. Janaki Nair, *Miller and Miners*, Oxford University Press, New Delhi
29. G. Alosiuss, *Nationalism Without a Nation in India*, Oxford University New Delhi.
30. Partha Chatterjee, *Wages of Freedom*, Oxford University Press, New Delhi

SEMESTER III

Course	Details				
Code	HY1923111				
Title	History and Social Theory				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	2/III				
Type	Core				
Credits	4	Hours/week	5	Total Hours	90

CO No.	<i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Remember the basics of Social Science epistemologies and methodologies	R	1
2	Apply the relevance of social science in solving contemporary issues at different levels	A	1,2
3	Understand different disciplines in social science to attain interdisciplinary approach in history	U	1,2,4
4	Recognize different concepts and theories in social science and history	R	1,2,3
5	Contrast objectivity and subjectivity in social science in general and history in particular	A	2,3
6	Identify the nature and scope of history	A	2,3,4,6

PSO-Program Specific Outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Applied; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	CO.No.
1.0	Materialistic Theory.	18	
1.1	Marxist social theory	3	1,2
1.2	Historical Materialism	3	2,3
1.3	Modes of production and socio economic system	4	2,4
1.4	Theory of social change	4	3,4
1.5	Critique of Evolutionism.	4	2,5
2.0	Sociological Theories	18	
2.1	Contemporary Social theory	6	2,3
2.2	Emile Durkhiem's social theory	6	3,6

2.3	Max Weber's Sociological Materialism.	6	2,3
3.0	Structuralist Theories	18	
3.1	Antonio Gramsci and G. Lukacs	4	2,3
3.2	Structuralist Marxism	5	3,4
3.3	Critical Theory	4	2,3,4
3.4	Habermas's Social Theory.	5	3,4
4.0	Post Structuralist Theories	18	
4.1	Post structuralism	2	3,4
4.2	Critique of Grand theory	2	2,4
4.3	Deconstruction	2	1,2
4.4	Post Modernism	3	2,4
4.5	Feminism	2	1,3
4.6	Michel Foucault and Discourse Analysis	3	2,3
4.7	Edward Said's Orientalism	2	2,3
4.8	Crisis of Representation	2	2,5
5.0	Epistemology	18	
5.1	Science of the Construction and Validation of Knowledge	3	2,3
5.2	Methodological Debates	3	2,6
5.3	Structure and Agency	3	2,4
5.4	Explanation and Understanding	3	2,3
5.5	Methodological Individualism and Methodological Holism	3	4,5
5.6	Pierre Bourdieu and Reflexive Sociology	3	1,6

Readings

1. Perry Anderson, In the Tracks of Historical Materialism, London 1983
2. G.A. Cohen, Karl Marx's Theory of History London 1978
3. G. Lukacs, History and Class Consciousness, London Merlin Press, 1971
4. V. Cicourel eds. Advances in Social Theory and Methodology (Routledge & KeganPaul, London, 1981)
5. Pierre Bourdieu, Outline of a Theory of Practice (Cambridge University 1977)
6. Anthony Giddens, Central Problems in Social Theory (Hutchinson, London, 1977)
7. Michael Foucault, The Order of Things. (Vintage Books, New York 1973)
8. Jean-Francois Lyotard, The Postmodern Condition: A Report on Knowledge (The
9. Manchester University Press, 1986
10. Keith Lehrer, Theory of Knowledge (Routledge, London, 1990)
11. Thomas S. Kuhn, The Structure of Scientific Revolutions (University of Chicago Press, 1970)
12. Paul Feyerabend, Against Method (Verso Edition, London, 1984)

13. Willinam J. Goods & Paul K. Hatt, Methods in Social Research, (Mcgraw-Hill BookCompany, 1981)
14. Royce A. Singleton, Approaches to Social Research Oxford et.al.University Press (New York, 1993)
15. Raymond Aron, Main Currents in Sociological Thought, vol. 2, Pelican Book
16. Wright Mills, Sociological Imagination, Pelican book
17. J. Habermas, The Theory of Communicative Action 2 vols. Heinemann, London
18. J. Habermas, Philosophical Discourse of Modernity, Polity Press, London

Course	Details				
Code	HY1923112				
Title	History of Revolts and Protest Movements in Colonial Kerala				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	2/III				
Type	Core				
Credits	4	Hours per Week	5	Total Hours	90

CO No.	<i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Analyzethe major social revolts of modern Kerala	A	1
2	Evaluate different Social , Economic and Political processes that helped in the making of Modern Kerala	E	5
3	Recognize early resistance movements against colonialism in Kerala	R	1
4	To understand the caste system in colonial Kerala	U	4
5	Analyzethe major social revolts of modern Kerala	A	6

PSO-Program Specific Outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Ap-Apply; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	CO.No.
1.0	The Colonial Context	18	
1.1	The British Land Revenue Administration in Malabar	3	4
1.2	Modification of the <i>Janmi</i> System	3	6
1.3	Tenurial alteration and peasant exploitation	2	1,4
1.4	The tenurial reforms of Travancore	2	5
1.5	The situation in the Cochin state	2	6
1.6	Evangelical activism	2	1,5
1.7	English education	2	1
1.8	Features of colonial modernization.	2	5
2.0	Political Revolts and Protests	18	
2.1	The Pazhassi Revolt	5	4,6
2.2	The Velu Thampi Revolt	5	5
2.3	The Kurichiya revolt	4	1,4
2.4	The <i>Nattukuttam</i> revolts	4	1
3.0	Peasant Uprisings in Malabar	11	

