

FATIMA MATA NATIONAL COLLEGE
(AUTONOMOUS)
KOLLAM



SCHEME & SYLLABUS OF

B.A. History

2015 Admission Onwards



COURSE STRUCTURE

| Courses | Course Code | Course Title | Instructional Hours per Week | Credits |
|--------------------------|----------------------|---|------------------------------|---------|
| Semester I | | | | |
| Language Course I | 15UEN111.1 | Listening and Speaking Skills | 5 | 4 |
| Language Course II | 15UML/HN/ FR111.1 | Additional Language | 4 | 3 |
| Foundation Course I | 15UEN121 | Writings on Contemporary Issues | 4 | 2 |
| Core Course I | 15UHY141 | Methodology and Perspectives of Social Sciences | 6 | 4 |
| Complementary I | 15UPS131 | Principles of Political Science | 3 | 2 |
| Complementary II | 15UEC131 | Foundations of Economic Theory | 3 | 2 |
| Semester II | | | | |
| Language Course III | 15UEN211.1 | Reading Skills | 5 | 4 |
| Language Course IV | 15UEN212.1 | Modern English Grammar & Usage | 4 | 3 |
| Language Course V | 15UML/HN/ FR211.1 | Additional Language | 4 | 3 |
| Core Course II | 15UHY241 | Cultural Formation of the Pre-Modern World | 6 | 4 |
| Complementary Course III | 15UPS231 | Introduction to Political Theory | 3 | 3 |
| Complementary Course IV | 15UEC231 | Money and Banking | 3 | 3 |
| Semester III | | | | |
| Language Course VI | 15UEN311.1 | Writing and Presentation Skills | 5 | 4 |
| Language Course VII | 15UML/HN/ FR311.1 | Additional Language | 5 | 4 |
| Foundation Course II | 15UHY321 | Informatics | 4 | 3 |
| Core Course III | 15UHY341 | Evolution of Early Indian Society and Culture | 5 | 4 |
| Complementary V | 15UPS331 | Public Administration | 3 | 3 |
| Complementary VI | 15UEC331 | Public Finance and Trade | 3 | 3 |

| Semester IV | | | | |
|----------------------|-------------------|--|---|---|
| Language Course VIII | 15UEN411.1 | Reading in Literature | 5 | 4 |
| Language Course IX | 15UML/HN/FR/411.1 | Additional Language | 5 | 4 |
| Core Course IV | 15UHY441 | Medieval India: Socio-Cultural Processes | 5 | 4 |
| Core Course V | 15UHY442 | History of Modern World - Part I | 4 | 3 |
| Complementary VII | 15UPS431 | International Politics | 3 | 3 |
| Complementary VIII | 15UEC431 | Indian Planning and Economic Development | 3 | 3 |
| Semester V | | | | |
| Core Course VI | 15UHY 541 | Major Trends in Historical Thoughts and Writing | 4 | 4 |
| Core Course VII | 15UHY542 | Colonialism and Resistance Movements in India | 4 | 4 |
| Core Course VIII | 15UHY543 | History of Modern World - Part II | 3 | 2 |
| Core Course IX | 15UHY544 | History of Pre Modern Kerala | 4 | 4 |
| Core Course X | 15UHY545 | Making of Indian Nation | 4 | 3 |
| Open Course | | Open Course | 3 | 2 |
| Project | | Project/Dissertation | | |
| | | Historical Method-Mechanics of Project Writing | 3 | |
| | | Study Tour | | |
| Semester VI | | | | |
| Core Course XI | 15UHY641 | Making of Modern Kerala | 5 | 4 |
| Core Course XII | 15UHY642 | Major Trends in Indian Historical Thought and Writings | 5 | 4 |
| Core Course XIII | 15UHY643 | Contemporary India | 4 | 3 |
| Core Course XIV | 15UHY644 | The Twentieth Century Revolutions | 5 | 4 |
| Elective Course | | Elective Course | 3 | 2 |
| Project | 15UHY645 | Project/Dissertation | 3 | 4 |

| Open Courses | | | | |
|---------------------|------------|--|---|---|
| Open Courses | 15UHY551.1 | Empowerment of Women with Special Reference to India | 3 | 2 |
| Open Courses | 15UHY551.2 | Introduction to Archaeology | 3 | 2 |
| Open Courses | 15UHY551.3 | History of Human Rights Movements | 3 | 2 |

| Elective Courses | | | | |
|-------------------------|------------|--------------------|---|---|
| Elective Courses | 15UHY661.1 | Historical Tourism | 3 | 2 |
| Elective Courses | 15UHY661.2 | Heritage Studies | 3 | 2 |
| Elective Courses | 15UHY661.3 | Contemporary World | 3 | 2 |

Attendance:

Students who secure a minimum of 75% attendance in the aggregate for all the Courses of a semester taken together alone will be allowed to register for End Semester Evaluation. Others have to repeat the semester along with the next batch, unless they could make up the shortage of attendance through condonation. However the award of Grade for attendance in CE shall be made course-wise. Condonation of shortage of attendance to a maximum of 10 days in a semester subject to a maximum of two times during the whole period of a Degree Programme shall be granted by the College on valid grounds. This condonation shall not be considered for awarding marks for CE. Benefits of attendance for a maximum of 10 days in a semester shall be granted to students who participate/attend University Union activities, meetings of the University Bodies and Extra Curricular Activities, on production of participation/attendance certificate by the University Authorities/Principals as the case may be. But in such cases, condonation will be considered for award of marks for CE.

The Boards of Studies (in each subject) shall design all the Courses and syllabi for each Course in that subject offered in the First Degree Programme. The Board shall design and introduce new Courses, modify or redesign existing Courses or replace any Course/Courses with new/modified Courses to ensure better exposure and training to students.

The syllabus for a Course shall include: Course Code, the title of the Course the statement of the aims and objectives of the Course and the number of Credits; instructional hours in terms of lectures, tutorials, and laboratory session with the pre-requisites if any, for taking the Course. The Course content shall be given in a unitized manner along with a list of reading materials.

The syllabus for each Course shall include the mode of transacting that Course in terms of lectures, tutorials, seminars, laboratory sessions, field work, projects and such other activities.

The syllabus for each Course shall also indicate the scheme of evaluation/ examination.

Evaluation and Grading

The Evaluation of each Course shall consists of two parts

- 1) Continuous Evaluation (CE)
- 2) End Semester Evaluation (ESE)

The CE and ESE ratio shall be 1:3 for both Courses with or without practical. There shall be a maximum of 75 marks for ESE and maximum of 25 marks for CE. For all Courses (Theory and Practical). Grades are given on a 7-point scale based on the total percentage of mark (CE+ESE) as given below.

Criteria for Grading

| Percentage of marks | CCPA | Letter Grade |
|---------------------|----------|----------------|
| 90 and above | > or = 9 | A+ outstanding |
| 80 to < 90 | 8 to < 9 | A Excellent |
| 70 to < 80 | 7 to < 8 | B Very Good |
| 60 to < 70 | 6 to < 7 | C Good |
| 50 to < 60 | 5 to < 6 | D Satisfactory |
| 40 to < 50 | 4 to < 5 | E Adequate |
| Below 40 | < 4 | F Failure |

Continuous Evaluation (CE)

All records of Continuous Evaluation shall be kept in the Department and shall be made available for verification, if and when necessary.

Attendance (Max. marks 5):

The allotment of marks for attendance shall be as follows:

| | |
|--------------------------|---------|
| Attendance less than 75% | 1 Mark |
| 75% & less than 80% | 2 Marks |
| 80% & less than 85% | 3 Marks |
| 85% & less than 90% | 4 Marks |
| 90% & above | 5 Marks |

Assignments or Seminars: (Max. marks 5)

Each student shall be required to do one assignment or one seminar for each Course. Valued assignments shall be returned to the students. The seminars shall be organized by the teacher/teachers in charge of CE and the same shall be assessed by a group of teachers including the teacher/ teachers in charge of that Course. Assignments/Seminars shall be evaluated on the basis of their quality. The teacher shall define the expected quality of an assignment in terms of structure, content, presentation etc. and inform the same to the students. Due weight shall be given for punctuality in submission. Seminar shall be similarly evaluated in terms of structure, content, presentation, interaction etc.

Tests: (Max. marks 15)

For each Course there shall be two (average of two) tests during a semester. Valued answer scripts shall be made available to the students for perusal within 10 working days from the date of the test.

End Semester Evaluation (ESE):

End Semester Evaluation of all the Courses in all the semesters shall be conducted. The results of the ESE, which shall not exceed 45 days from the last day of the examination.

Project/Dissertation Work:

For each First Degree Programme there shall be a Project/Dissertation Work. The Project/Dissertation work can be done either individually or by a group not exceeding five students. However, Viva-Voce based on the Project/Dissertation work shall be conducted individually.

The topics shall either be allotted by the supervising teacher or be selected by the students in consultation with the supervising teacher. The report of the Project/ Dissertation shall be submitted to the Department in duplicate before the completion of the sixth semester. There shall be no continuous assessment for Dissertation / Project work.

The detailed guidelines regarding the conduct and evaluation of the Project/ Dissertation will be framed by the Boards of Studies concerned.

Social Service/Extension Activity:

It is mandatory for a student to participate in any one of the following Social Service/Extension Activities for not less than forty hours, during the 3rd and 4th semesters, for successful completion of the Programme.

- 1) Health Education
- 2) Peoples Planning Programme
- 3) Debate Club
- 4) Environmental Activities
- 5) Human Rights Forum
- 6) Community Health Activity
- 7) Kerala State Literacy Mission
- 8) Performing Arts Club-Folklore
- 9) Media Club
- 10) Community Based activities of CACEE
- 11) NSS
- 12) NCC
- 13) Sports Club
- 14) Science Club
- 15) Nature Club/Eco Club
- 16) Theatre Club
- 17) Planning Forum
- 18) Literary Club
- 19) Women's Study Unit
- 20) Anti-Ragging Cell
- 21) State Library Council Affiliated of CACEE Rural Public Libraries

A statement testifying the participation of the students shall be forwarded to the Controller of Examinations along with the statement of CE results of the 4th semester.

Grading System

Both CE and ESE will be carried out using Indirect Grading system on a 7-point scale.

Consolidation of Grades

The maximum mark for a Course (ESE theory) is 75. The duration of ESE is 3hours.

The marks of CE shall be consolidated by adding the marks of Attendance, Assignment/ Seminar and Test paper respectively for a particular Course.

| | | |
|---|--------------------|----------|
| a | Attendance | 5 marks |
| b | Assignment/Seminar | 5 marks |
| c | Test Paper | 15 marks |
| | Total | 25 |

The marks of a Course are consolidated by combining the marks of ESE and. CE (75+25).

A minimum of 40% marks (E Grade)is required for passing a Course with a separate minimum of 40%(E Grade) for Continuous Evaluation and End Semester Evaluation.

Consolidation of SCPA: SCPA is obtained by dividing the sum of Credit Points (CP) obtained in a semester by the sum of Credits (C) taken in that semester. After the successful completion of a semester, Semester Credit Point Average (SCPA) of a student in that semester shall be calculated.

Suppose the student has taken four Courses each of 4 Credits and two Courses each of 2 Credits in a particular semester, after consolidating the Grade for each Course. SCPA has to be calculated as shown in the example given below:

| Course Code | Title | Credit (C) | Marks (M) | Grades | Grade points (G=M/10) | Credit Point CP=C*G |
|--|-------|------------|-----------|--------|--------------------------|------------------------|
| 01 | | 4 | 82 | A | 8.2 | 32.8 |
| 02 | | 4 | 60 | C | 6.0 | 24.0 |
| 03 | | 4 | 50 | D | 5.0 | 20.0 |
| 04 | | 4 | 45 | E | 4.5 | 18.0 |
| 05 | | 2 | 75 | B | 7.5 | 15.0 |
| 06 | | 2 | 40 | E | 4.0 | 8.0 |
| Total | | 20 | | | | 119.8 |
| SCPA=Total Credit Points/Total Credits=119.8/20=5.99=D Grade | | | | | | |

For the successful completion of a semester, a student has to score a minimum SCPA of 4.00 (E Grade). However, a student is permitted to move to the next semester irrespective of his /her SCPA.

Consolidation of CCPA: An overall letter Grade (Cumulative Grade) for the whole Programme shall be awarded to the student based on the value of CCPA using a 7-point scale, as given below. It is obtained by dividing the sum of the Credit Points in all the Courses taken by the student, for the entire Programme by the total number of Credits.

CONSOLIDATION OF CCPA

| Semester | SCPA Credit Point (CP) | SCPA Credit (C) |
|---|------------------------|-----------------|
| 1 | 119 | 20 |
| 2 | 120 | 20 |
| 3 | 110 | 20 |
| 4 | 105 | 20 |
| 5 | 100 | 20 |
| 6 | 120 | 20 |
| Total | 674 | 120 |
| CCPA=Total Credit Points of all semesters/Total Credits of all semesters=674/120=5.62=D Grade | | |

Overall Grade in a Programme

| Percentage of marks | CCPA | Letter Grade |
|---------------------|----------|----------------|
| 90 and above | > or = 9 | A+ outstanding |
| 80 to < 90 | 8 to < 9 | A Excellent |
| 70 to < 80 | 7 to < 8 | B Very Good |
| 60 to < 70 | 6 to < 7 | C Good |
| 50 to < 60 | 5 to < 6 | D Satisfactory |
| 40 to < 50 | 4 to < 5 | E Adequate |
| Below 40 | < 4 | F Failure |

The Marks of the Courses taken over and above the minimum prescribed Credits, shall not be counted for computing CCPA.

For the successful completion of a Programme and award of the Degree, a student must pass all Courses satisfying the minimum Credit requirement and must score a minimum CCPA of 4.00 or an overall grade of E

Pattern of Questions

| Question Type | Total Number of Questions | Number of Questions to be answered | Marks for each Questions | Total Marks |
|---|---------------------------|------------------------------------|--------------------------|-------------|
| Very short answer type (One word to Maximum of 2 sentences) | 10 | 10 | 1 | 10 |
| Short answer (Not to exceed one paragraph) | 11 | 7 | 2 | 14 |
| Short essay (Not to exceed 120 words) | 5 | 3 | 7 | 21 |
| Long essay | 4 | 2 | 15 | 30 |
| Total | 30 | 22 | | 75 |

Promotion to Higher Semesters: Students who complete the semester by securing the minimum required attendance and who register for the End Semester Evaluation conducted by the College of each semester alone shall be promoted to the next higher semester.

Re-appearance of Failed Students: “Students who fail shall have to reappear for the ESE of the same along with the next regular batch of students.” Candidates who fail to score ‘E’ grade in the ESE in any of the Course/Courses have to reappear for the ESE of the Course /Courses concerned with next regular batch of students. The number of chances or such appearances is limited to 5 and the same have to be done within a period of 12 continuous semesters including the semester in which they have first appeared.

However, students who fail to secure SCPA of 4.00 have to reappear for the ESE with the next regular batch of students for such courses for which they have secured the least Grade for improving the SCPA. Here also the number of appearance is limited to 5 and the same has to be done within a period of 12 continuous semesters including the semester in which they have first appeared.

In both cases (i.e. failure to obtain ‘E’ Grade for individual Course/Courses and ‘SCPA of 4.00) students shall not be allowed to repeat the semester, but the marks secured by them for the CE part shall be carried over and added to the marks obtained in the ESE they reappear. However, those who fail in the CE (i.e. those who fail to secure a minimum of ‘E’ grade) will have one chance to improve the same (except the marks for attendance) along with next regular batch of students.

Improvement of ESE

Candidates who have successfully completed the Semester, but wish to improve their marks for the End Semester Evaluation (ESE) shall have only one chance for the same along with the next immediate regular batch of students. In this case, the better marks obtained shall be considered for the calculation of SCPA.

Mark Cum Grade Sheet

The College under its seal shall issue to the students a Mark cum Grade Sheet on completion of each semester indicating the details of Courses, Credits Marks for CE and ESE, Grades, Grade Points, Credit Points and Semester Credit Point Average (SCPA) for each Course.

The Consolidated Mark cum Grade sheet issued at the end of the final semester on completion of the Programme shall contain the details of all Courses taken during the entire Programme including Additional Courses taken over and above the prescribed minimum Credits for obtaining the Degree. However, for the calculation of CCPA, only those Courses in which the student has performed the best with maximum Credit Points alone shall be taken subject to the minimum requirements of Credits for successful completion of a Programme. The Consolidated Mark cum Grade sheet shall indicate the CCPA and CCPA(S) and the overall letter grade for the whole Programme. The Consolidated Mark cum Grade sheet shall also indicate all the Audit Courses (Zero Credit) successfully completed by the student during the whole Programme.

No student shall be eligible for the award of the Degree unless he/she has successfully completed a Programme of not less than 6 semesters duration and secured at least 120 Credits (excluding Credits for Social Service/Extension Activities) as prescribed by the Regulations.

1. Course Structure for B.A/B.Sc. Degree Programmes

| Study Components | Number of Courses | Credits/ Course | Total Credits |
|------------------------|-------------------|-----------------|---------------|
| Language Courses | | | |
| a) English | 5 | 3-4 | 19 |
| b) Additional Language | 4 | 3-4 | 14 |
| Foundation Course | 2 | 2-3 | 5 |
| Core Course | 12-15 | 2-4 | 46-52 |
| Complementary Course | 8-10 | 2-3 | 22-28 |
| Project/Dissertation | 1 | 4 | 4 |
| Open Course | 1 | 2 | 2 |
| Elective Course | 1 | 2 | 2 |

SEMESTER I

Language Course I

15UEN111.1: LISTENING AND SPEAKING SKILLS

No. of credits: 4

No. of instructional hours per week: 5 (Total 90 hrs.)

AIMS

1. To familiarize students with English sounds and phonemic symbols.
2. To enhance their ability in listening and speaking.

OBJECTIVES

On completion of the course, the students should be able to

1. listen to lectures, public announcements and news on TV and radio.
2. engage in telephonic conversation.
3. communicate effectively and accurately in English.
4. use spoken language for various purposes.

COURSE OUTLINE

Module 1

Pronunciation-Phonemic symbols - consonants - vowels - syllables - word stress - strong and weak forms.

Module 2

Listening Skills - difference between listening and hearing - active listening - barriers to listening - academic listening - listening for details - listening and note-taking - listening to talks and descriptions - listening to announcements - listening to news programmes.

Module 3

Speaking Skills - interactive nature of communication - importance of context - formal and informal - set expressions in different situations - greeting - introducing - making requests - asking for / giving permission - giving instructions and directions - agreeing / disagreeing - seeking and giving advice - inviting and apologizing - telephonic skills - conversational manners.

Module 4

Dialogue Practice

(Students should be given ample practice in dialogue, using core and supplementary materials.)

COURSE MATERIAL

Modules 1 - 3

Core reading: Listening and Speaking, Cambridge University Press, India Pvt Ltd, 2010

Further reading:

1. Marks, Jonathan. English Pronunciation in Use. New Delhi: CUP, 2007.
2. Lynch, Tony. Study Listening. New Delhi: CUP, 2008.
3. Kenneth, Anderson, Tony Lynch, Joan MacLean. Study Speaking. New Delhi: CUP, 2008.

