

**CHRIST COLLEGE (AUTONOMOUS),  
IRINJALAKUDA**

**IRINJALAKUDA, THRISSUR - PIN 680 125**



**DEGREE OF  
BACHELOR OF ARTS  
(CHOICE BASED CREDIT AND SEMESTER SYSTEM)**

**UNDER THE**

**FACULTY OF ARTS**

**SYLLABUS**

**(FOR THE STUDENTS ADMITTED FROM THE ACADEMIC YEAR 2014 – 15 ONWARDS)**

**BOARD OF STUDIES IN DOUBLE MAIN ENGLISH  
LITERATURE AND HISTORY(UG)**

**IRINJALAKUDA, THRISSUR - PIN  
680 125 KERALA, 673 635, INDIA**

**JULY, 2014**

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**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

**SYLLABUS FOR UG COMMON COURSES IN ENGLISH  
2014-15 ONWARDS**

REVISED SYLLABUS OF COMMON COURSES FOR UG UNDER CBCSS, CALICUT UNIVERSITY  
FOR 2014-15 ADMISSION ONWARDS

(THE REVISION OF SYLLABUS IS EFFECTED FOR THE COMMON COURSES ONLY. THERE IS NO CHANGE IN THE CORE COURSES, AND STUDENTS ARE TO FOLLOW THE CORE COURSES EFFECTED FROM 2012 ONWARDS. THE SYLLABUS FOR THE UG PROGRAMME IN ENGLISH FOR COMMON COURSES AND CORE COURSES UNDER DISTANCE EDUCATION SHALL BE THE SAME AS THE SYLLABUS FOR THE REGULAR PROGRAMME. THE SYLLABUS FOR THE AFSAL-UL-ULAMA (PRELIMINARY ENGLISH) IS ALSO REVISED. THE ORDER OF COURSES IS ALSO RE-ARRANGED)

Total Marks	100
Internal Assessment	20
External Assessment	80
Internal Assessment	

Attendance Assignment/Seminar	NIV A Test	:25%
Paper		:25%
Duration of Exam		:50%
		:3 hrs

**OUT LINE OF COMMON COURSES**

- |     |                                       |   |
|-----|---------------------------------------|---|
| 1.  | <i>Common English course I</i>        | Addl. Language courses I to IV – applicable to BA/B.Sc. Regular Pattern<br>Addl. Language courses I & II – applicable to Language Reduced Pattern (LRP) Programmes<br>English courses I to VI -applicable to BA/B.Sc. Regular Pattern |
| 2.  | <i>Common English course II</i>       |   |
| 3.  | <i>Common English course III</i>      |   |
| 4.  | <i>Common English course IV</i>       |   |
| 5.  | <i>Common English course V</i>        |   |
| 6.  | <i>Common English course VI</i>       |   |
| 7.  | <i>Additional language course II</i>  | English courses I to IV – Applicable to Language Reduced Pattern (LRP) Programmes B. Com, BBA, BBA (T), BBM, B. Sc (LRP), BCA etc   |
| 8.  | <i>Additional language course III</i> |   |
| 9.  | <i>Additional language course IV</i>  |   |
| 10. | <i>General course I</i>               | 7.  |
| 11. | <i>General course II</i>              |   |
| 12. | <i>General course III</i>             |   |
| 13. | <i>General course IV</i>              |   |

OUTLINE OF THE COMMON COURSE IN ENGLISH

COURSE CODE	TITLE OF THE COURSE	NO. OF HOURS	NO. OF CREDITS	I I Self
ENG i AO I	The Four Skills for Communication	4	3	;l
ENG i A02	Modern Prose & Drama	5	3	' I
ENG2 A03	Inspiring Exr;ressions	4	4	.2
ENG2 A04	Readings on Society	5	4	2
ENG3 A05	Native Media in EnJdish	5	4	I :3
ENG4 A06	Reading Fiction and Non Fiction	5	4	: 4