3.1	The Background of tenurial contradiction and Peasant exploitation	4	1
3.2	The peasant uprising in nineteenth century	3	4
3.3	The uprising of 1921.	4	5
4.0	The Anti Caste and Reform Movements	25	
4.1	Caste system in Colonial Kerala	1	1
4.2	Caste based hereditary occupations and caste structure	1	4,5
4.3	The practices of <i>Savarna</i> domination	1	6
4.4	Subjection, Immobility and sale of the <i>Atiyalar</i>	1	4
4.5	Untouchability	1	1
4.6	Anti Caste Movements	1	5
4.7	Chattampi Swamikal	1	6
4.8	Sri Narayana Guru	1	1
4.9	Caste based reform movements	1	4
4.10	<i>Nasrani Jatyaikya Sangham</i>	1	5
4.11	SNDP Yogam	1	6
4.12	<i>Nayar Samajam</i>	1	6
4.13	<i>Yogakshemasabha</i>	1	5
4.14	Ayyankali and <i>Sadhujanaparipalana Movement</i>	1	5,6
4.15	Pandit Karuppan and the Vala Caste movement	1	1,
4.16	Poikayil Yohannan's socio - religious movement	1	4
4.17	Sahodaran Ayyappan	1	5
4.18	Caste organizations and Women	1	5,6
4.19	Rise of women organization	1	5,6
4.20	Temple Entry Movements	1	1,6
4.21	Vaikom Satyagraha	1	5
4.22	Guruvayur Satyagraha	1	4,5
4.23	Thiruvarpu Samaram	1	1
4.24	Suchindarm	1	1
4.25	The Temple Entry Proclamation.	1	5,6
5.0	The Political Movements	18	
5.1	Nationalist Movement in Malabar and in Princely States	2	4,5,6
5.2	Era of Civic Rights Movements	2	1
5.3	Memorials	1	5,6
5.4	Abstention Movement	1	4
5.5	State Congress	1	4
5.6	Spread of the Communist ideology and the formation of radical group	2	6
5.7	The origins of the Communist Party	1	5

5.8	Growth of trade union movement	1	5
5.9	Kochi Prajamandalam and the Communists	1	6
5.10	Communist Movement in Malabar	2	1
5.11	<i>Karshaka Prasthanam</i>	1	6
5.12	The Kayyur and Karivallur Riots	1	5,6
5.13	Movements of the School teachers, Youth and Students	1	6
5.14	The Communist upsurges in Punnapra and Vayalar	1	1,6

Readings

1. William Logan, Malabar Manual, Vols. I & II new Edn. Kerala Gazetteer Department 2001.
2. Perspectives on Kerala History (Unit 3, Kerala Gazetteer Department, 1999)
3. Nagam Aiya, Travancore State Manual, vols
4. T.K. Velu Pillai, Travancore State Manual, vol. III
5. Dick Kooiman, Conversion and Social Equality in India: The London Missionary Society in South Travancore in 19th Century, Delhi, 1989
6. Ayyappan, Social Revolution in a Kerala Village: A study in Cultural Change, Bombay, 1965
7. K.N. Panikkar, Against Lord and State, Oxford University Press 1989
8. K.N. Ganesh, Keralathinte Innalekal, Thiruvananthapuram, 1990
9. P.K. Michael Tharakan, "Socio-religious Reform Movements and- Demand for indications of Development" Alok Bhalla & Peter Bunke eds. Images of Rural India, Sterling Publishers, New Delhi, 1992
10. T.K. Raveendran, Asan and Social Revolution in Kerala
11. T.K. Raveendran, Vaikkom Satyagraha and Gandhi
12. A.K. Poduval, Keralathile Karshaka prasthanam, Thiruvananthapuram 1976
13. C. Kesavan, Jeevitha Samaram
14. Robin Jeffry, The Decline of Nair Dominance, New Delhi, 1976
15. Robin Jeffry, Politics, Women and Wellbeing, Oxford University Press, 1992
16. George Mathew, Communal Road to Secular Kerala, Delhi, 1989
17. T.C. Varghese, Agrarian Change and Economic Consequences, Bombay, 1970
18. P.K.K. Menon, The History of Freedom Struggle in Kerala, Thiruvananthapuram, 1972
19. T.J. Nossiter, Communism in Kerala, A study in Political Adaptation, Oxford University Press, New Delhi 1982
20. K.P. Kannan, Of Rural Proletarian Struggles, Mobilization and Organization of Rural Workers in South West India, Delhi, 1988

Course	Details				
Code	HY1923113				
Title	State and Society in India C. A.D. 1000 -1800				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	2/III				
Type	Core				
Credits	4	Hours per week	5	Total Hours	90

CO No.	<i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Understand the structure, composition and pattern of Medieval Indian state and society	U	1
2	Analyze the power relations in the state under the Sultanate of Delhi and Mughal Empire	An	3
3	Enable the students to interpret the administrative features of the medieval period	D	2
4	Compare the socio economic cultural formations from ancient to medieval period	E	5
5	Analyze new religious developments during the medieval period	An	3

PSO-Program Specific Outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	CO.No.
1.0	The Structure and Composition of State under the Sultanate	18	
1.1	Institutions and practices of administration	5	2
1.2	Nature and working of the government	5	3
1.3	The influence of religion, trade and urbanism of the state	4	2,3
1.4	Characterization of the state.	4	5
2.0	State in Southern India	18	
2.1	Pallava, Pandya, Chera and Chola States	2	2
2.2	Theories of characterization	2	3
2.3	Centralized and Bureaucratic Model	3	3,5
2.4	The Feudal Model	2	2