Module 4:

Core reading: Dramatic Moments: A Book of One Act Plays. Orient Black Swan, 2013.

The following One-act plays are prescribed:

1. Saki - The Death Trap
2. Philip Moeller - Helena's Husband
3. Serafin and Joaquin Alvarez Quinters - Sunny Morning: A Comedy of Madrid
4. Margaret Wood - Day of Atonement

Reference:

Jones, Daniel. English Pronouncing Dictionary 17th Edition. New Delhi: CUP, 2009.

Language Course II (Additional Language I)

15UML111.1: മലയാള കവിത

No. of credits: 3

No. of instructional hours per week: 4

പുസ്തകം : കാവ്യപഥം

(കോളേജ് പ്രസിദ്ധീകരണം)

പഠനോദ്ദേശ്യം : മലയാള കവിതയെ സംബന്ധിച്ച് സാമാന്യജ്ഞാനം നൽകുക. പഠിതാക്കളിൽ കാവ്യഭിരുചി വളർത്തുക. ആസ്വാദനത്തിനും വിശകലത്തിനും സജ്ജരാക്കുക.

പാഠ്യപദ്ധതി :

മൊഡ്യൂൾ ഒന്ന് (18 മണിക്കൂർ)

1. ചെറുശ്ശേരി - വേണുഗാനം
(രാഗങ്ങളോരോന്നേ ഗോകുലനായകൻ...
മുതൽ അവസാനം വരെ)
2. എഴുത്തച്ഛൻ - പാർത്ഥസാരഥീവർണ്ണന
3. വടക്കൻ പാട്ട് - ഉണ്ണിയാർച്ചയുടെ അപേക്ഷ
4. കുമാരനാശാൻ - കരുണ (ആദ്യത്തെ 100 വരി)

മൊഡ്യൂൾ രണ്ട് (18 മണിക്കൂർ)

5. പി.കുഞ്ഞിരാമൻ നായർ - കൊടുത്തു മുടിഞ്ഞ മാവ്
6. ചങ്ങമ്പുഴ - രമണൻ (രംഗം - 5 മുഴുവൻ)
7. വൈലോപ്പിള്ളി - കൃഷ്ണാഷ്ടമി
8. ഇടശ്ശേരി - കറുത്ത ചെട്ടിച്ചികൾ

മൊഡ്യൂൾ മൂന്ന് (18 മണിക്കൂർ)

9. വയലാർ - രാവണപുത്രി
10. ഒ.എൻ.വി - പാഥേയം
11. സുഗതകുമാരി - തുലാവർഷപ്പച്ച
12. അയ്യപ്പപ്പണിക്കർ - പകലുകൾ രാത്രികൾ

മൊഡ്യൂൾ നാല് (18 മണിക്കൂർ)

13. കടമ്മനിട്ട രാമകൃഷ്ണൻ - കടമ്മനിട്ട
14. ബാലചന്ദ്രൻ ചുള്ളിക്കാട് - ഗസൽ
15. പി.പി. രാമചന്ദ്രൻ - ലൈബ്രേറിയൻ മരിച്ചതിൽപ്പിന്നെ
16. റഫീക്ക് അഹമ്മദ് - തോരാമഴ

- 17. എസ്. ജോസഫ് - പെങ്ങളുടെ ബൈബിൾ
- 18. വി.എം. ഗിരിജ - ജീവജലം

സഹായകഗ്രന്ഥങ്ങൾ

- 1. ആധുനിക സാഹിത്യ ചരിത്രം
പ്രസ്ഥാനങ്ങളിലൂടെ - ഡോ.കെ.എം.ജോർജ്ജ് (എഡിറ്റർ)
- 2. കൈരളിയുടെ കഥ - എൻ. കൃഷ്ണപിള്ള
- 3. മലയാള കവിതാസാഹിത്യ ചരിത്രം - ഡോ.എം. ലീലാവതി
- 4. കവിയും കവിതയും രണ്ടാം വാല്യം - പി.നാരായണക്കുറുപ്പ്
- 5. കവിയരങ്ങ് - കെ.എസ്. നാരായണപിള്ള
- 6. കുമാരനാശാന്റെ കാവ്യപ്രപഞ്ചം - മലയാളവിഭാഗം,
കേരള സർവ്വകലാശാല
- 7. ഖണ്ഡകാവ്യ പ്രസ്ഥാനം - എം.വി. പണിക്കർ
- 8. ചങ്ങമ്പുഴ കൃഷ്ണപിള്ള - എൻ.മുകുന്ദൻ
- 9. ചങ്ങമ്പുഴ കൃഷ്ണപിള്ള
നക്ഷത്രങ്ങളുടെ സ്നേഹ ഭാജനം - എം.കെ.സാനു
- 10. കുമാരനാശാന്റെ രചനാശിൽപ്പം - എം.എം. ബഷീർ
- 11. കാല്പനികത - ഹൃദയകുമാരി
- 12. ആധുനിക മലയാളസാഹിത്യം - പി.കെ. പരമേശ്വരൻ നായർ
- 13. ഇടശ്ശേരിക്കവിത - മേലത്തു ചന്ദ്രശേഖരൻ
- 14. സിംബലിസം മലയാളകവിതയിൽ - ഡോ.കെ.എം. വേണുഗോപാൽ
- 15. ആധുനികത മലയാളകവിതയിൽ - ഡോ.എൻ.അജയകുമാർ
- 16. കേരളകവിതയിലെ കലിയും ചിരിയും - പ്രസരാജൻ
- 17. ഉത്തരാധുനികത - ബി.ഉണ്ണികൃഷ്ണൻ
- 18. മലയാളകവിതാപഠനങ്ങൾ - സച്ചിദാനന്ദൻ
- 19. മലയാളകവിതയിലെ
ഉയർന്നശിരസ്സുകൾ - ഡോ.എം.എൻ. രാജൻ
- 20. കടമ്മനിട്ടയിലെ കവി - ഡോ.കെ.എസ്.രവികുമാർ
- 21. ദലിത് പഠനം സ്വത്വം,സംസ്കാരം
സാഹിത്യം - ഡോ. പ്രദീപൻ പാമ്പിരിക്കുന്ന്
- 22. ആധുനിക മലയാള കവിതയിലെ
സ്ത്രീപക്ഷസമീപനങ്ങൾ - ഡോ.പി.ഗീത
- 23. പാഠങ്ങൾ പഠനങ്ങൾ - സച്ചിദാനന്ദൻ
- 24. കവിതവായനയും പ്രതികരണവും - എൻ.രാജൻ
- 25. കവിതയിലെ പുതുവഴികൾ - നെല്ലിക്കൽ മുരളീധരൻ

Language Course II (Additional Language I)

15UHN111.1: PROSE AND GRAMMAR

No. of credits: 3

No. of instructional hours per week: 4

Aim of the Course / Objectives

The aim of the course is to sensitize the students to the aesthetic and cultural aspects of literary appreciation and analysis. To introduce Modern Hindi prose to the students and to understand the cultural, social and moral values of modern Hindi prose. To understand the theory and practice of Hindi Grammar.

Module I

Prose (Prescribe a prose collection)

Module 2

Grammar

Parts of speech – varna – Noun – Lingavachan, karak – Pronoun – Adjective – Verb – Tense, voice Grammar Practice – Sentence Correction – Change of Tense – ‘Ne’ rule.

Prescribed Textbooks

1. Pose (Detailed) - Gadya Prabha Edited by
Dr. Alok Gupta
Published by Rajpal and sons
Kasmiri Gate, Delhi-6.

Lessons to be studied

1. Tyagamoorthy Nirala - Sivapoojan Sahay
2. Bharatheey Sanskriti - Rajendra Prasad
3. Holi aur Onam - Dr. N.E.V. Iyer
4. Ve Bahaduri se Bike - Harisankar Parsay
5. Sukh - Kaseenath Singh
6. Nadiya gahari naav purani - Amritlal Vegad
2. Grammar - Vyavaharik Hindi Vyakaran
By Dr. H. Parameswaran
Radhakrishna Prakasan, Delhi

Topics to be studied

Varna, Sangya - Ling-vachan-karak, Sarvanam, Visheshan, kriya – kaal – kaal ke prakar – ne prathyay and vachya only. Language

Course II (Additional Language I)

15UFR111.1: Communication skills in French

No. of credits: 3

No. of instructional hours per week: 4

AIMS:

The aim of the course is to emphasis on conversational French and to develop the communication skills of the students.

OBJECTIVES:

1. To familiarise the students with a modern foreign language.
2. To familiarise the students with the sounds of French.
3. To encourage students to use French for basic communication in everyday situation.
4. To acquaint students with the basics of writing simple sentences and short compositions.

SYLLABUS:

NAME OF TEXT: CONNEXIONS – Niveau 1 By Régine Mérieux and
Yves Loiseau

Publisher : Didier

Module 1 : Parler de soi

Unit 1 : Bonjour !

Unit 2 : Rencontres

Unit 3 : 100% questions

Reference books :

1. Le Nouveau Sans Frontières Vol I by Philippe Dominique
2. Panorama Vol I by Jacky Girardet
3. Cours de langue et de civilisation française Vol I (Mauger Bleu)

Foundation Course I

15UEN121: WRITINGS ON CONTEMPORARY ISSUES

No. of credits: 2

No. of instructional hours per week: 4 (Total 72 hrs.)

AIMS

1. To sensitize students to the major issues in the society and the world.
2. To encourage them to read literary pieces critically.

OBJECTIVES

On completion of the course, the students should be able to

1. Have an overall understanding of some of the major issues in the contemporary world.
2. Respond empathetically to the issues of the society.
3. Read literary texts critically.

COURSE OUTLINE

Module I: Globalization and its Consequences

Essays: (1) "The Globalized World" – AvinashJha.

(2) "Globalization and Education: Third World Experience" – AmitBhaduri.

Poem: "Unending Love" - Rabindranath Tagore

Module II: Environmental Issues

Essay: "Forests and Settlements" - RomilaThapar Poems:

(1) "God's Grandeur" - G.M.Hopkins

(2) "The World is too Much with Us" – Wordsworth

Module III: Human Rights

Essay: "Thinking about Human Rights" - ManishaPriyam, Krishna Menon&Madhulika Banerjee

Poem: "London" - William Blake

Fiction: Untouchable [an extract] – Mulk Raj Anand

Module IV: The Gender Question

Essays: "Gender, Culture and History" – ManishaPriyam, Krishna Menon&Madhulika Banerjee

Fiction: "The Elder Sister" – M. T. Vasudevan Nair

COURSE MATERIAL

Modules 1 - 4

Core reading: Meeting the World: Writings on Contemporary Issues. Pearson, 2013.

Core Course I
**15UHY141: METHODOLOGY AND PERSPECTIVES
OF SOCIAL SCIENCES**

No. of credits: 4

No. of instructional hours per week: 6

Aims and Objectives

- ❖ The course intends to familiarize the students with the broad contours of social Sciences and its methodology.
- ❖ To familiarize the main concerns of Social Science disciplines.
- ❖ To articulate the basic terminologies and theories prevalent in concerned disciplines.
- ❖ Critically read popular and periodical literature from a Social Science perspective.

Module I

History Its Nature and Practice

- a) What is History-Definitions-Purpose-Uses of History
- b) Problems in the construction of History-Nationality and Bias-Objectivity-Plagiarism.
- c) Methodology of historians- D.D. Kosambi-R.C Majumdar-Romila Thapar-Irfan Habib-Ranjith Guha-Ramachandra Guha.
- d) History and Social Sciences-need for interdisciplinary approach.

Module II

Introduction to Social Sciences

Social Sciences-its emergence and nature-relevance of the Social Science in understanding and solving contemporary problems-Basic principles and concepts.

Module III

Objectivity in Social Sciences

Limits of social Sciences and its practice-Sociology –Economics-Political Science-secular, communal and racial issues.

Module IV

Understanding Social Structure

Caste, Class, Gender-Marxist and other sociological perspectives.

Essential Readings:

1. Elgin Hunt, Social Science: An Introduction to the Study of Society, Allyn & Bacon, 2008.
2. John Perry, Contemporary Society- An Introduction to Social Sciences, Allyn & Bacon, 2009.
3. Donatella Della Porta & Micheal Keating, Approaches and Methodologies in Social Sciences; Pluralistic Perspective, Cambridge University Press, Delhi, 2008.
4. Sujata Patel, (et.al), ed, Thinking Social Science in India, Sage Publication, New Delhi, 2002.
5. M.N. Srinivas, Caste in India and Other Essays, Asia Publishing House, 1962.
6. M.N. Srinivas, Social Transition in Modern India, Orient Longman, New Delhi, 2003.
7. B. Sheik Ali, History: Its Theory and Method, Macmillan Publication, New Delhi, 1980.
8. E. Sreedharan, A Textbook of Historiography, Orient Longman, 2003.
9. Gail Omvedt, Dalits and Democratic Revolutions, Dr. Ambedkar and Dalit Movements in Colonial India, Sage Publications New Delhi, 1994

Complementary Course I**15UPS131: PRINCIPLES OF POLITICAL SCIENCE****No. of credits: 2****No. of instructional hours per week: 3****Aim of the Course:**

The course intends to familiarize the students with the fundamental principles of Political Science.

Objectives of the course:

- ★ To familiarize the students the major principles of Political science
- ★ To introduce to the students major concepts of Political Science

- ★ To impart them with basic orientation about the institution of state and civil society.

MODULE I:

Political Science- Meaning – Definition – Nature – and Scope, Relationship of Political Science with other Social Sciences

MODULE II:

Major approaches to the study of Political Science – Traditional – Behavioural – Post-Behavioural approaches.

MODULE III:

Modern Political Concepts:

Political Culture

Political Socialization, Political Modernisation

MODULE IV:

State – Elements – state and nation

- State and Civil Society-Citizenship

BOOKS

1. A. Appaduri, The Substance of Politics (Oxford University Press, Delhi)
2. A.C. Kapoor, Principles of Political Science (S. Chand & Co., New Delhi).
3. B.K. Gokhale, Political Science: Theory and Governmental Machinery (AR. Sheth & Co. Bombay)
4. Carolyn M. Elliott (Ed.), Civil Society and Democracy: A Reader (Oxford University Press, New Delhi)
5. J.C. Johari, Contemporary Political Theory (Sterling Publishers, New Delhi)
6. J.C. Johari, Major Modern Political Systems (Vishal Publications, Delhi)
7. J.C. Johari, Principles of Modern Political Science (Sterling Publishers New Delhi)
8. N.N. Agarwal, Vidya Bhushan & Vishnoo Bhagwan Principles of Political Science (Ram Chand & Co., Delhi)
9. Naresh Chandra Roy, Jyotirindradas Gupta & Jayanta Kumar Ray Principles of Political Science (Macmillan & Co., Ltd, Calcutta .)
10. Robert A. Dahl & Bruce Stinebrickner, Modern Political Analysis (Pearson Education, Delhi)

11. Rodee, Anderson , &Christol, Introduction to Political Science
(MacGraw Hill , New York .)
12. S.P Varma, Modern Political Theory (Vikas Publishers, New Delhi)

Complementary Course II

15UEC131: FOUNDATIONS OF ECONOMIC THEORY

No. of credits: 2

No. of instructional hours per week: 3

Aim of the Course

The main aim of the course is to make the students understand the basis of Economic Science and how the theoretical frame work applying as a model in the policy prescriptions of the Economy.

Objectives

1. To understand the nature of Economics Science
2. To understand the basic concepts used in Economics.
3. To create awareness about the behaviour of certain Economic units.
4. To relate the basic ideas with the changes in the economy.

Module – I

(8Hrs)

Scope of the economic science- Definitions - Wealth definition, welfare definition, scarcity definition, growth definition- Methods of economics- Fundamental concepts.

Module - II

(18Hrs)

Consumption - Human wants and needs - their nature- Basic Law of Consumption- The concept of Utility - Cardinal utility and ordinal tility- The Law of Diminishing Marginal Utility - Consumer's Surplus - Demand and supply - The determination of law of demand and law of supply - Exceptions of demand - Changes in demand.

Module - III

(15Hrs)

Factors of production - Combination of factors production function - Division of labour - Types of division of labour - Advantages of division of labour - Localization of industry and their causes.

Module -IV**(13Hrs)**

Cost of production and factor pricing - Concepts of cost- Total cost, average cost, marginal cost, opportunity cost, Breakeven point - Factor pricing - Wages, interest, rent and profit - Ricardo's theory of rent - Classical theory of interest - Lovable fund theory of interest - Innovation theory of profit.

Reading List

1. S.E.Thomas- Elements of Economics, The Donnington Press
2. H.S.Agarwal- Micro-Economic Theory, ANE Books Pvt.Ltd-2009
3. K.K.Dewett- Modern Economic Theory. S Chand; Reprint Edn. 2006

SEMESTER II

Language Course III

15UEN211.1: READING SKILLS

No. of credits: 4

No. of instructional hours per week: 5 (Total 90 hrs)

AIMS

1. To make students competent in advanced reading skills like skimming, scanning and reading for meaning and pleasure.
2. To make them familiar with the concepts of extensive and intensive reading.
3. To help them increase their active and passive vocabulary.
4. To help them broaden their mental vision.

OBJECTIVES

On completion of the course, the students should be able to

1. Identify various text types and comprehend them.
2. Apply reading techniques like skimming and scanning to understand the main arguments and themes and distinguish supporting details.
3. Use and comprehend a reasonable vocabulary and reinforce their language proficiency.
4. Have a broader outlook resultant from the exposure to the study of fine specimens of reading.

COURSE OUTLINE

Module 1

Intensive reading - reading for information - application of scanning and skimming – silent and loud reading - various techniques - advantages and disadvantages. (Pull Out - Reading Tips)

Module 2

Introducing students to different text types – poetry (Henry IV, Nobody, I Am, Musee des Beaux Arts, Paradise Lost, Heaven, Kubla Khan, Message Clear)

Drama (Loot, Macbeth, Happy Days)

Module 3

Introducing students to different text types - prose – fictional - (Alice in Wonderland, Nineteen Eighty Four, Catch -22, Animal Farm, The Sacred and Profane Love Machine)

Nonfictional – (Civilized Man, Our Bodies Ourselves)

Module 4

Extensive reading – reading for pleasure and knowledge (Poem – Father and Son, The Poplar Field, Going Going, Anthem for Doomed Youth, A Refusal to Mourn, Ulysses, Andrea del Sarto)

Drama (Chicken Soup with Barley, A Night Out, The Importance of Being Earnest)

Prose –Fictional – (Sons and Lovers, Emma, Middlemarch, Down There on a Visit, Bleak House, The Picture of Dorian Gray)

Non –fictional – (Churchill’s Speech, Russell’s Autobiography)

COURSE MATERIAL

Modules 1 – 4

Core reading: Reading Between the Lines. Cambridge University Press, India Pvt Ltd, 2010

Further reading:

1. Brown, Katherine and Susan Hood. Academic Encounters: Life in a Society. New Delhi: CUP, 2006.
2. Longman Essential Activator. London: Pearson Longman, 2009.
3. Glendinning, Eric H and Beverly Holmstrom. Study Reading. South Asian Edition. CUP, 2008.
4. Oxford Dictionary of Collocations in English, Oxford University Press, 2009.
5. Wainwright, Gordon. How to Read Faster and Recall More. Macmillan India Ltd, 2008.
6. McCarthy, Michael et al. English Collocation in Use. CUP, 2007.