Table of Common Courses in the Various Programmes

Sl. No.	Programme	I Semester	II Semester	III Semester	JV Semester
1	B A & B Sc	A01, A02, A07	A03, A04, A08	A05, A09	A06, A10
2	B Com &LRP	A01, A02, A07	A03, A04, A08	A11, A12	A13, A14
J	BA Afsal- ul -Ulama	A01, A01 A02 AUI A07	A04, AU2 A04 AU2A08	A05, AU3A09	A06, AU4A10

OUTLINE OF THE CORE COURSES

TITLE OF THE COURSE	NO. OF HOURS	NO. OF CREDITS	SEM ESTE
NEW COURSE			
READING POETRY	6	4	I
READING PROSE	6	4	2
READING DRAMA	4	4	'
READING FICTION	5	4	J
MODERN ENGLISH	5	4	4
METHODOLOGY OF	4	4	..j
INDIAN WRITING IN	5	4	's
LANGUAGE & LINGUISTICS	5	4	s

ENG5B03	METHODOLOGY OF LITERATURE	5	4	5
ENG5B04	INFORMATICS	5	4	5
ENG5B05	PROJECT*	2	0	5
ENG6B01	LITERARY CRITICISM & THEORY	5	4	6
ENG6B02	LITERATURE IN ENGLISH: AMERICAN & POST COLONIAL	5	4	6
ENG6B03	WOMEN'S WRITING	5	4	6
ENG6B04	WRITING FOR THE MEDIA	5	4	6
ENG6B05	PROJECT*	0	2	6

\*The Project works begin in the V Semester and shall be submitted in the end of the VI Semester. The credits shall be considered in the VI Semester only.

### CORE COURSES IN ENGLISH FOR DOUBLE MAIN PROGRAMMES WITH ENGLISH AS ONE OF THE COMPONENT

Course code	Name of the course	No. of contact hours/week	No. of Credit	Semester
DMENG1B01	READING POETRY	6	4	1
DMENG2B01	READING PROSE	6	4	2
DMENG3B01	READING DRAMA	5	4	3
DMENG3B02	READING FICTION	5	4	3
DMENG4B01	MODERN ENGLISH LITERATURE	5	4	4
DMENG5B01	INDIAN WRITING IN ENGLISH	5	4	5
DMENG5B02	LANGUAGE AND LINGUISTICS	5	4	5
---	OPEN COURSE	3	4	5
DMENG5B05(Pr)	PROJECT*	2	0	5
DMENG6B01	LITERARY CRITICISM AND THEORY	5	4	6
DMENG6B03E0(1/2/3)	ELECTIVE	3	3	6
DMENG6B06(Pr)	PROJECT*	0	2	6

\* The project work begins in the 5<sup>th</sup> semester and shall be submitted in the end of 6<sup>th</sup> Semester. But the credits (2) will be considered only in Semester 6

**OUTLINE OF ELECTIVES**

ELECTIVES				
Course Code	Title of Course	No. of Contact Hours/Week	No. of Credits	Semester in which El. is to be taught
ENG6B5E1 or DMENG6B3 E 1	World Classics in Translation	3	2	6
ENG6B5E2 or DMENG6B3 E 2	Regional Literatures in Translation	3	2	6
ENG6B5E3 or DMENG6B3 E 3	Dalit Literature	3	2	6

**OUTLINE OF OPEN COURSE**

OPEN COURSES OFFERED BY BA ENGLISH PROGRAMME FOR STUDENTS OF OTHER DISCIPLINES				
Course Code	Title of Course	No. of Contact Hours/Week	No. of Credits	Semester in which OC is to be taught
ENG5D01	Film Studies	3	2	5
ENG5D02	Creative Writing in English	3	2	5
EN5D03	Applied Language Skills	3	2	5

**COMPLEMENTARY COURSES OFFERED FOR B.A. ENGLISH PROGRAMME**

Social and Cultural History of Britain	Modern World History/Journalism/Political Science /Sociology /Indian Constitution and politics
Journalism	Political Science /Audio Visual Communication /Modern Indian History/Indian Constitution and Politics