2.5	The Segmentary Model	3	3
2.6	The Debates	3	3,5
2.7	The Influence of the Temple and the Land on the structure of the state.	3	2
3.0	The Rajput & Maratha State	18	
3.1	The Structure and composition	2	2
3.2	The form of the Rajput Government	3	3,5
3.3	The nature of institutions	2	1
3.4	The working of the state	2	1,3
3.5	The Structure and composition of the Maratha State	3	3
3.6	The Institutions and organizations	2	5
3.7	The influence of agriculture and trade	2	1,3
3.8	Theories of the characterization of the Maratha State	2	2,3
4.0	The Mughal State	18	
4.1	Forces of Centralization and Decentralization	3	2,3
4.2	Institutions and Organizations	3	3,5
4.3	Bureaucracy and the Nobles	4	2,5
4.4	The changing character and nature of working of the state	2	1
4.5	The influence of race; religion, trade and agriculture on the state	3	2,3
4.6	Characterization of the state: Conceptual consideration.	3	1
5.0	The State under the Vijayanagara Rulers	18	
5.1	The Structure and composition of the Vijayanagara state	5	2
5.2	The institutions and organizations of the state	4	3
5.3	The influence of agriculture and trade	4	5
5.4	Characterization of the state	5	2

Readings

1. Andre Wink, *AI Hind: The Making of the Indo Islamic World*, 2 vols (vol 17th - 11th centuries Vol II. 11th -13th centuries) Oxford University Press, New Delhi, 1999
2. Nilakanta Sastri, *The Cholas*, Madras University Publications Burton Stein (ed), *Essays on South India*, Vikas Publishing House, New Delhi
3. Burton Stein, *Peasant State and Society in Medieval South India*, Oxford University Press, New Delhi
4. Kesavan Veluthat, *Political Structures in Early Medieval South India*, Orient Longmann, New Delhi
5. S. Minakshi, *Society and Administration Under the Pallavas*, Madras University Publication.
6. N. Karashima, *State and Society in South India*, Oxford University Press, New Delhi
7. N. Karashima, *Towards New Formations*, Oxford University Press
8. H. Kulka (ed) *The State in India*, Oxford University Press, New Delhi
9. Mohd. Habib, *Politics and Society in Medieval India* .
10. I.H. Quereshi, *Administration of the Mughal Empire*
11. M. Akthar Ali. *Mughal Nobility under Aurangazeb*, Oxford Univetsily Press, New Delhi
12. John F. Richard, *Mughal Empire.*, Oxford University Press, New Delhi
13. Musalfar Alom & Sanjay Subrahmanlyan, *The Mughal State*, Oxford University Press
14. Irian Habib, *An Atlas of the Mughal Empire*, Oxford University Press
15. Allhar Ali, *Apparatus of the Empire*, Oxford University Press
16. Satish Chandra, *Parties and Politics of the Mughal Court*, Oxford University Press
17. Stewart Gordon, *The Marattas*, Oxford University Press
18. Richard Fox, *Kin, Clan, Raja and Rule*, Oxford University Press
19. Nicholas B. Dirks, *The Hollow Crown*, Oxford University Press
20. Rao, Shulman & Sanjay Subrahmanyman, *Symbols of Substance*, Oxford University Press

Course	Details				
Code	HY1923114				
Title	Methods or Techniques of Research				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	2/III				
Type	Core				
Credits	4	Hours per week	5	Total Hours	90

CO No.	Expected Course Outcomes <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Understand the basic tools and techniques of research	U	1
2	Gain considerable theoretical knowledge in textual analysis and source criticism.	U	1
3	Analyze the basic framework of research process.	An	3
4	Understand various research designs and techniques.	U	6
5	Identify various sources of information for literature review and data collection.	E	4
6	Evaluate different components of scholarly writing .	E	1

PSO-Program Specific Outcome; CO-Course Outcome; Cognitive Level: R-Remember; U- Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	CO.No.
1.0	Kinds of Sources	18	
1.1	Primary Sources	4	1
1.2	Archaeological and Archival Sources: public, private, digital archives	3	4
1.3	Later literary accounts	4	6
1.4	The contemporary studies and publications.	4	4
1.5	Secondary Sources	3	6
2.0	Source Analysis	18	
2.1	Textual Analysis	2	1
2.2	Texts, Hyper texts and Contexts	3	4
2.3	Contextualization of texts	3	6
2.4	Oral Texts	3	3
2.5	Features of Oral compositions	3	3,6
2.6	Structural Methods of oral Textual Analysis	2	3,4
2.7	Formalist Methods.	2	1
3.0	Source Criticism	18	
3.1	Heuristics & Hermeneutics	5	3
3.2	Authenticity, Credibility and Veracity of the Source material	5	6
3.3	The Problem of Representation	4	1
3.4	Methods of Authentication	4	3
4.0	Synthetic Operation	18	

4.1	Data production	5	6
4.2	Conceptualization of evidences	4	
4.3	Causation and Generalization	4	4
4.4	Hypothesis and theory	5	6
5.0	The Techniques of Exposition	18	
5.1	Footnoting or end-noting	6	6
5.2	Preparation of Bibliography	6	4,6
5.3	Indexing.	6	1,6

Readings

1. Jan Vansina, The Oral Tradition, London, 1965
2. V. Propp, Morphology of the Folktale, New York, 1979
3. C.M. Brouira, Heroic Poetry, Cambridge University Press, London, 1966
4. Romila Thapar, Exile and the Kingdom, Mythic Society, Bangalore 1978
5. Marc Bloch, Historian's Craft, Manchester University Press, London
6. E.H. Carr, What is History?, London
7. G. Elton, The Practice of History, London
8. J. Tosh, The Pursuit of History, London, 1984
9. Louis Gottschalk, Generalization in the Writing of History, London C Wright Mills, Sociological Imagination, Pelican book
10. Jacques Barzun and Graft, The Modern Researcher Boston: Houghton Mifflin, 1992
11. Kate Turabian, A Manual for Writers of Term Papers, Theses and Dissertations. Chicago: University of Chicago Press, 1987
12. Kitson Clark, The Critical Historian
13. Joseph Gibaldi, MLA Handbook for Writers of Research Papers, New York: Modern Language Association of America, 1984