Reference:

Mayor, Michael, et al, Ed. Longman Dictionary of Contemporary English. 5th Edition. London: Pearson Longman Ltd, 2009.

Language Course IV

15UEN212.1: MODERN ENGLISH GRAMMAR AND USAGE

No. of credits: 3

No. of instructional hours per week: 4 (Total 72 hrs)

AIMS:

1. To help students have a good understanding of modern English grammar.
2. To enable them produce grammatically and idiomatically correct language.
3. To help them improve their verbal communication skills.
4. To help them minimise mother tongue influence.

OBJECTIVES:

On completion of the course, the students should be able to

1. Have an appreciable understanding of English grammar.
2. Produce grammatically and idiomatically correct spoken and written discourse.
3. Spot language errors and correct them.

COURSE CONTENTS

Module 1:

- Words - parts of speech – nouns – pronouns - adjectives - verbs - adverbs – prepositions – conjunctions - determinatives.
- Sentence as a self-contained unit – various types of sentence – simple – compound – complex – declaratives – interrogatives – imperatives – exclamatives.
- Basic sentence patterns in English - constituents of sentences – subject – verb - object - complement – adverbials.
- Phrases - various types of phrases - noun, verb, adjectival and prepositional phrases.

Module 2:

- Nouns - different types - count and uncount – collective - mass - case - number – gender.

- Pronoun - different types - personal, reflexive - infinite-emphatic – reciprocal
- Adjectives - predicative - attributive - pre- and post-modification of nouns.
- Verbs - tense-aspect - voice -mood - Concord - types of verbs – transitive - intransitive-finite - non-finite
- Helping verbs and modal auxiliaries - function and use.

Module 3:

- Adverbs - different types - various functions - modifying and connective.
- Prepositions - different types - syntactic occurrences - prepositional phrases - adverbial function.
- Conjunctions - subordinating and coordinating - Determinatives - articles - possessives - quantifiers
- Clauses - main and subordinate clauses - noun clauses - relative clauses - adverbial clauses - finite and non-finite clauses - analysis and conversion of sentences – Active to Passive and vice versa – Direct to Indirect and vice versa – Degrees of Comparison, one form to the other.

Module 4:

- Written Composition – précis writing – outline story – Comprehension

COURSE MATERIAL

Modules 1 - 4 Core Reading: Concise English Grammar by Prof. V. K. Moothathu. Oxford University Press, 2012.

Further Reading:

1. Leech, Geoffrey et al. English Grammar for Today: A New Introduction. 2nd Edition. Palgrave, 2008.
2. Carter, Ronald and Michael McCarthy. Cambridge Grammar of English. CUP, 2006.
3. Greenbaum, Sidney. Oxford English Grammar. Indian Edition. Oxford University Press, 2005.
4. Sinclair, John ed. Collins Cobuild English Grammar. Harper Collins Publishers, 2000.

5. Driscoll, Liz. Common Mistakes at Intermediate and How to Avoid Them.CUP, 2008.
6. Tayfor, Susanne. Common Mistakes at Upper-intermediate and How to Avoid Them.CUP, 2008.
7. Powell, Debra. Common Mistakes at Advanced Level and How to Avoid Them.CUP, 2008.
8. Burt, Angela. Quick Solutions to Common Errors in English. Macmillan India Limited,2008.
9. Turton. ABC of Common Grammatical Errors. Macmillan India Limited, 2008.
10. Leech, Geoffrey, Jan Svartvik. A Communicative Grammar of English. Third Edition. New Delhi: Pearson Education, 2009.

Direction to Teachers: The items in the modules should be taught at application level with only necessary details of concepts. The emphasis should be on how grammar works rather than on what it is. The aim is the correct usage based on Standard English and not conceptual excellence.

Language Course V (Additional Language II)

15UML211.1: ഗദ്യസാഹിത്യം

No. of credits: 3

No. of instructional hours per week: 4

മൊഡ്യൂൾ ഒന്ന് (18 മണിക്കൂർ)

നോവൽ

മലയാള നോവൽ പ്രസ്ഥാനത്തിന്റെ ഉത്ഭവ- വികാസപരിണാമങ്ങളെപ്പറ്റി സാമാന്യമായി മനസ്സിലാക്കുക. ഒരുനോവൽ വിശദമായി പഠിക്കുക

1. എം.മുകുന്ദൻ - ഒരു ദളിത് യുവതിയുടെ കദനകഥ

മൊഡ്യൂൾ രണ്ട് (18 മണിക്കൂർ)

ചെറുകഥ

മലയാള ചെറുകഥയുടെ വികാസപരിണാമങ്ങളെപ്പറ്റിയുള്ള സാമാന്യജ്ഞാനം.

ആഖ്യാന തന്ത്രങ്ങളുടെ വൈചിത്ര്യം. പ്രമേയത്തിലും രൂപശിൽപ്പത്തിലും സംഭവിച്ച

മാറ്റങ്ങൾ

- | | |
|-------------------------|--|
| 1. സി.വി. കുഞ്ഞിരാമൻ | - ആത്മഹത്യ ചെയ്യാൻ എനിക്ക് മതിയായ കാരണമില്ലയോ? |
| 2. കാരൂർ | - പൊതിച്ചോറ് |
| 3. ലളിതാംബിക അന്തർജ്ജനം | - മനുഷ്യപുത്രി |
| 4. കെ.സരസ്വതിയമ്മ | - രമണി |
| 5. എം.ടി | - ബന്ധനം |
| 6. സക്കറിയ | - പത്രം |
| 7. ടി.പത്മനാഭൻ | - ദാസൻ |
| 8. അഷ്ടമൂർത്തി | - വീഡിയോ ചിത്രങ്ങൾ |
| 9. സിതാര | - അഗ്നി |
| 10. ബി.മുരളി | - ഐ.സി.യു |

മൊഡ്യൂൾ മൂന്ന് (18 മണിക്കൂർ)

ഉപന്യാസം, പഠനം, അനുഭവം

സാഹിത്യവും സാഹിത്യേതരവുമായ 4 രചനകൾ പഠിക്കണം

- | | |
|----------------------|----------------------------------|
| 1. എം.എൻ. വിജയൻ | - മാമ്പഴം |
| 2. സുകുമാർ അഴീക്കോട് | - പ്രഭാഷണകല |
| 3. കെ.പി.അപ്പൻ | - മധുരം നിന്റെ ജീവിതം (ആദ്യഭാഗം) |
| 4. സാനാജോസഫ് | - അടുകളെകൾ തിരിച്ചു പിടിക്കുക |

റഫറൻസ് ഗ്രന്ഥങ്ങൾ

- | | |
|--|---------------------------------|
| 1. സമ്പൂർണ്ണ മലയാള സാഹിത്യ ചരിത്രം | - എഡിറ്റർ പന്മന രാമചന്ദ്രൻ നായർ |
| 2. കൈരളിയുടെ കഥ | - എൻ. കൃഷ്ണപിള്ള |
| 3. ആധുനിക സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ | - ഡോ.കെ.എം. ജോർജ്ജ് |
| 4. മലയാളനോവൽ സാഹിത്യ ചരിത്രം | - ഡോ.കെ.എം. തരകൻ |
| 5. മലയാള ചെറുകഥാ സാഹിത്യചരിത്രം | - ഡോ.എം.എം.ബഷീർ |
| 6. നോവൽ സാഹിത്യം | - കെ.സുരേന്ദ്രൻ |
| 7. നോവൽ സ്വരൂപം | - കെ.സുരേന്ദ്രൻ |
| 8. നോവൽ സിദ്ധിയും സാധനയും | - പി.കെ.ബാലകൃഷ്ണൻ |
| 9. നോവൽ സാഹിത്യപഠനങ്ങൾ | - ഡോ. ഡി.ബഞ്ചമിൻ |
| 10. ആധുനിക നോവൽ ദർശനങ്ങൾ | - കെ.എം. തരകൻ |
| 11. ചെറുകഥാ പ്രസ്ഥാനം | - എം.പി. പോൾ |
| 12. ചെറുകഥ ഇന്നലെ, ഇന്ന് | - എം. അച്യുതൻ |
| 13. ചെറുകഥ - വാക്കുംവഴിയും | - കെ.എസ്.രവീകുമാർ |

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| 14. നോവൽ പഠനങ്ങൾ | - ഡോ.പന്മന രാമചന്ദ്രൻ നായർ |
| 15. ചെറുകഥാ പഠനങ്ങൾ | - ഡോ.പന്മന രാമചന്ദ്രൻ നായർ |
| 16. കഥയും ഫാൻസിയും | - ഡോ.വത്സലൻ വാതുശ്ശേരി |
| 17. കഥയിലെ ആത്മീയസഞ്ചാരങ്ങൾ | - ഡോ.ഇ. രമാഭായി |
| 18. കഥ അനുഭവവും ആഖ്യാനവും | - ഡോ.കെ.പി.അപ്പൻ |
| 19. കഥയും ദാവുകത്വപരിണാമവും | - ഡോ.കെ.എസ് രവികുമാർ |
| 20. ഏകാന്തനഗരങ്ങൾ | - ഡോ.പി.കെ രാജശേഖരൻ |
| 21. ദാരതപര്യടനം | - കുട്ടികൃഷ്ണമാരാർ |
| 22. മധുരം നിന്റെ ജീവിതം | - കെ.പി.അപ്പൻ |
| 23. ശീർഷാസനം | - എം.എൻ.വിജയൻ |
| 24. കവിതയും മനഃശാസ്ത്രവും | - എം.എൻ.വിജയൻ |
| 25. അടുകളുകൾ തിരിച്ചു പിടിക്കുക | - സാനാ ജോസഫ് |

Language Course V (Additional Language II)

15UHN211.1: Fiction and Literary Analysis

No. of credits: 3

No. of instructional hours per week: 4

Aims of the Course / Objectives

The aim of the course is to guide the students to the world of Hindi Fiction (Novel & Short Story). To develop enthusiasm in Literary and aesthetic approaches. To understand various aspects and dimensions of literature.

Module 1

Short story (Prescribe a short story collection)

Module 2

Novel (Prescribe a novel of post eighties)

Module 3

Literary Analysis

The meaning and definitions of literature – Types of literature – Literature

Language Course V (Additional Language II)
15UFR211.1: Translation and communication in French

No. of credits: 3

No. of instructional hours per week: 4

AIMS:

The aim of the course is to facilitate the use of translation for more communication.

OBJECTIVES:

1. To ameliorate the level of language proficiency
2. To analyse the translated texts.
3. To enhance the ability to translate to the target language.

SYLLABUS:

NAME OF TEXT: **CONNEXIONS** – Niveau 1 By Régine Mérieux and
Yves Loiseau

Publisher : Didier

Module 2 : Echanger

Unit 4 : Enquête

Unit 5: Invitations

Unit 6: A table !

Reference books:

1. Le Nouveau Sans Frontières Vol I by Philippe Dominique
2. Panorama Vol I by Jacky Girardet
3. Cours de langue et de civilisation française Vol I (Mauger Bleu)

Core Course II

15UHY241: CULTURAL FORMATION OF THE PRE-MODERN WORLD

No. of credits: 4

No. of instructional hours per week: 6

Aim of the Course

- ★ To enable the students to engage with **conceptual and general issues regarding culture and civilization of the ancient period.**
- ★ To inculcate an awareness among the students about the **cultural heritage of mankind.**
- ★ To have a sound knowledge about changes that took place among the major cultures of world civilizations.
- ★ To give an idea about the **harmonious existence of the different sections of the people.**

Module I

Evolution of the Universe

Early Man-New Theories of Evolution of universe- 'God' particle theory-String theory-Genome theory-Human Origin-Charles Darwin-Spencer.

Module II

Stone Age culture

Paleolithic- Mesolithic –Neolithic revolution and Chalcolithic stage.

Module III

Bronze Age civilizations

Egyptian Civilization- Mesopotamian Civilization - Sumerian-Babylonian-Assyrian- Chinese Civilization- Indus Valley Civilization.

Module IV

Iron Age Civilizations

Greek and Roman Civilizations-Society-Economy-Culture.

Module V

Medieval Developments

Advent of Islam and its Cultural Contributions-Monasticism-Crusades-Feudalism-Guilds.

Essential Reading

1. Will Durant, *The Story of Civilizations*, Simon & Schuster, New York, 1935.
2. Stanley M. Brustein, *World History-Ancient Civilizations*, Holt Rinehart and Winston, 2006.
3. Peter N. Stearns, *Western Civilizations in World History*, Taylor and Francis, 2003.
4. Stephen K. Sanderson, *Civilizations and World Systems*, Rowman Altamira, 2005.
5. Jackson J. Spielvogel, *Western Civilization: A Brief History*, Vol. I, Words Worth Publishing Company, London, 2007.
6. Charles Freeman, *Egypt, Greece and Rome: Civilizations of the Ancient Mediterranean*, Oxford University Press, 2004.
7. Charles Kaith Maizels, *Early Civilizations of the Old World-the Formative Histories of Egypt, the Levant, Mesopotamia, India and China*, Psychology Press, 2001.
8. Francois Louis Ganshof, *Feudalism in Europe*, University of Toronto Press, 1964.
9. Mathew Gordon, *The Rise of Islam*, Greenwood Publishing Group, 2005.
10. Peter Sarris, *Empires of Faith-The fall of Rome to the Rise of Islam 500-700*, Oxford University Press, 2011.
11. M.A. Fisher, *A History of Civilization*, Penguin Books, New Delhi, 1993.

Complementary Course III

15UPS231: INTRODUCTION TO POLITICAL THEORY

No. of credits: 3

No. of instructional hours per week: 3

Aim of the Course:

The course intends to impart the students with an orientation on Political theory

Objectives of the Course:

- ★ To familiarize to the students major political ideologies
- ★ To make aware about human rights and its importance
- ★ To introduce party systems and the operations of pressure groups

MODULE I : Political Ideologies

Liberalism- Democracy –Marxism-Gandhism-Feminism

MODULE II : Political System

Legislature – Functions – Bicameral unicameral

Executive – Parliamentary – Presidential –Plural

Judiciary – Functions – Rule of Law – Administrative law.

MODULE III : Political Dynamics

Political Parties – Functions – Party Systems

Pressure Groups and Interest Groups – Functions

Election Commission-Electoral Reforms.

MODULE IV: Human Rights

Origin of Human Rights

Universal Declaration of Human Rights

National and State Human Rights Commissions in India

Right to Information

BOOKS:

1. A.C. Kapoor, Principles of Political Science (S. Chand & Co., New Delhi).
2. Mrs. Swarnam Avasthi and Sri Ram Maheswari, Public Administration (Lekshmi Narayan Agarwal, Agra)
3. Ash Narain Roy, The Third World in the Age of Globalization (Madhyam Books, Delhi)
4. B.K. Gokhale, Political Science: Theory and Governmental Machinery (A.R. Sheth & Co. Bombay)
5. Carolyn M. Elliott (Ed.), Civil Society and Democracy: A Reader (Oxford University Press, New Delhi)

6. Darren J O'Byrne, Human Rights: An Introduction (Pearson Education, Delhi)
7. Dr. Bhanwar Lal harsh, Human Rights Law in India (Regal Publications, New Delhi)
8. Earnest Barker, Principles of Social and Political Theory (Oxford University Press, Delhi)
9. Ian Brownlie & Guy S. Goodwin Gill (Eds.), Basic Documents on Human Rights(Oxford University Press, New Delhi)
10. J.C. Johari, Contemporary Political Theory (Sterling Publishers, New Delhi)
11. J.C. Johari, Major Modern Political Systems (Visual Publications,Delhi)
12. J.C. Johari, Principles of Modern Political Science (Sterling Publishers, New Delhi)
13. James Petras & Henry Veltmeyer, Globalization Unmasked (Madhyam Books, Delhi)
14. Madan G. Gandhi, Modern Political Theory (Sterling Publishers,Delhi)

Complementary Course IV

15UEC231: MONEY AND BANKING

No. of credits: 3

No. of instructional hours per week: 3

Aim of the Course:

The aim of the course is provide basic understanding about the nature and significance o money and banking in the development of an Economy.

Objectives

1. To introduce basic concept of money and banking
2. To make the students aware of the impact of money in the economic transactions
3. To create awareness about the functioning of modern banking system

4. To review the changes in money and cost of living

Module -I

(8Hrs)

Concept of money - Nature of money - kinds of money - Functions of money

Module -II

(10Hrs)

Value of money - Fishers' equation of exchange - Index number - Type of index numbers - consumer price index, whole sale price index, share market indices - Construction of index number and its limitations

Module -III

(10Hrs)

Inflation - Type of inflation - Causes and effects of inflation - Measures to control inflation –Deflation - Concept of trade cycle.

Module -IV

(26Hrs)

Banking system commercial banks, Functions of commercial banks - Central bank and its functions - Indian banking system- Public sector bank- Private sector bank - Scheduled bank and Non scheduled banks - Money market and capital market - Reserve bank of India, functions of Reserve Bank of India-Credit policy.

Essential Readings

1. T.N. Hajela- Money and Banking Theory with Indian Ane Books Pvt Ltd-2001
2. K.K. Dewett- Modern Economic Theory, S Chand; Reprint Edn.2006

SEMESTER III

Language Course VI

15UEN311.1: WRITING AND PRESENTATION SKILLS

No. of credits: 4

No. of instructional hours per week: 5 (Total 90 hrs)

AIMS

1. To familiarize students with different modes of general and academic writing.
2. To help them master writing techniques to meet academic and professional needs.
3. To introduce them to the basics of academic presentation
4. To sharpen their accuracy in writing.

OBJECTIVES

On completion of the course, the students should be able to

1. understand the mechanism of general and academic writing.
2. recognize the different modes of writing.
3. improve their reference skills, take notes, refer and document data and materials.
4. prepare and present seminar papers and project reports effectively.

COURSE OUTLINE

Module 1

Writing as a skill – its importance – mechanism of writing – words and sentences - paragraph as a unit of structuring a whole text – combining different sources – functional use of writing – personal, academic and business writing – creative use of writing.

Module 2

Writing process - planning a text – finding materials - drafting – revising – editing - finalizing the draft .

Module 3

Writing models – essay - expansion of ideas/proverbs – dialogue -

letter writing – personal letters - formal letters - CV – surveys – questionnaire - e-mail – job application - report writing. Academic writing - writing examinations - evaluating a text - note-making- paraphrasing – summary writing - planning a text – organizing paragraphs – introduction – body – conclusion – rereading and rewriting - accuracy.