**REVISED SYLLABUS FOR COMMON COURSES 2014-15 ONWARDS****ENG1 A01: THE FOUR SKILLS FOR COMMUNICATION**

## 1. OBJECTIVES OF THE COURSE

To train learners in the Basic English Language Skills, word building, soft skills and effective communication

## 2. COURSE DESCRIPTION

Module 1: English for Communication 10 hours

Module 2: Primary Skills 15 hours

Module 3 : Secondary Skills 15 hours

Module 4: Grammar 20 hours

Evaluation 12 hours

Total 72 hours

**COURSE CODE ENG1 A01**

COURSE CODE	ENG1 A01
TITLE OF THE COURSE	<b>THE FOUR SKILLS FOR COMMUNICATION</b>
SEMESTER IN WHICH THE COURSE TO BE TAUGHT	1
NO. OF CREDITS	3
NO. OF CONTACT HOURS	72 (4 hours/ week)

**A.Core Text****Module 1. English for Communication**

1. Communication and Language
2. English as a Global Language

**Module 2.Primary Skills****1. Listening**

1. Listening to a conversation
2. Listening to a speech
3. Listening to a lecture

**2. Speaking**

1. Greeting
2. Thanking
3. Requesting
4. Enquiring
5. Explaining
6. Reporting
7. Permission
8. Pronunciations of English
  - i. Introduction to phonetics
  - ii. Received Pronunciation
  - iii. Vowels and Consonants
  - iv. Syllables and Word Stress

**Module 3. Secondary Skills****1. Reading**

1. News reports
2. Charts
3. Advertisements
4. Official Letters/Documents
5. Online Content
6. Reading Poem” An October morning”
7. Reading Poem” Hawk Roosting”
8. Reading the essay,” How to escape from intellectual rubbish”
9. Reading the essay “On the need for a quiet college ”

**2. Writing**

1. Sentence
2. Paragraphs
3. Reports
4. Letters
5. Resumes and Cover Letters
6. Emails
7. Making Notes
8. Blogs
9. Punctuations

**Module 4. Grammar**

1. Word Class
2. Subject – Verb Agreement
3. Tenses
4. Articles
5. Phrases ,Clauses and Sentences
6. Voices
7. Idioms

**Appendix**

Code	Title	Author	Publisher & Year
ENG1 A01	<i>The Four Skills for Communication</i>	Dr. Josh Sreedharan	Cambridge UP, 2014

**ENG1 A02: MODERN PROSE AND DRAMA**

1. OBJECTIVE OF THE COURSE
  - a. To introduce learners to representative English prose from different cultural and geographical backgrounds
  - b. To cultivate their tastes in drama
  - c. To expose to logical and imaginative writing

3. COURSE DESCRIPTION Module 1: Prose 40 hours Module 2: Drama 40 hours

Evaluation: 10 hours

Total: 90 hours

COURSE CODE	ENG1 A02
TITLE OF THE COURSE	<b>MODERN PROSE AND DRAMA</b>
SEMESTER IN WHICH THE COURSE TO BE TAUGHT	1
NO. OF CREDITS	3
NO. OF CONTACT HOURS	90(5hrs/wk)

**COURSE CODE ENG1 A02****A. Core Text Module 1. Prose**

1. Gandhiji as a School Master : M.K.Gandhi
2. Women's Role in the National Movement : Subhash Chandra Bose
3. Martin Luther King and Africa: Chinua Achbe
4. Ambedkar's Constituent Assembly Speech: Dr.B.R.Ambedkar
5. Why I Want a Wife : Judy Brady
6. In Search of Sweet Peas: Ruskin Bond

**Module 2. Drama**

1. *Never Never Nest*: Cedric Mount
2. *Refund*: Fritz Karinthy
3. *Soul Gone Home* : Langston Hughes

Code	Title	Author	Publisher & Year
ENG1 A02	<i>Modern Prose and Drama</i>	Dr. Zainul Abid Kotta	Oxford UP, 2014