Course	Details				
Code	HY1923115				
Title	Knowledge Systems in Pre-modern India				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	2/III				
Type					
Credits	4	Hours per week	5	Total Hours	90

CO No.	<i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Enable the students to gain preliminary access to the indigenous knowledge systems of India.	R	1,4
2	Provide epistemological insights among the students	Ap	2
3	Acquaint the students with the traditional knowledge forms of India	An	2,3
4	Understand various theoretical discourses of ancient India	U	3,6
5	Provide knowledge about science and technology of Pre- modern India	R	2

PSO-Program Specific Outcome; CO-Course Outcome; Cognitive Level: R-Remember; U- Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	CO.No.
1.0	Archaeology and Ancient Knowledge Systems of the Indian Subcontinent	18	
1.1	Technology and Science out of Harappan Relics	2	2
1.2	Pottery technology	2	2
1.3	Copper/bronze Metallurgy	2	2
1.4	Post-Harappan Metallurgy	2	4
1.5	Iron technology megaliths	2	1
1.6	Iron Age Ceramics	2	1
1.7	Polished ware technology: OCPW	2	2
1.8	PGW	2	4
1.9	NBPW	1	4
1.10	The Brahmi script and its system.	1	2
2.0	Ancient Texts and Knowledge systems	18	
2.1	<i>Vedangas</i>	2	4
2.2	specialized knowledgesystems: <i>Siksha</i> and, <i>Kalpa</i>	2	5
2.3	<i>Nirukta</i> , <i>Chandas</i>	2	2
2.4	<i>Jyotisha</i> , <i>Vyakarana</i>	2	2
2.5	<i>Sulba Sukta</i> and the Vedic Geometry	2	2
2.6	Pali Canons and Knowledge forms	2	2
2.7	Features of the theoretical traditions in Sanskrit and	2	3

	Pali Texts		
2.8	The Buddhist Logic	2	4
2.9	<i>Hetuvidya-Sunyavada.</i>	2	2
3.0	Classical Knowledge Systems	18	
3.1	Astronomy and Mathematics	1	1
3.2	Bhaskara-Aryabhata-Varahamihira	3	1,4
3.3	Treatises on Statecraft: The Arthasastra Texts	2	1,3,4
3.4	The various knowledge forms in the Arthasastra	2	3,5
3.5	Knowledge in Health care systems Ayurveda: <i>Vrksha, Hasti and Asva</i>	2	3,4,5
3.6	<i>Samhitas of Charaka, Susruta and Bhela</i>	2	2
3.7	Lexicography: <i>Amara</i> and <i>Hemachandra</i>	2	2
3.8	Histrionics : Bharata and Natyasastra	2	2
3.9	<i>Samarankana Sutradhara.</i>	2	2,5
4.0	Theoretical Discourses	18	
4.1	Bhartruhari's Semantic Philosophy	2	2,5
4.2	<i>Sphotavada</i>	3	2,3,4
4.3	<i>The Anumana Siddhanta</i>	2	3,4
4.4	<i>Apoha Siddhanta</i>	2	3,4
4.5	Anandavarma and the <i>Dhvani Siddhanta</i> -	3	4,5
4.6	<i>Mahimabhatta</i> and the <i>Vyaktiviveka</i> -	2	2,4
4.7	Kuntaka's <i>Vakrokti</i>	2	2,4
4.8	<i>The Panchsidhanthika</i>	2	2,4
5.0	West Asian Impact on the Indian Science	18	
5.1	Persian and Arab contributions	4	2,4,5
5.2	Science and technology in the age of the Mughals	4	2,4,5
5.3	Raja Jai Singh and contemporary astronomy	3	2,4,5
5.4	The Knowledge of sea voyage: The Lakshadweep tradition of <i>Rahmani</i>	4	2,4,5
5.5	Kerala mathematics: The colonial phase and cognitive encounters	3	3,4,5

Readings

1. Shereen Ratnagar, Encounters: The Westerly Trade of Harappan Civilization, Oxford University Press, New Delhi
2. G.L. Possehl, Urban Civilization, Oxford University Press, New Delhi
3. D.P- Agarwal, The Copper Bronze Age in India. Munshiram Manoharlal, New Delhi
4. D.B. Chakrabarti and Nayanjyothi Lahiri. Copper and Its Alloy in Ancient India. Munshiram Manoharlal, New Delhi
5. A.K. Bag ,Science and Civilization in India vol. 1. Navarang Publishers Orientalia, Delhi .
6. A.K. Bag, History of Technology in India. 4 vols, Indian National Science Academy, New Delhi
7. A.K. Bag, India and Central Asia , Science and Technology. 2 vols, Indian National Science Academy, New Delhi
8. D.M. Bose, Sen & Subbarappa :A Concise History of Sciences in India, Indian National Science Academy
9. Rehman ed, History of Science and Technology in India. vol. II
10. George Joseph Geevarughese :Crest of the Peacock, Penguin, London
11. D.P. Sighal, India and World Civilization. Rupa & Co. New Delhi (The Chapter on Science)

SEMESTER – IV

Course	Details				
Code	HY1924301				
Title	Ancient Civilizations of West Asia				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	2/IV				
Type	Elective				
Credits	3	Hours/week	5	Total Hours	90

CO No.	<i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Understand the geographical features of West Asia	U	4
2	Recall the different world civilizations	An	4
3	Realize the uniqueness of West Asian civilization	E	6
4	Identify the historical process in the development of civilizations	Ap	4
5	Imbibe the importance of ancient monarchical institution	E	6
6	Acquire the transmission of different civilization	U,R	1, 2