Module 4

Presentation as a skill - elements of presentation strategies – audience – objectives – medium – key ideas - structuring the material - organizing content - audio-visual aids – handouts - use of power point - clarity of presentation - non-verbal communication - seminar paper presentation and discussion.

COURSE MATERIAL

Modules 1 – 4 Core reading:

Write Rightly. Cambridge University Press, India Pvt Ltd, 2012

Further reading:

1. Robert, Barraas. Students Must Write. London: Routledge, 2006.
2. Bailey, Stephen. Academic Writing. Routledge, 2006.
3. Hamp-Lyons, Liz, Ben Heasley. Study Writing. 2nd Edition. Cambridge University Press, 2008.
4. Ilona, Leki. Academic Writing. CUP, 1998.
5. McCarter, Sam, Norman Whitby. Writing Skills. Macmillan India, 2009.
6. Jay. Effective Presentation. New Delhi: Pearson, 2009.

Reference:

Mayor, Michael, et al, Ed. Longman Dictionary of Contemporary English. 5th Edition. London: Pearson Longman Ltd, 2009.

Language Course VII (Additional Language III)

15UML311.1: ദൃശ്യകലാസാഹിത്യം

No. of credits: 4

No. of instructional hours per week: 5

പഠനോദ്ദേശ്യം : ദൃശ്യകലാ സംസ്കാരത്തിന്റെ സമ്പന്നതയെക്കുറിച്ചുള്ള അറിവ് വിദ്യാർത്ഥികൾ നേടേണ്ടതുണ്ട്. കഥകളി, തുള്ളൽ, നാടകം, സിനിമ എന്നീ ദൃശ്യകലകളെയും അവയ്ക്ക് ആധാരമായ സാഹിത്യപഠനങ്ങളെയും വിദ്യാർത്ഥികൾക്ക് പരിചയപ്പെടുത്തുകയാണ് ലക്ഷ്യം.

മൊഡ്യൂൾ ഒന്ന് (36 മണിക്കൂർ)

ആട്ടക്കഥ, തുള്ളൽ സാഹിത്യം

കഥകളിയുടെ ഉത്ഭവവികാസ പരിണാമങ്ങൾ, പ്രധാന ആട്ടക്കഥാകൃത്തുക്കൾ തുള്ളൽ പ്രസ്ഥാനം

- സാമാന്യ പരിചയം
- 1. ഉണ്ണായിവാദ്യർ - നളചരിതം ആത്മക്കഥ (നാലാംദിവസം) (രണ്ടാം സ്വയം വരത്തിനെത്തിയ നളനെ ദമയന്തി കാണുന്നഭാഗം വരെ)
- 2. കുഞ്ചൻ നമ്പ്യാർ - കല്യാണസൗഗന്ധികം തുള്ളൽ (ഹനുമാൻ - ഭീമ സംവാദം)

മൊഡ്യൂൾ രണ്ട് (36 മണിക്കൂർ)

നാടക സാഹിത്യം

മലയാള നാടക പ്രസ്ഥാനം

- സാമാന്യവലോകനം
- 1. മലയാള ശാകുന്തളം - എ.ആർ.രാജരാജവർമ്മ (നാലാം അങ്കം)
- 2. തോപ്പിൽ ഭാസി - അളിയൻ വന്നത് നന്നായി

മൊഡ്യൂൾ മൂന്ന് (18 മണിക്കൂർ)

തിരക്കഥാപഠനം

ചലച്ചിത്രനിർമ്മിതിയിൽ തിരക്കഥയ്ക്കുള്ള പ്രാധാന്യത്തെക്കുറിച്ച് സാമാന്യജ്ഞാനം.

എം.ടി. വാസുദേവൻ നായർ - ഒരു വടക്കൻ വീരഗാഥ

റഫറൻസ് ഗ്രന്ഥങ്ങൾ

- 1. കേരള സാഹിത്യ ചരിത്രം - ഉള്ളൂർ
- 2. സാഹിത്യ ചരിത്രം പ്രസ്ഥാനങ്ങളിലൂടെ - ഡോ.കെ.എം.ജോർജ്ജ്

3. കൈരളിയുടെ കഥ - എൻ.കൃഷ്ണപിള്ള
4. കുഞ്ചൻ നമ്പ്യാർ വാക്കും സമൂഹവും - കെ.എൻ.ഗണേഷ്
5. നാട്യശാസ്ത്രം - ഭരതമുനി
6. കഥകളി - ജി.കൃഷ്ണപിള്ള
7. കഥകളിരംഗം - കെ.പി.എസ്. മേനോൻ
8. കഥകളിയും സാഹിത്യവും - മാടശ്ശേരി
9. കഥകളി വിജ്ഞാന കോശം - അയ്യപ്പൻ കൃഷ്ണകൈമൾ
10. നളചരിതം വ്യാഖ്യാനം - എം.എച്ച്. ശാസ്ത്രികൾ
11. കഥകളി മഞ്ജരി - ഡോ.എസ്.കെ നായർ
12. ആത്മകഥ - പി.കൃഷ്ണൻ നായർ
13. ദി ആർട്ട് ഓഫ് ലിറ്ററേച്ചർ ഓഫ് കഥകളി - ഡോ.എസ്.കെ. നായർ
14. സിനിമയുടെ ലോകം - അടൂർ ഗോപാലകൃഷ്ണൻ
15. ആധുനിക മലയാള സിനിമ - കെ.പി. രാമൻ കുട്ടി
16. സിനിമയുടെ വഴിയിൽ - ഐ.ഷമുഖദാസ്
17. സഞ്ചാരിയുടെ വീട് - ഐ.ഷമുഖദാസ്
18. കഥയും തിരക്കഥയും - എ.ജി. രാജ്കുമാർ
19. സിനിമയും മലയാളസാഹിത്യവും - മധു ഇറവകര
20. മലയാള സിനിമ - സിനിക്
21. ചലച്ചിത്രത്തിന്റെ പൊരുൾ - വിജയകൃഷ്ണൻ
22. ചലച്ചിത്ര സമീക്ഷ - വിജയകൃഷ്ണൻ
23. സിനിമയുടെ രാഷ്ട്രീയം - രവീന്ദ്രൻ
24. കാഴ്ചയുടെ അശാന്തി - രവീന്ദ്രൻ
25. സിനിമയെ കണ്ടെത്തൽ - എം.എഫ്.തോമസ്
26. മലയാള സിനിമ അരനൂറ്റാണ്ട് - (എഡി) കെ.ജയകുമാർ
27. എം.ടി. കല, കാലം, വ്യക്തി - (എഡി) കെ.ജയകുമാർ
28. എം.ടി. കഥയും പൊരുളും - (എഡി) എം.എം. ബഷീർ
29. എം.ടി.യുടെ സർഗ്ഗപ്രപഞ്ചം - കേരളദാഷാഇൻസ്റ്റിറ്റ്യൂട്ട്
30. നാടകദർപ്പണം - എൻ.എൻ. പിള്ള
31. നാടകം ഒരു പഠനം - സി.ജെ.തോമസ്
32. ഉയരൂ യവനിക - സി.ജെ.തോമസ്
33. നാടക പഠനങ്ങൾ - എഡിറ്റർ പന്മന രാമചന്ദ്രൻ നായർ
34. എം.ടി.കല,കാലം,സ്വത്വം - ഡോ.എ.എസ്. പ്രതീഷ്

Language Course VII (Additional Language III)

15UHN311.1: Drama, One Act Plays and Technical Terminology

No. of credits: 4

No. of instructional hours per week: 5

Aim of the Course / Objectives

The aim of the course is to appreciate the literary and stylistic elements of Hindi Drama and One Act plays. To understand the distinct features of Hindi Drama. To understand Hindi as the National and official language of India. To overcome multilingual problems and its implications. To familiarize the technical terms used in offices.

Module 1

Drama – Prescribe a Drama (Post Sixties)

Module 2

One Act plays (Prescribe a collection of one act play)

Module 3

Technical Terminology (Prescribe a text book)

Translation of Technical terms – official terms
(English to Hindi and Hindi to English)

Prescribed Textbooks

1. Drama (Detailed)
 - Ek aur Dronacharya
By Shankar Shesh
Published by Parameswari Prakashan,
Preeth Vihar, Delhi
2. One Act Plays
(Detailed)
 - Panch Rang
Edited by Dr. Jagathpal Sharma
Published by Navodaya Sales,
New Delhi

Lessons to be studied

1. Lekshmi ka Swagath - Upendranath Ashk
2. Reed ki Haddi - Jagadeesh Chandra Mathur
3. Bahut Bada Saval - Mohan Rakesh

4. Technical Terminology - 'Paribhashik Sabdavali'
Edited by Dr. Satheesh kumar G.
Chairman (BOS)

Language Course VII (Additional Language III) 15UFR311.1: Literature in French

No. of credits: 4

No. of instructional hours per week: 5

AIMS:

The aim of the course is to acquaint students with French literature with consistent emphasis on grammar and vocabulary.

OBJECTIVES:

1. To enhance literary sensibility
2. To introduce students to the world of French literature.

SYLLABUS:

NAME OF TEXT: **CONNEXIONS** – Niveau 1 By Régine Mérieux and Yves Loiseau

Publisher : Didier

Module 3 : Agir dans l'espace

Unit 7 : Rallye

Unit 8 : chez moi

Unit 9 : Les vacances

The following poems to be studied:

1. Le Pont Mirabeau - Guillaume Apollinaire

2. Déjeuner du Matin - Jacques Prévert
3. Le Pélican - Robert Desnos
4. Noël - Théophile Gautier
5. Chanson d'Automne - Paul Verlaine
6. Pour faire le portrait d'un oiseau – Jacques Prévert

Reference books :

1. Le Nouveau Sans Frontières Vol I by Philippe Dominique
2. Panorama Vol I by Jacky Girardet
3. Cours de langue et de civilisation française Vol I (Mauger Bleu)
4. A bouquet of French poems (Polyglot house) by Prof. T.P Thamby

Foundation Course II 15UHY321: INFORMATICS

No. of credits: 3

No. of instructional hours per week: 4

Aims and Objectives

- ★ To update and impart basic skills in informatics relevant to the emerging knowledge society and also to equip the students effectively to utilize the digital knowledge for their course
- ★ To review the basic concepts and functional knowledge in the field of informatics
- ★ To impart functional knowledge in a standard office package and popular utilities
- ★ To create awareness about social issues and concerns in the use of digital technology
- ★ To develop the skills to enable students to use digital knowledge resources in learning.

Module I

Overview of Information Technology

Features of modern personal computer and peripheral- Computer

Networks and Internet –Overview of operating systems and major application software.

Module II

Knowledge skill for Higher Education

Internet as a knowledge repository-academic search techniques-Creating cyber presence-case study of academic websites-open access initiates open access publishing methods - Introduction to use of IT in teaching-case study of educational software-academic services-INFLIBNET-NICNET-BRNET

Module III

Social Informatics

IT & society-issues and concerns-digital-IT and development-the free software movement-IT industry-new opportunities and new threats –piracy-cyber threats-cyber security-piracy issues-cyber laws-cyber addictions-information overload-health issues guide lines for proper usage of computers-E wastes and green computing-impact of IT on language and culture-Localization issues IT and Regional languages –E-groups-social cybernetics-Information society

Module IV

Data Analysis

The use of computer in data analysis and coding-Data analysis software-Excel and SPSS-Starting SPSS-working with data editor and SPSS-Viewer –Importing data-Major statistical techniques using –Excel and SPSS-Preparation of graphs and diagrams using Excel and SPSS-Data presentation using Powerpoint.

Note: Expecting only the conceptual level understanding. No detailed account is needed. No practical in examination.

Essential Reading

1. Pearson, Technology in Action
2. V. Rajaraman, Introduction to Information Technology, Prentice Hall
3. Alexis Leon & Mathew Leon, Computers Today, Leon vikas
4. Peter Notion, Introduction to Computers, Indian adapted edition
5. Geirge Perry, SAMS Teach yourself Open office org, SAMS

6. Alexis Leon & Mathew Leo, Fundamentals of Information Technology
7. Armand Mathew, The Information society, Sage Publications, London
8. Ajai.S. Gaur, Statistical Methods for Practice and Research, Response books, New Delhi

Web Resources

1. www.fgcu.edu/support/office2000
2. www.openoffice.org
3. www.mocrosoft.com/office
4. www.lgta.org
5. www.learnthenet.co
6. www.lgta.org
7. www.learnthenet.com

Core Course III

15UHY341: EVOLUTION OF EARLY IDNIAN SOCIETY AND CULTURE

No. of credits: 4

No. of instructional hours per week: 5

Aims and Objectives

- ★ To analyze the salient features of prehistoric and proto historic culture in India
- ★ To trace the evolution of Indian culture with special reference to the society and polity of Ancient period.
- ★ To familiarize the students with the heritage of India

Module I

Pre Historic and Proto Historic Cultures in India

Location and Chronology of Early Stone Age Cultures- Paleolithic Period- Neolithic Revolution- Chalcolithic Culture- Transition to Metal Age

Module II

Bronze Age Culture in India

Harappan Culture- Settlement Patterns and Town Planning- Agrarian

Base-Technology-Craft-Trade-Decline.

Module III

Vedic Period and After

Early Vedic Period-Social Stratification and Economy-Later Vedic Phase-Second Urbanization-Heterodox Religions-Jainism and Buddhism-Mauryan State and Society.

Module IV

Cultural Contribution of the Guptas

Contribution of Guptas to Indian Culture-Social changes in the Post Gupta Period- Religious Movements-Vaishnavism, Saivism- Transmission of Knowledge-Secular and Religious

Module V

Development of Culture in South India

Megalithic Background –Sangam Age-Formation of Tamil Society-Trade with Roman Empire-The Tamil Bhakti Movement.

Essential Readings

1. Rajesh Kochar, The Vedic People: their History and Geography, Orient Longman, 2000
2. Stuart and Piggot, Pre Historic India, Pelican Books, 1950
3. Bridget & Raymond Allchin, The Rise of Civilization in India and Pakistan, CUP, 1982
4. A.L. Basham (Ed), Cultural History of India, OUP, 1975
5. A.L. Basham, The Wonder that was India, OUP, 1953
6. D.N. Jha, Economy and Society in Early India: Issues and Paradigms, Munshiram Manoharlal Pub., New Delhi, 1993
7. D.D. Kosambi, An Introduction to the Study of Indian History, Popular Books Dept, Mumbai, 1956
8. D.D. Kosambi, The Culture and Civilization in ancient India: A Historical Outline, Routledge Keganpaun, London, 1965
9. R.S. Sharma, Indian Feudalism, McMillan, 2005
10. Romila Thapar, Ancient Indian Social History: Some Interpretations; Orient Longman, 1978
11. Romila Thapar, From Lineage to State, OUP, 1985
12. Romila Thapar, History of India Vol.I, Penguin Books, 1966

13. Romila Thapar, Asoka and the Decline of the Mauryas, ISBN OUP, 1998
14. Irfan Habib, Medieval India: Study of a Civilization. NBT, 2008
15. K.A. Neelakanta Sastri, A History of South India, Oxford Press, New Delhi, 1957
16. Kesavan Veluthat, The Political Structure of Early Medieval South India, OLM, 1993
17. Sathish Chandra, Medieval India, OLM, 2007
18. N. Subrahmanyam, Sangham Polity, Asia Publishing House, Madras, 1966

Books for Reading

1. Chempakalakshmi.R, Trade Ideology and Urbanization in South India
2. D.N. Jha, Economy and Society in Early India
3. R.C. Manjundar, Ancient India
4. R.S. Sharma, Ancient India
5. Karashima Naboru, South Indian History and Culture
6. R.S. Sharma, Material Culture and Social Formation in Ancient India

Complementary Course V **15UPS331: PUBLIC ADMINISTRATION**

No. of credits: 3

No. of instructional hours per week: 3

Aim of the Course

The course is intended to create an understanding of the basic elements of Public Administration

Objectives of the Course

1. To equip the students with some theoretical understanding about Public Administration.
2. To embody detailed discussion on Organization, Personnel Administration and Financial Administration

MODULE I.

Nature Scope and importance of Public Administration –
Public and Private Administration - New Public Administration

MODULE II. Personnel Administration

Civil Service (Bureaucracy)

Recruitment - Problems of recruitment - Methods of Recruitment-
Direct and Indirect - Recruitment agencies.

Training – Kinds of Training - Methods of Training

Administrative Ethics - performance appraisal.

MODULE III. Financial Administration

Budgetary process in India – Preparation-

Enactment and Execution of Budget

MODULE IV. Local Self Government

Panchayathiraj Institution-Origin –Development-

Functions-73rd , 74th Amendment

MODULE V.

Public Policy - Meaning and importance - Factors responsible
For the formulation of Public Policy.

Development Administration - Role of District Collector in

Development Administration - Good Governance-E-Governance.

Public Relations in Public Administration – Importance-

Role of Mass Media.

BOOKS:

1. Appleby, Paul. H., Policy and Administration, University of Alabama Press.
2. Aggarwal.U.C., (ed) Public Administration - Vision & Reality, IIPA Golden Jubilee Publication, Indian Institute of Public Administration - New Delhi (2005).
3. Avasthi & Maheswari, Public Administration, Lakshmi Narayan Agarwal, Agra (2007).
4. Basu, Rumki, Public Administration - Concepts and Theories, (Sterlin Publishers), New Delhi.
5. Sharan.P, Modern public Administration, Meenakshi Prakasham.
6. Sharma, M.P, Theory and Practice of Public Administration.

Complementary Course VI

15UEC331: PUBLIC FINANCE AND TRADE

No. of credits: 3

No. of instructional hours per week: 3

Aim of the Course:

In modern times, the activities of State have considerably increased and the theoretical understanding of different state activities through the budgetary mechanism is essential. The aim of this course is to inculcate these students about the basic theoretical framework of budgetary mechanism in India.

Objectives

1. To provide basis of public finance in the context of increasing the role of government
2. To provide basic idea about the budgetary allocation in India.
3. To understand the basic concepts related to international trade.

Module -I

15Hrs)

Public Revenue- Public Finance and Private Finance - Sources of Revenue of Government -Taxable Source and Non Taxable Source-Principles of Tax- Indian Tax System- Central and State Taxes.

Module -II

(15Hrs)

Public expenditure- Principles of Public expenditure, growth of public expenditure- public expenditure in India.

Module -III

(9Hrs)

Public debt- Classification of public debt- Methods of debt Redemption-India's public debt.

Module -IV

International Trade-Internal trade and external trade - Ricardian theory of international trade-Balance of Trade and balance of payment India's balance of Trade and payment, Globalization, WTO and the impact in India.

Essential Readings

1. T.N.Hajele- Public finance (3rd Edition)- Ane Book Pvt.ltd-2009
2. T.N.Hajela- International Trade -Ane Books Pvt.Ltd-2009
3. R.Dutt and S.P.M. Sundaram- Indian Economy, latest Edition.

SEMESTER IV

Language Course VIII

15UEN411.1: READINGS IN LITERATURE

No. of credits: 4

No. of instructional hours per week: 5 (Total 90 hrs)

AIMS

1. To sensitize students to the aesthetic, cultural and social aspects of literature.
2. To help them analyze and appreciate literary texts.