PSO-Program Specific Outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	Co.No.
1.0	Bronze Age Civilizations	18	
1.1	Nature of Political power	5	4
1.2	Urban Society	5	1,6
1.3	Archaeological evidences	8	1
2.0	Sumerian Civilization	18	
2.1	Archaeology of the ancient Mesopotamian Settlements	2	2
2.2	Origins of irrigated agriculture	2	2
2.3	Development of the cities	2	2
2.4	Agriculture , trade and urban growth	2	4
2.5	Monarchy under the Etana dynasty	2	4
2.6	Language and communication	1	4
2.7	Cuneiform script	1	3
2.8	Culture and Mythology	2	3
2.9	Decline of the Sumerians	2	3
2.10	The Akkadian invasion	2	3
3.0	Akkadian Civilization	18	
3.1	Archaeology of the Akkadian Sites	2	3,6
3.2	The Sargon Regime	2	6
3.3	Invasion by the Gutians	2	6

3.4	Agriculture , trade and urban growth under the Gutians	2	6
3.5	The Gutians monarchy	2	
3.6	Reassertion of the Sumerians under Gudea	2	5
3.7	The Gudean regime	1	5
3.8	Invasion of the Amorites and Elamites	2	5
3.9	Inter –City struggles	3	5
3.10	The Babylonian Hegemony	2	5
4.0	Babylonian Civilization , Archaeology of the Babylonian Sites	18	
4.1	The reign of Hammurabi	3	5
4.2	Agriculture and trade under Hammurabi's rule	2	5,6
4.3	Hammurabi's code of law	2	5,6
4.4	Invasion by the Hittites	2	6
4.5	The Kassites	2	4,6
4.6	Trade and urban development in Kassite	1	6
4.7	The fall of Ashur to the Mittani state	1	6
4.8	The Hurrian regime	2	6
4.9	Assyrian invasion	1	6
4.10	Intellectual and cultural contributions	2	4,6
5.0	Assyrian Civilization	18	
5.1	Archaeology of the Assyrian sites	3	4,6
5.2	Conquest of Babylon	2	4,6
5.3	Trade and urban development under the Assyrian rulers	2	4,6
5.4	The Chaldean invasion	3	1
5.5	The reassertion of the Assyrians	2	3
5.6	Renewed attacks by the Medes and Chaldeans	2	4
5.7	Collapse of Assyria	2	1
5.8	Intellectual and cultural contributions	2	6

Readings

1. Englewood Cliffs, N J: The Ancient World: A Social and Cultural History. Second Edition Prentice Hall, Inc, 1989
2. J.N. Post Gate, Ancient Mesopotamia: Society and Economy at the Dawn of History, London, 1991
3. Barnes, H.E., An Intellectual and Cultural History of the Western World.
4. N.R. Hall, Ancient History of Near East, London
5. George Roux, Ancient Iraq, New York
6. Delaporte, Mesopotamian Civilization, London
7. Beatty, J & O.A. Johnson, The Heritage of Western Civilization
8. Bury, J.et.al., eds. The Cambridge Ancient History. 12 Vols.
9. Grayson, A. Kirk. Assyrian and Babylonian Chronicles. New York and Gluckstadt, 1975
10. H. Frankfort, The Birth of Civilization in the Near East (repr.1968)
11. S.N. Kramer, Cradle of Civilization (1967)
12. Oakes, Studies in the Ancient History of Northern Iraq (1968)
13. L. Oppenheim, Ancient Mesopotamia (1968)

Course	Details				
Code	HY1924302				
Title	History of Democratic Institutions and Movements in England				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	2/IV				
Type	Elective				
Credits	3	Hours per week	5	Total Hours	90

CO No.	<i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Understand the geographical location of different islands including the United Kingdom	U	1
2	Identify the uniqueness of English Parliament	U0.	2
3	Recognize the political institutions in Britain as an antecedent of Indian Political system	R	3
4	Imbibe the fact that the moral values and ethics are the required traits of a good politician	Ap	3
5	Develop democratic values and importance of civil rights	An	3
6	Distinguish between the Indian parliamentary system and British Parliamentary system	R	2
7	Acquire knowledge about the limitation of a constitutional monarchy	Ap	3

PSO-Program Specific Outcome; CO-Course Outcome; Cognitive Level: R-Remember; U- Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	CO.No.
1.0	Antecedents of Democratic Governance	18	
1.1	The Great Charter	6	1
1.2	The Writs of Right: Evolution of the Writ of Habeas Corpus	6	1,2,3
1.3	Judicial Reforms: Administrative Tribunals	6	1,2
2.0	Development of Parliamentary Democracy	18	
2.1	Origins of the Parliament	4	1
2.2	Establishment of the Parliamentary Monarchy	3	1
2.3	Puritan Ideas of Democracy in State and Church	3	1
2.4	Successful Implementation of Puritan Ideas in	4	1,3

	America		
2.5	Lock's Political Ideas.	4	1
3.0	Beginning of the Cabinet System	18	
3.1	Charles I & his Privy Council	2	1
3.2	Cabal V	2	1
3.3	Emergence of the Political Parties	2	3
3.4	Modern Political Parties	3	1,2
3.5	Whigs and Tories	3	1
3.6	Tendencies towards the Cabinet Dictatorship	2	1
3.7	The Common Control over the Cabinet	2	1
3.8	The Need for a Second Chamber: Reform of the House of Lords	1	1
3.9	The End of the age of aristocracy	1	2
4.0	The End of the age of aristocracy.	18	
4.1	Impact of the French Revolution of the English working class	3	1
4.2	Robert Owen and the Owenist impact	2	1
4.3	Labour movement and Labour reforms in Britain	3	1,3
4.4	The Chartists and Chartism	2	2
4.5	The formation of the working class	2	2
4.6	Working class radicalism	3	2,3
4.7	The politics of industrial Britain.	3	1,3
5.0	Women's Movement	18	
5.1	Women action in Victorian and Edwardian England	6	3
5.2	Women Suffrage Movement	6	1,3
5.3	Anti Suffragist Movement - The Debates.	6	2,3