OBJECTIVES

On completion of the course, the students should be able to:

1. Understand and appreciate literary discourse.
2. Look at the best pieces of literary writing critically.
3. Analyze literature as a cultural and interactive phenomenon.

Module 1

What is literature – literature and context – genres – literature and human values – creative use of language – inculcation of aesthetic sense. Poetry – what is poetry – different types of poetry – poetic diction – figurative language – themes – stanza – rhyme.

Module 2

Drama. Scope and definition – different types – one act plays - structure – dialogue – characters – action.

Module 3

Prose What is prose – different types – personal – impersonal – technical.

Module 4: Fiction.

What is fiction – different types – plot – characters – setting – point of view – short story – its characteristics.

COURSE MATERIAL

Module 1

Core reading: Readings in Literature. Department of Publications, University of Kerala. Poems prescribed:

1. William Shakespeare: To Be or Not to Be (Hamlet, Act III, Scene 1)
2. William Blake: The Tiger
3. William Wordsworth: Lucy Gray
4. Alfred Lord Tennyson: Tithonus
5. Milton: On His Blindness
6. Rabindranath Tagore: Leave This Chanting (Poem 11 from Gitanjali)
7. John Keats: Ode to Autumn
8. Ted Hughes: Full Moon and Little Frieda.

Module 2

Core reading: Vincent Godefroy - Fail not our Feast [from Dramatic Moments: A Book of One Act Plays. Orient Black Swan, 2013]

Module 3

Core reading: Readings in Literature. Department of Publications, University of Kerala.

Essays prescribed:

1. Robert Lynd: The Pleasures of Ignorance
2. Martin Luther King: I Have a Dream
3. Stephen Leacock: The Man in Asbestos
4. Isaac Asimov: The Machine That Won the War.
5. E.R. Braithwaite: To Sir, with Love [extract]

Module 4

Core reading: Stories for Life, Indian Open University.

Stories prescribed:

- (i) Catherine Mansfield: A Cup of Tea.
- (ii) O Henry: The Last Leaf.
- (iii) Rabindranth Tagore: The Postmaster.
- (iv) Oscar Wilde: The Happy Prince.

(v) Ernest Hemingway: A Day's Wait

(vi) Further reading

1. A Concise Companion to Literary Forms. Emerald, 2013.
2. Abrams, M. H. A Glossary of Literary Terms.
3. Klarer, Mario. An Introduction to Literary Studies. Second edition. Routledge, 2009.

Direction to Teachers

The introduction to various genres is intended for providing basic information and no conceptual analysis is intended.

Language Course IX (Additional Language IV)

15UML411.1: വിനിയമം, സർഗ്ഗാത്മക രചന, ഭാഷാവബോധം

No. of credits: 4

No. of instructional hours per week: 5

പഠനോദ്ദേശ്യം : (i) ആശയവിനിയമത്തിന്റെ വിവിധ ഘടകങ്ങളും പ്രക്രിയകളും വിദ്യാർത്ഥികൾക്ക് പരിചയപ്പെടുത്തുക. ആശയവിനിയമ സിദ്ധാന്തങ്ങളെക്കുറിച്ചും ആശയവിനിയമ മാതൃകകളെക്കുറിച്ചും അവബോധമുണ്ടാക്കുക.

(ii) ഭരണകാര്യങ്ങൾ മാതൃഭാഷയിലൂടെ നിർവഹിക്കപ്പെടണം എന്ന കാര്യം ഇന്ന് പൊതുവേ അംഗീകരിക്കപ്പെട്ടിട്ടുണ്ട്. മലയാളം ഭരണഭാഷയാകുമ്പോൾ ഉണ്ടാകുന്ന പ്രശ്നങ്ങളെക്കുറിച്ച് വിദ്യാർത്ഥികളെ ബോധവൽക്കരിക്കുക.

(iii) എഴുത്തുകാരുടെ രചനാനുഭവങ്ങൾ വിദ്യാർത്ഥികൾക്ക് പരിചയപ്പെടുത്തുക. സർഗ്ഗാത്മകരചനയ്ക്ക് വിദ്യാർത്ഥികളെ പ്രാപ്തരാക്കുക.

(iv) പദം, വാക്യം, ചിഹ്നം എന്നിവ തെറ്റുകൂടാതെ പ്രയോഗിക്കുന്നതിലൂടെ ഭാഷാശുദ്ധി നിലനിർത്തുക. വിവർത്തനത്തിൽ പ്രായോഗിക പരിശീലനം നൽകുക.

പാഠ്യപദ്ധതി

മൊഡ്യൂൾ ഒന്ന് (18 മണിക്കൂർ)

വിനിയമവും മാധ്യമങ്ങളും

വിനിയമം- നിർവ്വചനം - ആശയവിനിയമ പ്രക്രിയ - വ്യവസ്ഥാപനം, നിർവ്വയവസ്ഥാ

പനം, ആശയവിനിമയ പ്രക്രിയയുടെ ഘടകങ്ങൾ, ആശയ വിനിമയ മാതൃകകൾ - വിവിധതരം ആശയവിനിമയങ്ങൾ - വിവിധതരം മാധ്യമങ്ങൾ - അച്ചടി, റേഡിയോ, ടെലിവിഷൻ, സിനിമ, ഇന്റർനെറ്റ് തുടങ്ങിയ നവമാധ്യമങ്ങൾ - ഇവയുടെ സവിശേഷതകൾ - മാധ്യമങ്ങളും സമൂഹവും

വിശദപഠനത്തിന്

മാദ്ധ്യമം : മൗലികതയും നിരാകരണവും - ഡോ. എ. ശ്രീധരൻ, നാഷണൽ ബുക്ക് സ്റ്റാൾ (താഴെപ്പറയുന്ന രണ്ടു ലേഖനങ്ങൾ മാത്രം)

- 1. മാനവ ആശയവിനിമയം - തത്ത്വവും പ്രയോഗവും
- 2. ആശയ വിനിമയം - സിദ്ധാന്തവും പ്രയോഗവും

മൊഡ്യൂൾ രണ്ട് (18 മണിക്കൂർ)

ഭരണഭാഷ മലയാളം

ഭരണഭാഷ - നിർവ്വചനം - ഭരണനിർവ്വഹണം മാതൃഭാഷയിലൂടെ ആകേണ്ടതിന്റെ ആവശ്യകത - മലയാളം ഭരണഭാഷയാകുമ്പോൾ സ്വീകരിക്കേണ്ട മുന്നൊരുക്കങ്ങൾ ഭരണഭാഷയ്ക്കുണ്ടായിരിക്കേണ്ട ഗുണങ്ങൾ - നിയതാർഥ ബോധകം, ആർജ്ജവം, സുതാര്യത സരളം, ലഘുവാക്യങ്ങൾ, ആശയത്തെക്കുറിച്ചുള്ള അസന്ദിഗ്ദ്ധത മുതലായവ - വിവിധ സർക്കാർ വകുപ്പുകളുടെ സാങ്കേതിക പദാവലികൾ.

പഠനപ്രവർത്തനം

ഇംഗ്ലീഷിലുള്ള സർക്കാർ ഉത്തരവുകളും നടപടിക്രമങ്ങളും മലയാളത്തിലേക്കു മാറ്റാനുള്ള പരിശീലനം.

മൊഡ്യൂൾ മൂന്ന് (18 മണിക്കൂർ)

സർഗ്ഗാത്മകരചന

സർഗ്ഗാത്മകത - നിർവ്വചനം - സർഗാത്മകതയുടെ ഉറവിടം - വിവിധ കാഴ്ചപ്പാടുകൾ - കാവ്യപ്രചോദനത്തെക്കുറിച്ചുള്ള ദാർശ്വീക സങ്കല്പം - പ്രതിഭയെക്കുറിച്ചുള്ള രാജശേഖരന്റെ അഭിപ്രായം - ഭാവയിത്രി, കാരയിത്രി - ഭാവനയെപ്പറ്റി കോളറിഡ്ജ് - പ്രഥമഭാവനയും ദ്വിതീയ ഭാവനയും - ഫാന്റസിയും ഇമാജിനേഷനും തമ്മിലുള്ള വ്യത്യാസം - വേർഡ്സ്പർത്തിന്റെ കാവ്യനിർവ്വചനം - സർഗ്ഗാത്മകരചനയിലേക്കു നയിക്കു സാഹചര്യങ്ങൾ - ജന്മവാസനയും അനുഭവവും - രചനയുടെ വിവിധ ഘട്ടങ്ങൾ.

പ്രായോഗിക പരിശീലനം

കവിത, കഥ, ലഘുനാടകം ഹ്രസ്വചിത്രങ്ങൾക്കുള്ള തിരക്കഥ, ഫീച്ചർ തുടങ്ങിയവയുടെ രചനാപരിശീലനം വിദ്യാർത്ഥികൾക്ക് നൽകേണ്ടതാണ്. ആവശ്യമെങ്കിൽ വിദ്യാർത്ഥികളെ ഗ്രൂപ്പുകളായി തിരിക്കാവുന്നതാണ്.

വിദേശപഠനത്തിന്

- 1. സർഗ്ഗാത്മകത - ഡോ.കെ.എം. കോശി
(സാഹിത്യവിജ്ഞാന പ്രവേശിക)
- 2. വാക്കുകളുടെ ശില്പം - എം.കെ. സാനു
(കാവ്യതത്ത്വപ്രവേശിക)
- 3. എന്റെ കവിതയെപ്പറ്റി - സുഗതകുമാരി
(ഇരുൾചിറകുകളുടെ ആമുഖം)
- 4. കാമികന്റെ പണിപ്പുര - എം.ടി.വാസുദേവൻ നായർ
(ഒരു കഥ ജനിക്കുന്നു എന്ന അനുഭവക്കുറിപ്പ് മാത്രം)

മൊഡ്യൂൾ നാല് (18 മണിക്കൂർ)

ഭാഷാവബോധം

തെറ്റായ രൂപത്തിൽ എഴുതപ്പെടുന്ന വാക്കുകളും അവയുടെ ശരിയായ രൂപങ്ങളും - വാക്യരചനയിൽ സാധാരണ വരുന്ന പിഴവുകളും അവ തിരുത്തുന്നതിനുള്ള മാർഗ്ഗനിർദ്ദേശങ്ങളും - പ്രധാനപ്പെട്ട ചിഹ്നങ്ങളും അവയുടെ പ്രയോഗ സാഹചര്യങ്ങളും.

പ്രായോഗിക പരിശീലനം

ഇംഗ്ലീഷിൽ നിന്ന് മലയാളത്തിലേക്കും മലയാളത്തിൽ നിന്ന് ഇംഗ്ലീഷിലേക്കുമുള്ള വിവർത്തനം - ഗദ്യം, പദ്യം, ശൈലികൾ, പഴഞ്ചൊല്ലുകൾ, സാങ്കേതിക പദങ്ങൾ മുതലായവയുടെ വിവർത്തനം.

സഹായകഗ്രന്ഥങ്ങൾ

- 1. മാധ്യമം : മൗലികതയും നിരാകരണവും - ഡോ.എം.എൻ. ശ്രീധരൻ,
നാഷണൽ ബുക്ക് സ്റ്റാൾ
- 2. മാധ്യമങ്ങളും മലയാളസാഹിത്യവും - എം.വി.തോമസ്,
കേരള സാംസ്കാരിക പ്രസിദ്ധീകരണ വകുപ്പ്
- 3. മാധ്യമങ്ങളും മലയാളസാഹിത്യവും - പലർ, കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
- 4. മാധ്യമവിചിന്തനം - ഡോ.കെ.വി.തോമസ്,
ഡോ.മാത്യു ജെ.മുട്ടത്തു,
ലിപി പബ്ലിക്കേഷൻസ്
- 5. മലയാളവും ഇന്റർനെറ്റും - സുനീത ടി.വി,
ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്
- 6. സൈബർ മലയാളം - (എഡി) സുനീത ടി.വി,
കറന്റ് ബുക്സ്, തൃശൂർ
- 7. ഭാഷയും ഭരണഭാഷയും - ഡോ. എഴുമാറ്റൂർ രാജരാജവർമ്മ,
ഇൻഫർമേഷൻ ആന്റ്
പബ്ലിക്കേഷൻ വകുപ്പ്,

- | | |
|--------------------------------|--|
| | കേരള സർക്കാർ |
| 8. ഭരണ ശബ്ദാവലി | - കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട് |
| 9. വ്യത്യാസപത്രപ്രവർത്തനം | - സ്വദേശാഭിമാനി രാമകൃഷ്ണപിള്ള, മാജുബെൻ പബ്ലിക്കേഷൻസ് |
| 10. ലിറിക്കൽ ബാലഡ്സിന്റെ ആമുഖം | - വില്യം വേർഡ്സ്വർത്ത്, വിവ: ഡോ.തോന്നയ്ക്കൽ വാസുദേവൻ, എം.എൻ.വിജയൻ സാസ്ക്കാരിക വേദി |
| 11. സാഹിത്യവിദ്യ | - കുട്ടികൃഷ്ണമാരാർ, മാരാർ സാഹിത്യ പ്രകാശം, കോഴിക്കോട്. |
| 12. കാമികന്റെ പണിപ്പുര | - എം.ടി.വാസുദേവൻ നായർ, ഡി.സി.ബുക്സ് |
| 13. ഉയരു യവനിക | - സി.ജെ.തോമസ്, മാജുബെൻ പബ്ലിക്കേഷൻസ്, തിരുവനന്തപുരം |
| 14. കാവ്യസ്വരൂപം | - എസ്.ഗുപ്തൻനായർ, ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട് |
| 15. കഥയുടെ ന്യൂക്ലിയസ്സ് | - ഡോ.വത്സലൻ വാതുശ്ശേരി, ഒലിവ് പബ്ലിക്കേഷൻസ്, കോഴിക്കോട് |
| 16. ഇരുൾചിറകുകൾ | - സുഗതകുമാരി |
| 17. ഗദ്യശില്പം | - സി.വി.വാസുദേവഭട്ടതിരി, കേരളഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട് |
| 18. തെറ്റും ശരിയും | - പ്രൊഫ.പന്ഥന രാമചന്ദ്രൻ നായർ, കറന്റ് ബുക്സ്, കോട്ടയം |
| 19. തെറ്റില്ലാത്ത മലയാളം | - പ്രൊഫ.പന്ഥന രാമചന്ദ്രൻ നായർ, കറന്റ് ബുക്സ്, കോട്ടയം |
| 20. ഭാഷാശുദ്ധി സംശയപരിഹാരങ്ങൾ | - പ്രൊഫ.പന്ഥനരാമചന്ദ്രൻ നായർ |
| 21. ഭാഷാശുദ്ധിയും ഭരണഭാഷയും | - ഡോ.വിളക്കുടിരാജേന്ദ്രൻ, പ്രിയദർശിനി പബ്ലിക്കേഷൻസ് |
| 22. മലയാളശൈലി | - കുട്ടികൃഷ്ണമാരാർ, മാരാർ സാഹിത്യ പ്രകാശം, കോഴിക്കോട് |
| 23. തായ്മൊഴി | - എം.എൻ.കാരശ്ശേരി |
| 24. ഭരണഭാഷാപ്രശ്നങ്ങൾ | - എം.വി.തോമസ്, |

25. വിവർത്തനവിചാരം കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
 - ഡോ.എൻ.ഇ.വിശ്വനാഥയ്യർ,
 കേരള ഭാഷാ ഇൻസ്റ്റിറ്റ്യൂട്ട്
26. തർജ്ജമയുടെ താക്കോൽ - സി.വി. വാസുദേവഭട്ടതിരി,
 ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്
27. നല്ല മലയാളം - സി.വി.വാസുദേവഭട്ടതിരി,
 ലിപി പബ്ലിക്കേഷൻസ്, കോഴിക്കോട്
28. http://en.wikipedia.org/wiki/media_influence
29. http://en.wikipedia.org/wiki/creative_writing
30. [http://www.du.ae.in/du/course creative-writing.pdf](http://www.du.ae.in/du/course%20creative-writing.pdf).

Language Course IX (Additional Language IV)

15UHN411.1: Poetry, Translation and Communicative Hindi

No. of credits: 4

No. of instructional hours per week: 5

Aim of the Course / Objectives

The aim of the course is to introduce the student to the world of Hindi Poetry Ancient and Modern. To sensitize the student to the aesthetic aspects of literary appreciation and analysis.

Systematic study of the theory, description and application of translation. To develop students skill in communicative Hindi.

Module 1

Poetry – Prescribe a poetry collection (Ancient and Modern)

Module 2

Translation (Prescribe a text book)

Translation definition – Importance of Translation – Field of Translation – Types of Translation – Literary, Non Literary Translation – Translation of English passage to Hindi.

Module 3

Communicative Hindi (Prescribe a textbook)

Procedure for the development of communicative skills of students. Use of Hindi language in different situations – in Home, in College, in Banks, in Hospitals, in Railway Stations in Book Shops etc. Names of Animals, Birds, Trees, Plants, diseases, vegetables, professions, kitchen utensils, etc.

Prescribed Textbooks

1. Poetry Collection - Hindi Kavya Sopan
(Detailed) Edited by Sathyaprakash Misra
Published by Lokbharathi, New Delhi

Poems to be studied

1. Kabeer – Sakhi – 1 to 8
2. Soordas – Pad – 1 to 3
3. Bihari – Doha – 1 to 4
4. Nadi ke Dweep – Agyey
5. Desh Gaan – Sarveswar Dayal Saksena
6. Proud Shiksha – Dhoomil
2. Translation (Detailed) - Anuvad

Edited by Dr. M.S. Vinayachandran
Published by Lokbharathi Prakasan,
New Delhi

(Chapter 2, 3 and 6 should be omitted. From chapter 4 Anuvad ke Prakar, Portions upto karyalayeen anuvad should be studied, Chapter -7 Translation. First 5 passages should be studied)

3. Communicative Hindi - Bolchaal ki Hindi
By Dr. Suseela Gupta,
Lokbharati Prakashan, Elahabad-1

(Conversations in Home, College, Bank, Hospital, Railway Station and Book shop should be studied. Names of Animals, Birds, Trees, Plants, Diseases, Professions, Vegetables, Kitchen utensils, Spices and Eatables should be studied.

Language Course IX (Additional Language IV)

15UFR411.1: Culture and Civilization

No. of credits: 4

No. of instructional hours per week: 5

AIMS:

This course is intended to familiarize the students with French culture and civilization with specific reference to Kerala culture.

OBJECTIVES:

1. To acquaint the students with French culture and civilization.
2. To comprehend, compare and understand better the civilization of one's native place.

SYLLABUS:

NAME OF TEXT: **CONNEXIONS** – Niveau 1 By Régine Mérieux and Yves Loiseau

Publisher : Didier

Module 4 : Se situer dans le temps

Unit 10 : Au jour le jour

Unit 11 : Roman

Unit 12 : Je te retrouverai

Articles on Kerala culture with special emphasis on festivals, tourist centres and cuisine.