Readings

1. David Kinsay Keir, The Constitutional History of Modern Britain Since 1485, English Languages Book Society and Adam Charles Black, London
2. Sir Ivor Jennings, The British Constitutions, The English Language Book Society and Cambridge University
3. Reed Browning, Political and Constitutional Ideas of the Court Whigs, London
4. John Carswell, The Descent on England ,A Study of the English Revolution of 1688,London
5. William B. Willcox and Walter L. Arnstein, The age of Aristocracy, 1688-1830. Lexington, MA.D.C. Heath, 1996, Seventh Edition.
6. Wolter L. Arnstein, Britain Yesterday and Today 1830 to the Present Lexington, MA: D.C. Heath, 1996 Seventh Edition
7. Frank Hordie, The Political Influence of the British Monarchy, London, 1970
8. Keith Middlemas ,Politics in Industrial Society: The Experience of the British SystemSince 1911, London 1979
9. Walter Bagehot, The English Constitution, London,1963
10. J .F.C. Harrison, Robert Owen and the Owenites in Britain and America, 1969.

11. Thompson, The Chartists, 1984.
12. M. Hovell, M. The Chartist Movement, 1918.
13. Paul Pickerling, Chartism and the Chartists in Manchester and Salford, 1995.
14. E.P. Thompson, The Making of the English Working Class, 1968.
15. T. Tholfsen, Working Class Radicalism in Mid-Victorian England, 1976.
16. Prothero, Artisans & Politics in Early 19th Century London, 1979.
17. R. Dennis, English Industrial Cities of the 19th Century-A Geography, 1984.
18. John T. Ward, The Factory Movement 1830-1855, 1963.
19. Fraser, The Evolution of the British Welfare State, 1973
20. Bythell, The Handloom Weavers. A Study in the English Cotton Industry during Industrial Revolution, 1969
21. Purvis J. (ed) Women's History in Britain, 1850-1945, UCL Press, 1995
22. Lewis J., Women and Social Action in Victorian Edwardian England.
23. Murphy C. The Women's Suffrage Movement and Irish Society in the Early Twentieth Century. Harvester Press, London , 1989.
24. Pugh M. Women and Women's Movement in Britain 1915-1959 Macmillan London, 1992

Course	Details				
Code	HY1924303				
Title	The Rise of Modern China				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	2/IV				
Type	Elective				
Credits	3	Hours per week	5	Total Hours	90

CO No.	<i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Understand the important events and themes of China's modern history.	U	4
2	Examine scholarly perspectives on China's modern history and society.	Ap	2
3	Analyze the primary sources relating to Chinese history.	An	3
4	Understand the economic, social, and political evolution of the People's Republic of China (PRC)	U	4
5	Analyze the important issues and events pertained to the economic, social and political evolution of China	R	2

PSO-Program Specific Outcome; CO-Course Outcome; Cognitive Level: R-Remember; U- Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	CO.No.
1.0	Beginning of the Bourgeois Revolutionary Movement	18	
1.1	Tung Meng Hui and revolutionary movements	5	1
1.2	The revolutionaries and the constitutionalists	4	4
1.3	Canton uprisings	5	2
1.4	Hunger revolts	4	3
2.0	Emergence of Republic of China	18	
2.1	Wuchang uprising	3	3
2.2	Founding of the Republic of China	3	4
2.3	Yuan Shih-Kai's betrayal and the attempt to restore monarchy	2	3
2.4	The campaign for constitutional government	3	1
2.5	The revival of the revolution	3	2
2.6	The onset of the first World War and the Growth of National capitalism.	4	2
3.0	The New Cultural Movement and Revolutionary Preparations	18	
3.1	Impact of the Russian Revolution	1	2

3.2	The May 4 Movement	1	2
3.3	The Formation of the Chinese Communist Party	1	2
3.4	Encounter with the warlord cliques	1	1
3.5	Working Class Movements against imperial aggression	1	2
3.6	The rise of the revolutionary movement	1	4
3.7	The first revolutionary civil war	2	2
3.8	Shanghai uprising	2	3
3.9	Ching Kaishek's betrayal	1	1
3.10	The Second Revolutionary Civil War	1	3
3.11	The agrarian uprising	1	3
3.12	The Japanese invasion and the people's resistance	1	3,4
3.13	The Long March of the Red Army	2	1
3.14	The Sian Incident	1	4
3.15	The Left literature movement	1	4
4.0	The Birth of the People's Republic	18	
4.1	The Struggle against Kuomintang and the victory of the war of resistance	4	4
4.2	Efforts for peace and democracy	3	1
4.3	The Third revolutionary civil war	3	1,3
4.5	The victory of the democratic revolution	4	3
4.6	The formation of the People's Republic.	4	4
5.0	The Rise of China as a World Power	18	
5.1	Era of Mao Zedong and Zhou Enlai	4	1
5.2	Great Leap Forward	4	3
5.3	Cultural Revolution	2	4
5.4	The Position of China among the Big Powers	4	5
5.5	Deng Xiaoping - Special economic zones.	4	4

Readings

1. Endymion Wilkinson, Chinese History: A Manual, Cambridge, Mass: Harvard University, Asia Centre, 1998
2. Chun-Shu Change, The Making of China: Main Themes in Pre modern Chinese History, Englewood Cliffs: Prentice-Hall, 1975
3. Jean Chesneaux, China: The People's Republic, 1949-1976 (Tr. Paul Auster and Lydia Davis) New York: Pantheon, 1979
4. Molly Joel Coye and Jon Livingston (eds.), China Yesterday and Today (2d ed.) New York Bantam Books, 1979
5. Wolfram Eberhard, A History of China (4th ed.) Berkeley: University of California Press, 1977.
6. John Gittings, The World and China, 1922-1972, New York; Harper and Row, 1974.
7. Suyin Han; The Morning Deluge: Mao Tse-tung and the Chinese revolution, 1883-1953, London: Jonathan Cape, 1972

8. Harold C. Hinton, (ed.), *The People's Republic of China: A Handbook* Boulder: West view Press, 1979
9. James C. Hsiung, *Ideology and Practice: The Evolution of Chinese Communism*, NewYork: Praeger, 1970
10. Immanuel C.Y. Hsu, *The Rise of Modern China*, (2d ed.) New York: Oxford UniversityPress, 1975
11. Michael Locwe, *Imperial China: The Historical Background to the Modern Age*. New York, Praeger, 1966
12. Livio Maitan, *Part, Army and Mases in China: A Marxist Interpretation of the Cultural Revolution and its aftermath*, London: New Left Books, 1976
13. Maurice Meisner, *Mads China: A History of the People's Republic*, III (Transformationof Modern China Series) New York : Free Press, 1977
14. Barnett, A., Doak. *Uncertain Passage: China's Transition to the Post- Mao Era*. Washington: Brookings Institution, 1974
15. Richard H. Solomon, *Mao's Revolution and the Chinese Political Culture*, Berkeley: University of California Press, 1971

Course	Details				
Code	HY1924304				
Title	Diplomatic History of the USA Since 1914				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	2/IV				
Type	Elective				
Credits	3	Hours per week	5	Total Hours	90

CO No.	<i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Provide knowledge about the diplomatic history of USA since the First World War	U	4
2	Enables the students to learn USA's Capitalist World Diplomacy	U	4
3	Equip the students to be insightful in today's World Order Politics	An	3
4	Understand US foreign policy of the 20 th century and its impact over world nations	E	2
5	Analyze the foreign policies of different nations	E	6
6	Compare the diplomacies of different nations with USA	A	3

PSO-Program specific outcome; CO-Course Outcome; Cognitive Level: R-Remember; U-Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	CO.No.
1.0	The World War Diplomacy	18	
1.1	Historical backdrops of US Diplomacy	2	2
1.2	Dollar Diplomacy, Big Stick Policy	2	2
1.3	Wilsonian Statecraft	2	3
1.4	The evolution of the new Diplomacy	2	4
1.5	The Policy of intervention and the open door	3	6
1.6	Woodrow Wilson and the world war	3	2
1.7	The World peace movement	2	2
1.8	The politics of morality	2	2
2.0	The Post War situation; The Policy of isolationism and conservatism	18	
2.1	The Great Depression and New Deal policy	2	2
2.2	Features of the foreign policy of Hoover	2	2
2.3	F D Roosevelt and the Good Neighbor Policy	2	4
2.4	The Inter War Situations	2	3
2.5	The Battle against intervention	2	3

2.6	Roosevelt and the isolationists	1	3
2.7	The illusion of neutrality	3	3
2.8	FDR's Undeclared wars	2	6
2.9	The Munich Drama - Pearl Barbour and its aftermath	2	2,6
3.0	The Cold War Diplomacy	18	
3.1	From War to Cold war	1	4
3.2	Beginning of intervention	1	2
3.3	The Russo Phobia	1	4
3.4	The rise of CIA	2	6
3.5	The years of Diplomacy Dilemma	1	6
3.6	Roosevelt - Litvinov agreements	1	3
3.7	Features of the Soviet	1	4,6
3.8	American Diplomacy	2	4
3.9	Cold war alliance with France	1	6
3.10	The Diplomacy of Detente	1	2
3.11	Anglo-US Relations	2	2
3.12	The Western Alliance:	1	6
3.13	US - European Relations	1	4
3.14	The US - Cuban Relations	1	4
3.15	From confrontation to negotiations.	1	4
4.0	Relations with the Far East, West Asia and Latin America	18	
4.1	The Korean War – Sino- American Policy	2	4
4.2	US and Japan : The troubled partnership	1	6
4.3	American involvement in Vietnam	1	3
4.4	Vietnam war and aftermath	2	2
4.5	American Military System	1	4
4.6	American Diplomacy in the oil countries	1	6
4.7	The Origins of the US - Israeli Alliance	1	2
4.8	US and Saudi Arabia	1	4
4.9	US-Iranian Relations	1	6
4.10	US Diplomacy with Iraq -.	1	2
4.10	US and Latin America:	1	2
4.11	Diplomacy and Reality	1	4
4.12	Latin American Policy of the US	2	6
4.13	US penetration of Brazil	1	2
4.14	US and the Mexican Revolution	1	4
5.0	The Post Cold War World Order:	18	
5.1	The CIA in Transition	5	6
5.2	Trade Diplomacy in the Multi-polar	4	4
5.3	The Military intervention in West Asia -	4	2,4
5.4	The Big power Policy - The CTBT strategy. world -	5	2