Reference books :

1. Le Nouveau Sans Frontières Vol I by Philippe Dominique
2. Panorama Vol I by Jacky Girardet
3. Cours de langue et de civilisation française Vol I (Mauger Bleu)

Core Course IV
15UHY441: MEDIEVAL INDIA:
SOCIO-CULTURAL PROCESSES

No. of credits: 4

No. of instructional hours per week: 5

Aims and Objectives

- ★ Equip the students to have an idea on the Social Cultural and Administrative Features during the Medieval Period.
- ★ To familiarize the Students, the processes that made the socio-cultural specificities possible
- ★ To make the students, aware of the linkage effect of this period in subsequent centuries.
- ★ Feature: Political (dynastic) history as such is avoided, however administrative system prevailed in the period concerned is included.

Module I

Economic and Social Life under Delhi Sultanate

Formation of Delhi Sultanate-nature of Nobility-Peasant and Rural Gentry-Trade, Industry and Merchants-Emergence of new Towns-Town Life- Slaves, Artisans and other sections-Social manners and customs-Caste and Social mobility-status of Women.

Module II

Administrative System, Economic and Social Life Under the Mughals

Mughal Administration-Mansabdari system and the Mughal army-Economic and social conditions-jagirdai system-Organisation of Trade and Commerce- Foreign trade and European traders-Patterns of village life and Mass-Ruling classes- Nobles and Zamindars.

Module III

Cultural Development in Medieval India

Art and Architecture - Literature and fine Arts - Religious ideas and beliefs-The Sufi Movement-Chisthi, Suharwari, Silsilahs - Bhakthi Movement in India

Module IV

Emergence of Regional Cultures

Emergence of Cultures-Maratha Culture- Cholas and Vijayanagar

Essential Readings

1. B.D. Chattopadhyaya, *The Making of Early Medieval India*, OUP, 1994
2. Shireen Moosvi, *The Mughal Economy*, OUP, 1987
3. Peter Jackson, *The Delhi Sultanate: Political and Military History*, OUP, 2003
4. Sathish Chandra, *History of Medieval India*, Orient Black Swan, Delhi, 2009
5. Irfan Habib (ed), *Medieval India, Vol. I*, OUP, Delhi, 1992
6. Irfan Habib, *The Agrarian System of Mughal India -1520-1707*, OUP, Delhi, 1999
7. Tapan Ray Chaudhary & Irfan Habib (ed), *The Cambridge Economic History of India, Vol I* - Orient Longman, Delhi, 1993
8. Muhammed Habib and K.A. Nizami (ed), *The Delhi Sultanate, Vol: 5-2 parts*, People Pub House, Delhi, 1992.
9. R.C. Majumdar & A.D. Pusalkar, *The Delhi Sultanate- The History and Culture of Indian People, Series Vol. 6* Vidyabhavan, Bombay, 1960
10. R.C. Majumdar, JN Chaudhari & S Chaudhari, *The Mughal Empire, Vol 7- The History and Culture of the Indian People Series, vol. 6*, Bharathiya Vidya Bhavan, Bombay, 1960
11. Sathish Chandra, *Essays on Medieval Indian History*, OUP, Delhi, 2003
12. L.H. Quereshi, *The Administration of Mughal Empire*, OUP, Karachi, 1966
13. B. Catherine Asher, *Mughal Architecture*, OUP, 1992
14. P.N. Ojha, *Some Aspects of North India Social Life, 1556-1707*, Nagari Prakashan, Patna, 1961
15. K.A.N. Sasthri, *A History of South India*, OUP, Delhi, 1957

Books for Readings

1. Chattopadhyaya B.D., *The Making of Early Medieval India*
2. Kesavan Veluthattu, *Political Structure of Early Medieval South India*
3. Herman Kulki, *The State in India (1000-1700 AD)*
4. R.S. Sharma, *Indian Feudalism*

5. Burton Stein, Peasant, State and Society in Early Medieval South India
6. Musafir Alan and Sanjay Subrahmaniam, Mughal State, 1526-1750
7. Sathish Chandra, Medieval India, 2 Vols
8. Irfan Habib, Agrarian System of Mughal India
9. Irfan Habib, Medieval India

Core Course V

15UHY442: HISTORY OF MODERN WORLD – PART I

No. of credits: 3

No. of instructional hours per week: 4

Aims and objectives

- ★ To familiarize the students about the changes in the history of the modern world
- ★ To analyze the agenda of the imperialistic powers in Latin America and Africa
- ★ To create an understanding among students about the liberal ideas and freedom struggles.

Module I

Emergence of the Modern Age

Renaissance-Reformation-Counter Reformation- Geographical Explorations-Scientific Revolution

Module II

Age of Revolutions

English Revolution of 1688- American War of Independence- French Revolution of 1789.

Module III

Colonial Expansion and Resistance

Colonialism- imperialism- Latin American Resistance - Miranda-Simon Bolivar – San Martin-Colonialism in Africa.

Module IV

Industrialization and Emergence of Socialist Ideas

Industrial Revolution-Agrarian Revolution-Socialism-Robert Owen-Saint Simon-Karl Marx.

Essential Readings

1. R. Hilton, Transition from Feudalism to Capitalism, Alan Sutton Publication, England, 1976.
2. Jonnathan W. Zophy, A short History of Renaissance and Reformation in Europe: Dances over Fire and Water, Prentice Hall PTR, 2003.
3. John Addington Aymonds, Renaissance in Italy: The Age of the Despots, Kessinger Publisher, 2005.
4. Andrew Johnson, The Protestant Reformation in Europe, Longman, 1991.
5. John Morris Roberts, A Short History of the world, Oxford University Pess, 1993.
6. R.R. Palmer, A History of the Modern World, Mc. Graw Hill Companies, 2004
7. Euegene Davidson, The Making of Adolf Hitler- The Birth and Rise of Nazism, University of Missouri Press, 1997.
8. John Miller, The Glorious Revolution, Longman, 1997
9. Henry Bamford Parkes, The United States of America: A History, (First Indian Reprint), Khosla Publishing House, New Delhi, 1986.
10. Christopher Hibbert, French Revolution, Penguin, UK, 2001.
11. C.A. Bailey, The Birth of the Modern World, Blackwell, California, 2004.
12. Edward Mc Nall Burns, Philip Lee Ralph, Robert E. Lerner & Standish Meacham, World Civilizations, GOYL SaaB Distributors, New Delhi, 1998.
13. Eric J. Hobsbawn, Age of Revolution, Abacus, 1998.

Complementary Course VII

15UPS431: INTERNATIONAL POLITICS

No. of credits: 3

No. of instructional hours per week: 3

Aim of the Course:

The course seeks to equip the students with the basic concepts, theories, ideologies, and approaches in the study of International Politics

Objectives of the Course:

1. To provide an overview of the changing power relations in the international arena.
2. **To create awareness about major issues in global politics.**

MODULE I- Meaning, Nature and Scope of International Politics.

MODULE II- Main Approaches to the Study of International Politics:
Idealism Vs Realism, System Theory.

MODULE III- State System and its Features:
Nationalism, Sovereignty, National Power.
Sovereignty in the 21st Century

MODULE IV- International Organization:
Role of U.N in Maintaining International Peace and Security.
Regional Organizations- SAARC, ASEAN, E.U.

MODULE V- Issues in Global Politics
Globalization and its Impact on Developing Countries
International Terrorism, Global Warming, Energy Crisis,
Food Crisis, Weapons of Mass Destruction

Books

1. Baylis, John and Steve Smith (2001): The Globalization of World Politics, New York: -Oxford University Press.
2. Calvocoressi, Peter (1962): World Politics since 1945, New York.
3. Claude, Inis (1964): Swords into Plowshares, New York.
4. Diehl, Paul, F. (2005): The Politics of Global Governance,

New Delhi, Viva Book

5. Gopakumar, G. ed. (2003): International Terrorism and Global Order in the 21st Century , New Delhi: Kanishka.
6. Kaplan, Morton (1969): System and Process in International Politics, Princeton: PUP.
7. Morgenthau, Hans, J. (1985): Politics Among Nations, New Delhi: Kalyani Publishers.
8. Thomson, Kenneth (1960): Political Realism and the Crisis of World-Politics, Princeton: PUP.
9. Wenger, Andreas and Doron Zimmermann (2004): International Relations-From the Cold War to the Globalized World, New Delhi: Viva Books.

Complementary Course VIII
15UEC431: INDIAN PLANNING AND
ECONOMIC DEVELOPMENT

No. of credits: 3

No. of instructional hours per week: 3

Aim of the Course:

The main aim of the course is to enable the students to understand the various issues and policies of Indian Economy and to compare with the World Economics scenario.

Objectives

1. To provides the basic understanding of Indian Economy
2. To familiarise the concept of planning and its importance to Indian Economy
3. To provide awareness about the various developmental schemes implemented by the Government of India.
4. To create awareness among the students about the importance of agriculture the Indian Economy.

Module -I (10Hrs)

Economic Planning - Concept of planning -Types of planning - Importance of planning - Role of planning in socialism, capitalism and mixed economy.

Module - II (14Hrs)

Planning in India - Planning Commission - State Planning -India's Five Year Plans - Objectives and achievements of India's Five Year Plan.

Module -III (10Hrs)

National Income-Meaning of National Income- Importance of the study of National Income-Aggregate Concepts of NI - Estimation of NI - Methods and Difficulties in the estimation of National Income - National income of India - Relative Contribution of Primary, Secondary and Tertiary sectors to India's national Income.

Module - IV (10Hrs)

Agriculture growth in India - Problems of Agriculture - Land reforms - Green revolution, rural development community development schemes.

Reading List

1. R.Dutt and S.P.M. Sundaram- Indian Economy, Latest edition.
2. Misra and Puri - Indian Economy, Himalayas Publishing House, Latest edition

SEMESTER V

Core Course VI

15UHY541: MAJOR TRENDS IN HISTORICAL THOUGHT AND WRITINGS

No. of credits: 4

No. of instructional hours per week: 4

Aims and Objectives

- ❖ To enable the students to understand the history of historical writings.
- ❖ To intellectually equip the students to evaluate the works in the light of new theories and concepts.

Module I

Early Historical Writings

Greece-Rome-China-Herodotus-Thucydides-Livy-Tacitus- Su-ma-Chien.

Module II

Medieval Historiography

Christian Historiography-St. Augustine-Arab Historiography-Ibn Khal-dun.

Module III

Renaissance, Cartesianism, Anticartesianism, Enlightenment and their impact on Historiography

Renaissance-Machiavelli, Cartesianism-Rene Descartes-anti Carte-sianism-Vico, Enlightenment-Gibbon, Romanticism-Hegel.

Module IV

Postivism and Historical Materialism

Positivism and Ranke- Materialistic interpretation of history and Karl Marx

Module V

Twentieth Century Historiography

Annales School-Structuralism-Subaltern Studies-Post Modernism

Essential Readings:

1. E.H. Carr, What is History, Vintage Publication, 1967.
2. R.G. Collingwood, The Idea Of History, Oxford University Press, 1994.
3. Keith Jenkins, Re-thinking History, Routledge Publication. London, 2003.
4. G.A. Cohen, Karl Marx, Theory of History, Princeton University Press, 1978.
5. Arthur Marwick, Nature of History, Palgrave Macmillan, 1970.
6. Arthur Marwick, The New Nature of History, Palgrave Macmillan, 2001.
7. B. Sheik Ali, History: Its theory and Method, Macmillan, New Delhi, 1980.
8. E. Sreedharan, A Text Book of Historiography, Orient Longman, 2003.
9. J.W. Thomson, A History of Historical Writings (2 Vols.) Macmillan, 1942.
10. Keith Jenkins, ed, The Post Modern History Reader, Routledge Publication, London, 2000.
11. Fernad Braudel, On History, University of Chicago Press, USA, 1982.
12. Satheesh.K. Bajaj, Recent Trends in Historiography, Anmol Publication, 1998.

Core Course VII

15UHY542: COLONIALISM AND RESISTANCE MOVEMENTS IN INDIA

No. of credits: 4

No. of instructional hours per week: 4

Aims and objectives

- ★ To Review the circumstances that led to the establishment of colonialism in India
- ★ To bring out the impact of colonial rule in India with particular reference to socio-religious-political and economic fields.
- ★ To analyze the genesis and progress of the resistance Movements against the British.

Module I

Contextualizing colonialism

Different Perspectives- Major historiographical Trends.

Module II

Process of colonial conquest

The Early European settlements-Contest for supremacy among European Powers- British conquest of India-Conflict between the English and the Nawab of Bengal-Battle of Plassey and Buxar- Legislative Measures- Regulating Act of 1773, Pitt's India Act of 1784-Anglo-Mysore Wars-Maratha Wars.

Module III

Impact of British Rule

Economic impact-Land revenue settlements in British India-Permanent Settlement-Ryotwari Settlement-Mahalwari Settlement-Commercialization of Agriculture-Impoverishment of the peasantry-Dislocation of Traditional Trade and Commerce- concept of Deindustrialization-decline of traditional crafts-Drain of Wealth-State of Indigeneous and Western Education in India-Growth of Press. Early attempts of Socio –Religious Reform Movements –Reform Movements against Sati-Child Marriage-Female infanticide-untouchability-Movement for widow remarriage.

Module IV

Resistance to British Imperialism

Early Resistance Movements-Kattabomman and Poligar Rebellion- Vellore Mutiny-Veluthampi-Pazhassi Raja-Sanyasi Rebellion of Bengal-Santhal Rebellion-The Revolt of 1857-Causes-Nature-Failure-Consequences.

Essential Readings:

1. Bipan Chandra, Nationalism and Colonialism in Modern India, Orient Longman, 1961
2. Bipan Chandra, Essays on colonialism, Bertrams Pub., 2005
3. Ramakrishna Mukherjee, Rise and Fall of English East India Company, Punthi Pustak, 1994
4. R.C. Majumdar, British Paramountcy and Indian Renaissance, Bharathiya Vidya Bhavan, 1963
5. Sekhar Bandopadhyaya, Plassey to Partition, Orient Longman, 2004

6. Tarachand, History of Freedom Movement in India, Vikas Pub. House, Delhi
7. Dadabhai Naoriji, Poverty and Un British Rule in India, Anmol Pub. 1991.
8. P.N. Chopra N Subrahmanyam and T.K. Ravindran, History of South India, Kanishka Pub, Bombay, 1986.
9. Kenneth.W. Jones, Socio-Religious Reform Movements in British India, CUP, 1990
10. M.S.A Rao, Social Movements and Social transformation, Mac Millan, Madras, 1977
11. Sumit Sarkar, Writings Social History, OUP, USA, 1989
12. S.N. Sen, Eighteen Fifty Seven, Pub. Division, 1957
13. Charles H Heimsath, India Nationalism and Hindu Social Reform, Priceton Uty Press, 1964
14. K.Rajayyan, South Indian Rebellion: The First War of Independence, Rao & Raghavan, 1971
15. Paul.R. Brass, The Politics of India Since Independence, CUP, Delhi, 1992
16. Anilket Alam, Becoming India, CUP, Delhi, 1992
17. Barbara Metcalf and Thomas.R. Metcalf, A Concise History of India, CUP, Delhi, 1992
18. Jurgen Habermas, Structure of Transformation in Public Sphere, CUP, 1984

Essential Readings:

1. Bipan Chandra, India's Struggle for Freedom
2. Dharama Kumar, Tapan Ray Chaudhari, The Cambridge Economic History of India
3. Sucheta Mahajan, Independence and Partition: The Erosion of colonial Power in India
4. A.R. Desai, Social Background of Indian Nationalism
5. Herman Kulke, State in India
6. K.N. Panikkar, Culture, Ideology, Hegemony and social Consciousness in Colonial India
7. Sumit Sarkar, Modern India

8. Bandopadhyaya Sekhar, Plassey to Partition
9. R.C. Majumdar, The Struggle for Freedom
10. Irfan Habib, Essays in Indian History
11. Partha Chatterjee, National Thought and Colonial World
12. Chandrasekhar.S, Colonialism, Conflict and Nationalism
13. S.C. Gosh, History of Education in Modern India
14. Battacharya, Savya Sachi and Romila Thapar, Situating Indian History
15. Cohn Bernarn S, Colonialism and its form of knowledge
16. Jnanendra Pandey, Construction of Communalism in Colonial North India

Core Course VIII

15UHY543: HISTORY OF MODERN WORLD- PART II

No. of credits: 2

No. of instructional hours per week: 3

Aims and objectives

- ★ To trace the significance of the unification movements in Italy and Germany that paved the way for the beginning of a new epoch.
- ★ To give an idea about the first and Second World Wars.
- ★ To evaluate the achievements and failures of the International Organizations.

Module I

US Civil War and Unification Movements in Europe

Civil War in USA- Unification of Italy- Unification of Germany

Module II

World War I and the League of Nations

First World War- Background and Causes- Results- Significance- League of Nations.

Module III

Rise of Dictatorships

Fascism in Italy- Nazism in Germany.

Module IV

Second World War and UNO

Second World War- Causes and Results- Significance- United Nations Organization.

Essential Readings

1. Henry Bamford Parkes, The United States of America: A History, (First Indian Reprint) Khosla Publishing House, New Delhi, 1986.
2. Martin Collier, Italian Unification 1820-71, Heinemann, 2003.
3. Timothy W. Mason, Nazism, Fascism and the Working Class, Cambridge University Press 1995.
4. Ditlef Muhiberger, The Social Bases of Nazism 1919-1933, CUP Press, 2003.
5. Eugene Davidson, The Making of Adolf Hitler- The Birth and Rise of Nazism, University of Missouri Press, 1997.
6. John Morris Roberts, A short History of the World, OUP, 1993
7. Martin Gilbert, The First World War- A Complete History, Henry Holt and Company, 2004
8. J.M. Roberts, The Penguin History of Europe, Penguin Books, New Delhi, 1998
9. Norman Lowe, Mastering Modern world History, Macmillan, New Delhi, 2003.
10. Andrew Langley, World War II, Raintree, 2013
11. Stanley Maisler, United Nations- A History, Grove Press, 2011.

Core Course IX

15UHY544: HISTORY OF PRE-MODERN KERALA

No. of credits: 4

No. of instructional hours per week: 4

Module I

Sources, Geographical features and Prehistoric Culture

Sources-Physical features-Pre-historic cultures- Megalithic Culture.

Module II

Early Historic Kerala

Early Chiefs and Kings-Sangam Age- Polity-Society-Ay, Ezhimala and Chera-spice Trade-Internal and Overseas-impact-Jains-Buddhists-Jews- Arabs- Brahmin Settlements

Module III

The State of Mahodayapuram

Perumals of Mahodayapuram- Nature of Monarchy- Evolution of Malayalam language- Development of different Art forms – Bhakti cult-Temples- Philosophy-Knowledge- Agrarian Expansion- Brahmaswam-Devaswam-Trade and Trade Corporations- Arab-chinese.

Module IV

Nadus and Swarupams

Formation of Nadus-Nattudayavar- Growth of Swaroopam-Village Communities-Martial Tradition- Caste- Untouchability-Mamamkom-Revathy Pattathanam-Janmi system-Matrilinial system.