Readings

1. Carridu Ronald, 20th Century American Foreign Policy: Security and Self-Interest, Englewood Cliffs, NJ, 1974
2. Combs, Jerald, American Diplomatic History: Two Centuries of Changing Interpretations Berkeley, 1983
3. Ekrich, Arthur, Ideas, Ideals, and American Diplomacy: A History of their Growth and Interaction, NY, 1966
4. Hunt, Michael, Crises in U.S. Foreign Policy: An International History Reader, New Haven, 1995
5. Bartlett, Ruhl J., Power and Policy: Two Centuries of American Foreign Relations, New York, 1963
6. Boll, Michael, National Security Planning: Roosevelt through Reagan, Lexington, 1988
7. Buckley, Thomas and Edwin Strong, American Foreign and National Security Policies, 1914-1945, Knoxville, 1987
8. Calleo, David and Benjamin Rowland, America and the World Economy: Atlantic Dreams and National Realities, Bloomington, IN, 197
9. Blum, William, The CIA : A Forgotten History: US Global Interventions Since War 2, Atlantic Highlands, NJ, 1986
10. Shwadran, Benjamin, The Middle East, Oil and the Great Powers, 3rd ed., NY, 1973
11. Bromley Simon, American Hegemony and World Oil : The Industry, the State System and the World Economy, Cambridge, England, 1991
12. Sick, Gray, All Fall Down: America's Tragic Encounter with Iran, NY, 1985
13. Rubin, Barry, The Great Powers in the Middle East, 1941-1947: The Road to the Cold War, Totowa, NJ, 1980

Course	Details				
Code	HY1924305				
Title	Contemporary India: Society and Economy				
Degree	MA				
Branch(s)	HISTORY				
Year/Semester	2/IV				
Type	Elective				
Credits	3	Hours per week	5	Total Hours	90

CO No.	<i>Expected Course Outcomes</i> <i>Upon completion of this course, the students will be able to:</i>	Cognitive Level	PSO No.
1	Provide a comprehensive knowledge about the characteristic features of the contemporary society and economy of India	An	3
2	Understand the contemporary socio-economic process in the Society	U	4
3	Analyse the features of Nehruvian Era	A	1
4	Equip the students to be insightful in today's socio-political and economic structure.	E	6
5	Evaluate the issues in the present Indian society	An	3

PSO-Program Specific Outcome; CO-Course Outcome; Cognitive Level: R-Remember; U- Understanding; Ap-Apply; An-Analyze; E-Evaluate; C-Create

Module	Course Description	Hrs	CO.No.
1.0	The Legacy of National Movement	18	
1.1	Socio-economic profile of India at the time of independence	2	1
1.2	Relationships and process	3	1
1.3	Caste system	3	1
1.4	Community consciousness and Communism	2	3
1.5	Linguistic divisiveness	3	1
1.6	Integration of tribal	3	6
1.7	Regional inequalities	3	4
2.0	National Consolidation and Socio-economic Progress	18	
2.1	The Nehruvian Era and progress during 1947-65	4	3
2.2	The economics of Mahalanobis	4	4
2.3	Mixed Economy and Socialism	3	3
2.4	Achievements and failure during the first three plan periods – Social impact	5	3
3.0	The Nature of Development from 1965 to 1961	18	
3.1	Socio- economic crises and responses in the sixties	2	1

3.2	The Long term constraints	3	1,6
3.3	Social Processes and reforms	3	1
3.4	Agriculture growth under the Green revolution	2	4
3.5	Features of the green revolution	2	3
3.6	Tenurial and institutional contradictions	3	4,6
3.7	Social and economic impact	3	4
4.0	The New Economic Policy and Reform	18	
4.1	Nationalization of Banks	3	4,6
4.2	Economic reforms since 1991	4	4
4.3	Reforms of the land system	3	1,3
4.4	Socio-economic impact of land reforms	3	4
4.5	Bhudan movements	2	4
4.6	Co-operativisation - Developmental achievements in society	3	6
5.0	Peasant Movements Since Independence	18	
5.1	The Telengana Peasant Struggle	3	4
5.2	The Patiala Muzara Movement	2	4,6
5.3	Naxalite Movements in West Bengal and other provinces - Srikakulam in Andrapradesh	2	3,4
5.4	The 'New Farmers' movements	2	1,4
5.5	Caste oppression and Anti-caste movements	3	3
5.6	Political economy of development	3	4
5.7	The Socio-economic structure of our time	2	4

Readings

1. Terence: J. Byres, ed. The Indian Economy: Major Debates since Independence, Oxford University Press, 2000
2. Bipin Chandra et. al, India After Independence, Vaiking Penguin India," 1999
3. Bipin Chandra al, India's Struggle for Independence, 1857-1947, Vaiking 1998
4. K.N. Raj, Indian Economic Growth: Performance and Prospectus, New Delhi, 1965
5. Vijay Joshi & I.M.D. Little, India, Macro Economics and Political Economy, 1964-1991, Washington, 1994
6. Vijay Joshi & I.M.D. Little, eds. India's Economic Reforms, 1991- 2001 Oxford University Press. 1996
7. Bimal Jalal ed. The Indian Economy, New Delhi, 1992
8. Daniel Throner, The Shaping of Modern India, Allied publishers, New Delhi, 1980
9. G. Kotovsky, Agrarian reforms in India, New Delhi, 1964
10. T.V. Sathyamurthy, ed. Industry and Agriculture in India since Independence, Delhi, 1995
11. T.V. Sathyamurthy, ed. Social Changes and Political Discourses in India, vol. Region,
12. Religion, Caste, Gender and Culture in Contemporary India, Delhi 1996
13. Suasana Bayly, Caste, Society and Politics in India, 18th Century to Modern Age – The New Cambridge of India, Cambridge University, 2000
14. Ramachandra Guha, The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya, Delhi, 1989.
15. Ramachandra Guha, India after Gandhi: The History of the World's Largest Democracy, Macmillan India, 2006.
16. P. Sundarayya ,Telengana People's Struggle and Lessons, Calcutta, 1972

17. Bipin Chandra ed. The Indian Left: Critical Appraisals, New Delhi, 1983.
18. Bimal Jalan ,The Indian Economy: Problems and Prospects , New Delhi, 1992
19. Tom Brass ed. :New Farmer's Movement in India, Ilford, 1995
20. Pranab Bardan, The Political Economy of Development in India, Delhi
21. J. Bhagavathi & T.N. Srinivasan, India Economics Reforms, New Delhi, 1993