Module V

Rise of New Kingdoms

Travancore and Cochin-Modernization- Mysorean Invasions-Effects on Kerala Society and Culture Performing Arts –Art, Architecture-Cultural symbiosis.

Essential Readings

1. Rajan Gurukkal, Kerala Charitram (Malayalam), Part II, Vallathol Vidyapeedam Sukapuram 2012.
2. Kavalam Narayana Panikkar, Folklore of Kerala-NBT 1991.
3. Rajan Gurukkal & Kesavan Veluthat, Theresappallippattayam (Malayalam), 2013.
4. Rajan Gurukkal, Social Formations of Early South India, Oxford Publications, New Delhi 2012.
5. Vijayakumar Menon, A Brief Survey of the Art Scenario of Kerala-ICKS, 2006.
6. M.T. Raghavan, Folk plays and Dances of Kerala, Thrissur, 1947
7. Panmana Ramachandran Nair (ed), Kerala Samskara Patanangal- 2 Volumes, Current Books, 2014.
8. A.P. Ibrahim Kunju, Medieval Kerala, International Centre for Kerala

Studies, University of Kerala, Trivandrum, 2007.

9. Sreedhara Menon, A survey of Kerala History, DC Books, Ed. 2, Kottayam, 2008.
10. Sreedhara Menon, Cultural Heritage of Kerala, S.V. Publishers, Madras, 1996.
11. Elamkulam Kunjan Pillai, Studies in Kerala History, Kottayam, 1970.
12. Kerala through the Ages, Government of Kerala, Trivandrum, 1980.
13. Kesavan Veluthat, Brahmin Settlements in Kerala, Calicut, 1978.
14. K.K. Kusuman (ed.), Issues in Kerala Historiography, Trivandrum, 1976.
15. K.K. Kusuman, Slavery in Travancore, Kerala Historical Society, Trivandrum, 1976.
16. K.P. Padmanabha Menon, History of Kerala (4 Volumes), Delhi, 1986.
17. M.G.S. Narayanan, Perumals of Kerala, Calicut, 1996.
18. M.G.S. Narayanan, Aspects of Aryanisation in Kerala, Trivandrum, 1973.
19. M.G.S. Narayanan, Cultural Symbiosis in Kerala, Trivandrum, 1972.
20. P.K.S. Raja, Medieval Kerala, Nava Kerala Co-operative Publishing House, Calicut, 1966.
21. M.R. Raghava Varier and Rajan Gurukkal (eds.), Cultural History of Kerala Vol.I, Trivandrum, 1999.
22. M.R. Raghava Varier and Rajan Gurukkal, Kerala Charithram (Malayalam), Sukapuram, 1991.
23. M.R. Raghava Varier, Village Communities in Pre-colonial Kerala, Delhi, 1994.
24. Champakalakshmi & Kesavan Veluthat (et.al), State and Society in Pre Modern South India, Thrissur, 2002.

Core Course X

15UHY545: MAKING OF INDIAN NATION

No. of credits: 3

No. of instructional hours per week: 4

Module I

Emergence of Nationalism

Concept of Nationalism- British rule and emergence of Indian Nationalism- formation of Indian National Congress- Moderate Phase- Rise of Extremism- Swadhesi Movement- Formation of Muslim League- Minto-Morely Reforms- Home rule League- Montague- Chelmsford Reforms.

Module II

Advent of Gandhiji

Early Sathyagrahas-Rowlatt Act-Amritsar Tragedy- Khilafat agitation- Non Co-operation Movement- Swarajist Party- Simon Commission- Nehru Report –Revolutionary Nationalist Movements- Ghadr Party – Anuseelan Samithi- Hindusthan Republican Association.

Module III

Emergence of New Forces

Emergence of Socialist ideas- Trade Union Movement- Bardoli Sathyagraha- Growth of Peasant Movements- Women in Revolutionary Movement- Kalpana Dutta- Bina Das- Preethy Latha Vadedar.

Module IV

Towards Independence

Lahore session – Gandhi-Irwin Pact-Civil Disobedience Movement-Round Table conferences- Poona Pact- Govt. of India Act of 1935- Indian National Movement and Second World War- August offer - Cripps Mission- Quit India Movement- Subhash Chandra Bose and INA- Cabinet Mission- RIN Mutiny- Communal Politics- Mount Batten Plan- Indian Independence Act and Partition.

Essential Readings

1. A.R. Desai, Social Background of Indian Nationalism, Popular Prakasham, Delhi, 1987.

2. Bipan Chandra, India's Struggle for Independence, Penguin Books 1998.
3. Bipan Chandra, Nationalism and Colonialism in Modern India, Orient Longman, 1987.
4. Bipan Chandra, Communalism in Modern India, Har Anand Pub. 2008.
5. Bipan Chandra, Modern India- NCERT Books New Delhi,2000
6. K.N. Panikkar, Culture, Ideology Hegemony: Intellectual and Social Consciousness in Colonial India, People's Pub House, 1990.
7. R.C. Manjumdar, History of Freedom Movement in India, South Asia Books, 1998
8. Sumit Sarkar, Modern India, 1887-1947, McMillan, Madras, 1983.
9. Tara Chand, History of Freedom Movement in India (3 vols) Pub. Division, 1961
10. Ramachandra Guha, India After Gandhi, Picador India, 2008
11. Judith Brown, Modern India- OUP
12. S.C. Gosh, History of Education in Modern India, UBS Pub, Delhi, 2009
13. Irfan Habib, Indian Economy- 1858- 1914- Manohar Pub. 2006
14. Partha Chatterjee, Wages of Freedom, OUP, 1999
15. Mohandas Karamchand Gandhi, My Experiments with Truth, Cross-land Pub.,2009
16. Jawaharlal Nehru, An Autobiography, Theenmurthy House, Delhi, 1936
17. Jasvanth Singh, Jinnah- India Pakistan Independence, Rupa Pub, 2001
18. Ernst Gellner, Nation and Nationalism, Basil Blackwell, OUP,1983
19. Antony.D. Smith, The Antiquity of Nations, Polity Press, Cambridge, 2004
20. Anil Seal, The Emergence of Indian Nationalism, Cambridge University Press, 1968

Books for Reading

1. Bipan Chandra, Essays on Contemporary India
2. Bipan Chandra, A History of India since Independence
3. Brass Paul.R, Politics of India since Independence
4. Santhanam M.K., Fifty Years of Indian Republic
5. Hassan Mushirul, Legacy of a Divided Nation
6. Ahamed Aijaz, Communalism and Globalization
7. Byres Terence, The Indian Economy- Major Debate since Independence
8. Desai S.S.M., An Economic History of India
9. Puri Balraj, The Issue of Kashmir
10. Amartya Sen and Pranab Bardwan, The Political Economy of Development in India

Mechanics of Project Writing

HISTORICAL METHOD

Instructions

1. This paper is to be taught during the 3 instructional hours allotted for the Project Work during the Semester-V.
2. There is no end semester examination for this paper.

Aims and objectives

- ★ To enable the students to understand the method of writing history.
- ★ To make aware of the various tools pertaining to the writing of history
- ★ To familiarize the new theories and concepts in historical method

Module I

a) Preliminaries

Selection of a theme-criteria-framing of the topic-Hypothesis-preparation of a Bibliography-Data collection – Note taking- Card System.

b) Primary & Secondary Sources- Documentary and non documentary- Oral History sources- Interviews- Newspaper reports- Internet Sources.

Module II

Method of Citation

Footnotes- Endnotes- MLA, APA, Chicago Style

Quotations- Direct- Indirect – Short quote- long quote -quote within quote

Module III

Tentative Chapterization- writing the first draft- Acknowledgement- Glossary- List of abbreviations- Introduction- Contents- Conclusion- appendices- Bibliography-Primary-Secondary.

Essential Readings

1. Jonathan Anderson, et al, Thesis and Assignment Writing, John Wiley & Sons Inc.
2. Ralph Berry, How to Write a Research Paper, Pergamon press, Oxford
3. Joseph Gibaldi, MLA Handbook for the Writers of Research Papers, New York, Modern Language Association, America, 1999.
4. Kate.L. Turabin, A Manuel for Writers of Term Papers, Thesis and Dissertation, University of Chicago Press, London.
5. B. Sheik Ali, History: Its theory and Method, MacMillan, New Delhi, 1980
6. E. Sreedharan, A Text Book of Historiography, Orient Longman, 2003.
E.H.Carr, What is History, Vintage Publication, 1967.

Study Tour

A compulsory study tour programme to historically important sites is introduced during the fifth Semester. The rules & regulations for the study tour are as per government order (Directorate of Collegiate Education). The students have to submit a detailed report of the same, instead of Assignment/Seminar for the Core course-15UHY544-History of Pre-Modern Kerala.

Open Course
15UHY551.1: EMPOWERMENT OF
WOMEN WITH SPECIAL REFERENCE TO INDIA

No. of credits: 2

No. of instructional hours per week: 3

Module I

Empowerment of Women- Concept and Relevance- Scope of women Empowerment – Understanding Gender Studies- Important legislations for Women in India

Module II

Feminism- Theories of feminism: Liberal, Marxist, social, Radical, Post Colonial and Eco-Feminisms

Module III

Changing role and status of women in historical perspective: Indian Women- Dravidian, Aryan, Islamic, British and Post Independent periods

Module IV

Important women personalities- Gargi- Lopamudra- Pancharatans- Prajapati Gautami-Sanghamitra- Amarapali-Meerabai- Sultana Raziya- Noorjahan- Jahanara- Chandbibi- Rani of Jhansi- Raj Kumari Amarit Kaur- Sarojini Naidu- Kasturba Gandhi- Annie Besant- Bikaji Kama- Aruna Asif Ali- Captain Lakshmi – Akkamma Cheiran- Ammu Swaminathan- Anne Mascarene- Indira Gandhi- Medha Patkar- Vandana Siva

Essential Readings

1. Bader, Clarisse, Women in Ancient India. Trubner's Orient Series, Routledge, 2001
2. Kumar, Radha, History of Doing: An Illustrated Account of Movement for Women's Rights and Feminism in India, 1800-1900 New Delhi: Kali for Women, 1993
3. Forbes, Geraldine, Women in Modern India, the New Cambridge History of India, Vol.4, Cambridge: Cambridge University Press, 1996
4. Sangari. Kumkum and Sudesh Vaid (Ed.), Recasting Women: Essays in India Colonial History. New Jersey: Routgers University Press, 1990

5. Offor, Evans, Women Empowerment, Snaap Press, 2000
6. Barber, Elizabeth Wayland, Women's work: The first 20,000 Years Women, Cloth and Society in Early Times. USA: W.W.Norton, 1995
7. Asmat, Shamim and Chanda Devi (Ed.), Women Empowerment in India, Mittal Publications, 2012
8. Parpart, Jane L., Shirin M.Rai, Kathleen A. Staudt Taylor and Francis, Rethinking Empowerment: Gender and Development in Global/Local World. Routledge: Warwick Studies
9. Ahuja, Ram, Indian Social System. Jaipur: Ravatt Publications, 2002
10. Andal.N, Women and Indian Society- Options and Constrains, USA, WW Norton and co, 2002
11. Kumar, Premjith T.B, Keralathile Sthree Shaktheekaranavum London Missionary Prasthanavum (Mal) Thiruvananthapuram: Raven Publications,2014
12. Gopalakrishnan, Bismi, Shakti: Laws to ensure Gender Justice, Thiruvananthapuram University of Kerala, 2013
13. Myneni S.R., Women and Law (2nd ed.), Asia Law House, Hyderabad, 2008
14. Andermanhr, Sonya., Terry Lovell and Carol Wolkowits, A Glossary of Feminist Theory, Oxford University Press, New York, 2000
15. Singh S. Kans A. K. Singh, OBC Women Status and Educational Empowerment, New Royal Book Co., Lucknow, 2004
16. Singh U.B., Empowerment of Women in Urban Administration, Serials Publications, New Delhi
17. Agarwal, Bina, A field of One's Own: Gender and Land rights in South Asia, Cambridge University Press, Cambridge, 1994
18. ICSSR Advisory Committee on Women Studies, Critical Issues on the Status of Women: Employment, Health, Education, Indian council of social Science Research, New Delhi, 1997
19. Baluchamy.S, Empowerment of Women, Anmol Publications, New Delhi, 2010
20. Kumari, Sumitra, Dynamics of Women Empowerment, Alfa Publications, New Delhi, 2006

Open Course

15UHY551.2: INTRODUCTION TO ARCHAEOLOGY

No. of credits: 2

No. of instructional hours per week: 3

Aims and objectives

- ★ To provide an insight into the discipline of archaeology
- ★ To trace the evolution of archaeology as a subject
- ★ It is also intended to give an introduction of the students on various periods & concepts in archaeology
- ★ Also introduce students to archaeological methods

Module I

Introduction to Archaeology

Definition- Nature and scope-importance of archaeology- Archaeology as a discipline- important concepts like Artifacts, Assemblage, tools, culture, Civilization & Settlement – Relation of Archaeology with other Sciences and Social Sciences

Module II

Kinds of Archaeology

Marine archaeology or under water archaeology- Ethno-archaeology- Environmental archaeology salvage archaeology, Aerial archaeology

Module III

Functions of Archaeology

Introduction to archaeological explorations & excavations- dating Technique- Relative Dating- typology technology and morphological aspects-Fluorine-Phosphorous dating-Absolute dating- Potassium Argon- Dendrochronology or Tree Ring Method- Pollen Analysis, Petrology- Thermoluminescence.

Module IV

Archaeological Survey of India (ASI)

Importance of the Museums- need for preservation & exhibition- General characteristics of Paleolithic- Mesolithic –Neolithic & Megalithic cultures in India

Essential Readings

1. Allchin Bridget and Raymond Allchin, Rise of Civilization in India & Pakistan, Cambridge University Press, Cambridge, 1982.
2. Bukitt.M.C, The Old stone Age, London, 1956
3. Chakrabarti.D.K. History of Indian Archaeology, Munshiram Manoharlal, New Delhi 1988
4. Daniel, Glynn 150 years of Archaeology, London, 1978
5. Ghosh A, Encyclopedia of India Archaeology, Munshiram manoharlal, New Delhi, 1990
6. Rajan.K., Archaeology- Principles & Methods, Thanjavur, 2002
7. Raman K.V. Principles and Methods of Archaeology, Madras, 1986
8. Sankalia .H.D, Indian Archaeology Today, Bombay, 1962
9. Tauldahn, Archaeology- A very short Introduction, Oxford University Press, 1996.
10. Wheeler, R.E.M, Archaeology from the Earth, London, 1954
11. Whitehouse, Ruth.D, The Macmillan Dictionary of Archaeology, London, 1983
12. Zeuner F.E, Dating the Past, London, 1970

Open Course 15UHY551.3: HISTORY OF HUMAN RIGHTS MOVEMENTS

No. of credits: 2

No. of instructional hours per week: 3

Module I

General Background

Definition-Historical background-UN Proclamation, International Covenants.

Module II

Movements against Racial Discrimination

Question of Slavery and Civil War in America-Activities of William Wilber Force.

Movements led by Mahatma Gandhi-Martin Luther King-Nelson Mandela.

Module III

Indian Experiments of Human Rights

Constitutional Safeguards and Laws-Dr.B.R. Ambedkar-Movements against Violation-Dalit Panthers-Tribal Movements-Women's Movements-Environmental Movements.

Module IV

Human Rights Organisations

Amnesty International- People Union for Civil Liberties- National Human Rights Commission- State Human Rights Commission.

Essential Readings

1. Cynthia Sahoo, Catherene Albisa and Martha S. Davis (ed), Bringing Human rights Home: Portraits of Movements, Vol.I
2. Naomi Klein, The Shock Doctrine, The rise of Disaster Capitalism
3. Donnelly Jack, Universal Human rights in Theory and Practice
4. Steiner Henry.J. Diverse Partners: Non Governmental Organizations in Human Rights Movements
5. Shute Stephen and Susan Harley; On Human Rights
6. Marlin.J. Revolution in Wonderland
7. Krishna Menon (ed.), Human Rights Gender and Environment, Delhi, 2009.
8. Davis Mike, Planet of slum, Ureso, 2007.
9. O.P. dhiman, Understanding Human Rights-An Overview, Kalpaz Publication, 2011.
10. Jayanth Chaudhary, A Text Book of Human Rights-An Overview, Wisdom Press, 2011.
11. O. Byrne Darrew, Human Rights-An Introduction, Dorling Kindersley (India Pvt. Ltd.), 2007.
12. Akhtar Saud, Human Rights in the World, Sarup Book Publishers, Pvt. Ltd, 2012.
13. Daniel Fischin Martha, The concise guide to Global Human Rights, Oxford University Press, 2007.
14. Dr. Sreenivasulu.N.S., Human Rights-Many Sides to A Coin-Regal Publications, 2008.

SEMESTER VI

Core Course XI

15UHY641: MAKING OF MODERN KERALA

No. of credits: 4

No. of instructional hours per week: 5

Module I

Colonial Experience

Advent of the Colonial powers- Portuguese, Dutch, French and English- Impact on Kerala society.

Growth of the British Power- Early Resistance movements- Pazhassi Raja, Velu Thampi and Paliyath Achan- Kurichya Revolt.

Module II

Towards Modern Era

Role of Christian Missionaries - Education- Press- Upper cloth Rebellion- Kallumala Agitation- Social reform movements - Chattampi Swamikal, Sri Narayana Guru, Ayyankali and Vakkom Abdul Khadar Moulavi- Temple Entry Movement.

Module III

Agitations for Democratic Process

Malayali and Ezhava Memorials and Struggle for Civic rights- Abstention Movement- Travancore State Congress- Agitation for responsible Government- Travancore- Cochin – Nationalistic struggle in Malabar- Malabar Rebellion- Role of Women in Freedom Struggle.

Module IV

Post Independent Era

Formation of the State of Kerala – Emergence of Ministries- Coalition experiments- Land reforms- Educational reforms- socio-economic transformation.

Essential Readings

1. P.N. Chopra, ed, History of South India, S.Chand Publications, New Delhi, 2003.

2. P. Govindapillai, Kerala Navodhanam Oru Marxist Veekshanam (Malayalam), Chinta Pub. Trivandrum, 2003.
3. K.M. Chummar, Thiruvithamkoor State Congress (Malayalam), Bhasha Institute, 2013.
4. Liten George Christophell, The First Communist Ministry in Kerala, Bagchi, Kolkatta, 1982.
5. Planning Commission of India, Kerala Development Report, Academic foundation, New Delhi, 2008.
6. Parayill Govindan (ed), Kerala- The Development Experience, Zed Books, London, 2000.
7. Panmana Ramachandran Nair (ed), Kerala Samskara Patanangal, 2 Volumes, current Books, 2014.
8. A. Sreedhara Menon, A Survey of Kerala History, DC Books, Ed.2, Kottayam, 2008
9. B. Sobhanan, Dewan Veluthampi and the British, Trivandrum, 1978.
10. B. Sobhanan (ed), A History of Christian Missionaries in South India, Kerala Historical Society, Trivandrum, 1996.
11. Elamkulam Kunjan Pillai, Studies in Kerala History, Kottayam, 1970.
12. K.K. N. Kurup, Aspects of Kerala History and Culture, Trivandrum, 1977
13. K.N. Panikkar, Against Lord and State, Delhi, 1989
14. K. Raviraman (ed), Development, Democracy and the State: Critiquing Kerala Model of Development, Routledge, London, 2010.
15. M.A. Oommen, Land Reforms and Socio-Economic Change in Kerala, CLS Madras, 1971
16. K.T. Rammohan, Tales of Rice: Kuttanad, South West India, Centre for Development Studies, Thiruvananthapuram, 2006.
17. P.S. Raghavan, The History of Freedom Movement in Kerala, Vol. I, Trivandrum-2000
18. P.K.K. Menon, The History of Freedom Movement in Kerala Vol.2, Trivandrum, 1972
19. P.J. Cheriyan (ed.), Perspectives on Kerala History, Kerala Gazetteers Department, Trivandrum, 1999.
20. R.N. Yesudas, A People's Revolt in Travancore- A Backward Class

- Movement for Social Freedom, Trivandrum, 1975.
21. S. Raimon (ed.), The History of Freedom Movement in Kerala Vol.3, Trivandrum, 2006
 22. T.K. Ravindran, Eight furlongs of Freedom, New Delhi, 1980
 23. T.J. Nossiter, Communism in Kerala, Oxford University Press, Delhi, 1982.
 24. Anna Lindberg, Experience and Identity: A Historical Account of Class, Caste and Gender Among the Cashew Workers of Kerala 1930-2000, Lund University, Sweden, 2001.
 - 25 Kerala 2000 (Mal.), ed.; State Language Institute, Trivandrum, 2000.

Core Course XII

15UHY642: MAJOR TRENDS IN INDIAN HISTORICAL THOUGHT AND WRITINGS

No. of credits: 4

No. of instructional hours per week: 5

Aims and Objectives

- ★ To enable the students to understand the origin and development of historical writings in India.
- ★ To locate major historical works in Indian history
- ★ To create an awareness among the students about the influence of ideas and theories, trends and concepts in Indian historical writings.

Module I

Early Historical Perceptions and Writings

Historicity of Itihasa, Purana traditions- Jain and Buddhist traditions- Harsha Charita- Rajatarangini

Module II

Medieval Historiography

Characteristic features of Sultanate and Mughal writings- Barani-Abul Fazl

Module III

Colonial Historiography

Orientalists- William Jones- Max Muller- Utilitarian and Imperialist approaches- James Mill –Vincent Smith

Module IV

Indian Nationalist Response to colonial historiography

K.P. Jayswal- J.N. Sarkar- R.C.Majumdar- K.A. N. Sastri- K.M. Panikkar.

Module V

Post- Independent Trends in Indian Historical Writings

D.D. Kosambi- R.S. Sharma – Romila Thapar- Irfan Habib- Bipan Chandra- Ranajith Guha- Ramachandra Guha

Essential Readings:

1. Peter Hardy, Studies in Indo-Muslim Historical Writings, Munshiram Manoharlal Publications, London, 1960
2. D.N. Jha, Ancient India: An Introductory Outline, People's Publishing House, New Delhi, 1977.
3. Ranajith Guha, ed, Subaltern Studies, Vol I, Oxford University Press, Delhi, 1982.
4. R.C. Majimdar, Histography in Modern India, Asia Publishing House, New Delhi, 1970.
5. C.H. Philip, ed, Historians of India, Pakistan and Ceylon, Oxford University Press, 1961.
6. S.P. Sen, ed, History and Historians of Modern India.
7. B. Sheik Ali, History: Its Theory and Method, Macmillan, New Delhi, 1980.
8. E. Sreedharan, A Text Book of Historiography, Orient Longman, 2003.
9. D.K. Ganguli, History and Historians of Ancient India, Abhinav Publications, New Delhi, 1987.
10. V.S. Pathak, Ancient Historians of India, Asia Publishing House, New Delhi, 1963.
11. J.N. Sarkar, History of History Writings in Medieval India, Calcutta, 1977.

Core Course XIII

15UHY643: CONTEMPORARY INDIA

No. of credits: 3

No. of instructional hours per week: 4

Aims and Objectives

- ★ To provide the students with a graphic account of the circumstances that led to the formation of Indian Union.
- ★ To understand the challenges faced by independent India and the bold measures initiated after independence.
- ★ To evaluate the achievements of contemporary India with special reference to Science, Information Technology.

Module I

Consolidation of the Nation

Integration of Indian States- Constitution of India, 1950- Issues of Minorities- Linguistic Reorganization of States

Module II

Nehruvian Era

Debate on National Re-construction –New Economic Policy- Position of Socialist and non-socialist Ideas –Mixed Economy- Five Year Plans and Economic Development- Educational, Social and Cultural changes.

Module III

Progress of Science and Technology in the Post Independence Period

Growth of Scientific Institutions- CSIR- IISE-ISRO- IITs- Atomic Energy Commission Technological Development –Growth of Communication - Mass Media- Electronic Revolution- Digital and Social Media - Agrarian Changes –Green Revolution and White Revolution - Environmental Issues- Movements against the construction of Big Dams- Nuclear Power Stations- Deforestation and Urban pollution.

Module IV

India and the World

Foreign Policy under Nehru- NAM Shift in Foreign Policy during 1970s and 1980s –IMF- World Bank- India in the age of Globalization.

Essential Readings

1. Bipan Chandra, Mridula Mukharjee and Adithya Mukharjee, India after Independence, 1947-2000, Penguin Books, 2007.
2. Paul.R. Brass, The Politics of India since Independence, Foundation Books, Delhi, 1992.
3. Theerthankar Roy- The Economic History of India, 1857-1947, Oxford Press
4. Bipan Chandra, Nationalism and Colonialism in Modern India
5. M.S.A. Rao, Social Movement in India, Manohar Pub, 1992.
6. Anilker Alam, Becoming India, CUP, Delhi, 1992.
7. Barbara MetCalf & Thomas R Metcalf, A Concise History of India, CUP, Delhi, 1992.
8. Andrew.M.Watson, Agricultural Innovations in the Early Islamic world
9. Adam Robert Lucas, Industrial Milling in the Ancient and Medieval world
10. Francis and Joseph Gies, Cathedral forge and Water Wheel Technology and the innovation in the Middle Ages.
11. Mourice Daumas (Ed), History of Technology and Innovations
12. Paul Ceruzzi, A History of Modern Computing
13. L.T.C Rolt, Tools for the job: A History of Machine tools
14. Derry Thomas Kingston William, A short History of Technology
15. Singer C Holmyard EJ , Hall & Williams, A History of Technology
16. J.A. Naik, A Text Book of International Relations, MC Millen, Delhi, 2003
17. Vinay Kumar Malhothra, International Relations, Anmol Pub, Delhi-2008
18. Collin Mason, A Short History of Asia, Palgrave MC Millan Delhi, 2005

Books for Reading

1. Santhanam M.K., Fifty Years of Indian Republic

2. Hassan Mushirul , Legacy of a Divided Nation
3. Ahammed Aaijaz, Communalism and Globalization
4. Byres Terence, The Indian Economy – Major Debate since Independence
5. Desai S.S. M., An Economic History of India
6. Puri Balraj, The Issue of Kashmir
7. Amarthya Sen and Pranab Bardwan, The Political Economy of Development in India
8. Neera Desai, Women in Modern India
9. Manmohan Kaur, Women in India's Freedom Struggle
- 10 Prakash Singh, The Naxalite Movement in India

Core Course XIV
15UHY644: THE TWENTIETH CENTURY
REVOLUTIONS

No. of credits: 4

No. of instructional hours per week: 5

Aims and Objectives

- ★ To introduce the students four major revolutions of the 20th century, i.e., Russian, Chinese, Vietnamese and Cuban
- ★ To acquaint the students about the legacy of the above revolutions
- ★ To familiarize the students about the nature, scope and significance of the revolutions in the present context

Module I

The Russian Revolution

Causes- socialist and Working Class Movement- Revolutionary Movements in Russia- Capitalists and Peasantry- Lenin and Socialist Movement – Revolution of 1905- February Revolution of 1917- Provisional Government – October Socialist Revolution- Bolsheviks and Mensheviks- New Economic Policy- War- Communism- Significance of the Revolution

Module II

The Chinese Socialist Revolution

Revolution of 1911- nationalism and anti-colonial feelings- Sun –Yat-Sen and his political philosophy- Formation of the Republic- different phases- Japanese expansion- Growth of communism- Mao and New Democracy- The Long March – Japanese aggression- Civil War- formation of People’s Republic of China- China in the world context- Internal developments- Cultural Revolution- China and Globalization

Module III

The Vietnamese Revolution

Indo-China and French colonialism- Feudal economy and growth of Capitalism- Working class Movement and Communist Party- Ho-Chi-Minh- World War II and Japanese Aggression- Post War Uprisings and French reappearance- Partition and 17th Parallel- US intervention- guerilla warfare- final victory in 1975- Unification and Reconstruction.

Module IV

The Cuban Revolution

Colonialism and Imperialism in Cuba- Peasantry and the Working Class Revolutionary Movements- Che- Guevara and Fidel Castro- Revolution of 1959 and Socialist victory- US blockade and the Bay of Pig Crisis- Cuba and the Third World

Essential Readings

1. E.H. Carr, A History of Soviet Russia, Penguin Books, 1976
2. Robert.R. Palmer, The Age of Democratic Revolution, Princeton, University Press, 1956
3. Richard Pipes, The Russian Revolution, Vintage Publications, 1991
4. Gene Burton, The Anatomy of Revolution, Mac Millan Publishing Company, 1992.
5. Peter Kenez, A History of Soviet Union from the Beginning to End, Cambridge University Press, 2006
6. Edgar Snow, Red Star over China, Grove Press, 1994
7. Anthony Heywood, Modernising Lenin’s Russia, Cambridge University Press, 2006
8. Hendrick Smith, The Russians, Ballentine Books, 1984
9. Joseph Strayer, Hans Gatzke & Harris Marbison, The Main Stream

- of Civilization: Since 1860, Harcourt Brace College Publishers, 1984.
10. D.W. Treadgold, Soviet and Chinese Communism: Similarities and Difference, Seattle University of Washington, 1967.
 11. Gunnar Myrdal, Asian Drama, Penguin Books, 1960
 12. James T. Draper, Castroism: Theory and Practice, Prager, 1965
 13. Richard R. Fagen, The Transformation of Political culture in Cuba, Stanford University Press, 1969
 14. Leo Trotsky, History of the Russian Revolution, Haymarket Books, 2008
 15. Sheila Fitzpatrick, The Russian Revolution, Oxford University Press, 2008
 16. Rex A. Wade, The Russian Revolution, Cambridge University Press, 1917
 17. Steve Phillips, Lenin and the Russian Revolution, Heinemann, 2000

Elective Course

15UHY661.1: HISTORICAL TOURISM (Elective)

No. of credits: 2

No. of instructional hours per week: 3

Aim of the Course

To inculcate the need for travel and visit to Historical and Cultural monuments and remains among the students so as to educate and sensitize them of their past heritage and history

UNIT I – Conceptualizing and Preserving the Memories of the Travel

European travelers- perceptions of Geography & Environment

Colonialism – travel & writing of History – Barbosa, Bernier & Buchanan

Relation between travel and tourism tour

Tourist and the host destination

UNIT II- Growth of Tourism in India

Understanding Tourism: A faculty of study- scope, definition and varieties

Fascination for the tropics: Ghats, Seas, Traveler's gaze

Growth of Tourist centers- Hill stations & leisure

Tourism & social Acculturation

UNIT III- Tourist Potential of India

Geography- History and Monuments

Heritage- Natural and Cultural Heritage

UNIT IV- Kerala and Its Tourist Manifestations

Geography- Cultural Heritage- History- History and its Ramifications-

Identification and location of tourist attractions- Tools of Tourism

Essential Readings

1. Salini Modi, Tourism and Society, Rawat Publications, 2001
2. Ghosh Viswanath, Tourism and Travel Management, Vikas Publishing House, Delhi, 1998
3. Singh Ratan Deep, Dynamics of Modern Tourism, Kanishka, New Delhi, 1998
4. Singh Ratan Deep, Infrastructure of Tourism in India
5. Singh Ratan Deep, Economic Impact of Tourism Development: An Indian Experience
6. Chattopadhyaya Kunol, Tourism Today- Structure, Marketing and Profile
7. Gupta.S.P. Cultural Tourism, 2002

Elective Course
15UHY661.2: HERITAGE STUDIES (Elective)

No. of credits: 2

No. of instructional hours per week: 3

Aim of the course

To enable the students studying disciplines other than History

- ★ To understand the value of heritage and the need for preserving the same for posterity
- ★ Archeological Survey of India
- ★ Rescue and Salvage Archeology- International Organization for preserving heritage – role of UNESCO-ICOMOS-ICOM-ICCROM-State Departments- International Organization- smuggling and antiquities

UNIT I Introductory Heritage Studies

Meaning and Definition of Heritage

Type of heritage- natural and cultural-tangible and intangible

Conservation of heritage- Archaeology- Museology-Archives- folklore-Fine arts. Cultural Tourism

UNIT II – Heritage and Law

Laws against Vandalism and Plunder

UNIT III- Indian Heritage

Indian heritage defined perspectives from above and perspectives from below- Locating folk and Tribal culture.

UNIT IV- Heritage Destinations of India

Selected world heritage Monuments of India- Ajanta –Ellora –Taj Mahal-Badami -Fatepur sikri, Sanchi, Mahabalipuram and Hampi

Pilgrim Centers

Archaeological sites – Nagarjuna Konda- Lothal- Arikamedu-Bhimbetka-Edakkal-Pattanam.

Important Museums of India

Heritage Destinations of Kerala- Natural heritage- Bekal Fort- Jain Temple- Chitalar, Sultan Bathery- Palakkad Fort- Jewish Synagogue, Mattanchery- Dutch Palace- Mural Paintings of Siva Temple, Kottakkal

Essential Readings

1. Cleere Henry (ed), Approaches to Archaeological Heritage, Cambridge University Press, 2002
2. UNESCO Museums and Monuments – The Organisation of Museums: Practical Advice, Switzerland, 1960.
3. Gupta.S.P. Cultural tourism, 2002
4. Fop Micheal A., Managing Museums and Galleries, Routledge, 1997
5. Sarkar.H., Museums and Protecting of Monuments and antiquities in India, Sandeep Prakasam, Delhi, 1998
6. Gurukkal Rajan and Raghava Varier (ed.), Cultural History of Kerala, Vol. 1, Dept. of Cultural Publication, govt. of Kerala, 1999.
- 7 Menon Sreedharan A. Cultural Heritage of Kerala

Elective Course

15UHY661.3: CONTEMPORARY WORLD (Elective)

No. of credits: 2

No. of instructional hours per week: 3

Aims and Objectives

- ★ To bring out the significant features of the contemporary world.
- ★ To highlight the nature, scope and relevance of NAM
- ★ To assess the current problems of the world with special reference to the Unipolar and Bipolar coupled with the emerging nations.

Module I

Understanding Contemporary History of the World

Cold War – Role of India in the world Affairs- Non- Alignment

Module II

New International Economic Order

World systems-Analysis –World Bank, IMF and GATT- Uruguay round talks- WTO and GATT- Liberal market economy- Dismemberment of the Socialist bloc- Its impact on third World- Unipolar World.

Module III

Role of Nations in the International Scenario

Palestine- India- Vietnam- Korea- Germany- Russia

Essential Readings

1. Jan Palmowski, Dictionary of Contemporary World from 1900 to the Present Day.
2. Peter Hinchliffe, Beverley Milton, Conflicts in the Middle East since 1945, Routledge Publication, 2003.
3. Alan P. Dobson, Steve Marsh, US Foreign Policy Since 1945.
4. Raymond F. Betts, Decolonisation, University of Minnesota Press, 1975.
5. Stephen White, Communism and its Colapse, Routledge Publication, 2001.
6. James.U. Henderson, Since 1945. Aspects of World History, Sage' Publication, London, 1966.
7. Joseph.E. Stiglits and Norton, Globalisation and Its Discontents, WW Norton and Company, USA, 2003.
8. K. Raviraman, "Plachimada Resistance: A Post Development Social Movement Metaphor" in Aram Ziai (ed.,) Post- Development Theory and Practice, Routledge, London, 2007.
9. Steger Manfred, Globalization, A Very Short Introduction, Oxford University Press, USA, 2003.
10. Noam Chomsky, Towards a New Cold War, New Press, 2003.
11. J.M. Roberts, The Penguin History of Europe, Penguin Books, New Delhi, 1998.
12. Normal Lawe, Mastering Modem World History, MacMillan, New Delhi, 2003.
13. J.A Naik, A Text Book of International Relations, MacMillan, New Delhi, 2003.

14. Vinaya Kumar Malhotra, International Relations, Anmol Publications, New Delhi, 2008
15. Colin Mason, A Short History of Asia, Palgrave MacMillan, New Delhi, 2005
16. Roland Axtmann (ed.), Globalization and Europe, Theoretical and Empirical Investigations, Pinter, London, 1998
17. John Ralston Saul, The Collapse of Globalism and the Reinvention of the World. Penguin Books, New Delhi, 2005
18. Andreas Wenger & Doron Zimmermann, International Relations: from the Cold War to the Globalized World, Viva Book Pvt, New Delhi, 2004

Project / Dissertation

15UHY645: PROJECT WORK

No. of credits: 4

No. of instructional hours per week: 3

Specifications of project work

1. The project work may be on any social problem relevant to the study of History
2. It should be based on both primary and secondary source of data
3. It should be 20-25 pages typed-spiral bound one (12 font size- times new roman, 1.5 space)
4. The project work shall contain the following items:-
 - A. Introduction & Review of literature
 - B. Methodology
 - C. Analysis
 - D. Conclusion & Suggestions if any
 - E. Bibliography & Appendix if any

The total marks for Project is 100(Project = 75 & Viva voce = 25)

The project assignment may be given in the 5th semester and report should be submitted at the end of 6th semester

The viva voce will be conducted under the leadership of the Chairman of the Examination Board.

An acknowledgement, declaration, certificate of the supervising teacher, etc., should also be attached in the project work.

Evaluation indicators

1. Project Report

| No. | Indicators | Marks |
|-----|-------------------------------------|-----------|
| 1 | Introduction & Review of literature | 10 |
| 2 | Methodology | 10 |
| 3 | Analysis | 40 |
| 4 | Conclusion & Suggestions | 10 |
| 5 | Bibliography & Appendix | 5 |
| | Total | 75 |

2. Viva Voce

| No. | Indicators | Marks |
|-----|------------------------|-----------|
| 1 | Presentation Skills | 5 |
| 2 | Clarity in the subject | 5 |
| 3 | Defending | 10 |
| 4 | Overall | 5 |
| | Total | 25 |