**ENG2 A03 INSPIRING EXPRESSIONS**

COURSE CODE	ENG2 A03
TITLE OF THE COURSE	<b><i>INSPIRING EXPRESSIONS</i></b>
SEMESTER IN WHICH THE COURSE TO BE TAUGHT	2
NO. OF CREDITS	4
NO. OF CONTACT HOURS	72(4hrs/wk)

1. OBJECTIVES OF THE COURSE
  - a. To acquaint the students with Short Stories
  - b. To cultivate their tastes in English Poetry
  - c. To expose to imaginative writing

## 2. COURSE OUTLINE

1. Module 1. Poems 30 Hrs
2. Module 2 .Short Stories 30 Hours
3. Evaluation 12 hours

**COURSE CODE ENG2 A03****A. Core Text Module 1. Poetry**

Total 72 Hours

1. "On his Blindness" : John Milton
2. "To his Coy Mistress" : Andrew Marvel
3. "Ulysses": Lord Tennyson
4. "Ode to Nightingale": John Keats
5. "My Last Duchess": Robert Browning
6. "Indian Summer": Jayanth Mahapatra
7. "Journey of the Magi": T.S.Eliot



**Module 2. Short Stories**

1. The Luncheon : Somerset Maugham
2. Karma: Kushwant Singh
3. The Model Millionaire: Oscar Wilde
4. The Night the Ghost Got in : James Thurber

Code	Title	Author	Publisher & Year
ENG2 A03	<i>Inspiring Expressions</i>	Prof. Muhammed Ayub Kallingal	Black Swan, 2014

**ENG2 A04 Readings on Society**

COURSE CODE	ENG2 A04
TITLE OF THE COURSE	<b>READINGS ON SOCIETY</b>
SEMESTER IN WHICH THE COURSE TO BE TAUGHT	2
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90(5hrs/wk)

**1. Objectives of the Course**

- a. To introduce learners to various issues in the contemporary society
- b. To create an awareness of preservation of the environment and nature
- c. To inculcate the spirit of social life, values, duties and rights

**2. COURSE DESCRIPTION**

Module 1:	Social Issues	20 hours
Module 2:	Environment	20 hours
Module 3:	Gender	20 hours
Module 4:	Human Rights	18 hours
Evaluation		12 hours
Total		90 hours

**COURSE CODE ENG2 A04****A. Core Text Module 1. Social Issues**

1. The Social Cause of Economic Globalization : Vandana Siva
2. Unity Amidst Diversity: Dr. Rajendra Prasad

**Module 2. Environment**

1. Man and Nature in India: Dr. Salim Ali
2. Climatic Change in Human Strategy: E.K.Federov

**Module 3. Gender**

1. Widow: G. Venkat Chalam
2. More than 100 million Women Missing : Amartya Sen

**Module 4. Human Rights**

1. Stigma, Shame and Silence: Kalpana Jain
2. I am Happy, Don't you believe :Santhosh John Thooval

Code	Title	Author	Publisher & Year
ENG2 A04	<i>Readings on Society</i>	Dr. K.P. Nanda Kumar	Cosmo, 2014

**ENG3 A05 NATIVE MEDIA IN ENGLISH**

COURSE CODE	ENG3 A05
TITLE OF THE COURSE	<b><i>NATIVE MEDIA IN ENGLISH</i></b>
SEMESTER IN WHICH THE COURSE TO BE TAUGHT	3
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90(5hrs/wk)

**1. OBJECTIVE OF THE COURSE**

To inculcate native feelings among the learners

To provide contemporary cultural and social awareness of Kerala through English

**2. COURSE DESCRIPTION**

Module 1: Extracts from Native Print Media 30 hours  
 Module 2: Extracts from Visual Media 30 hours  
 Module 3: Extracts from Internet 18 hours  
 Evaluation 12 hours  
 Total 90 hours

COURSE CODE ENG3 A05

**Core Text****Module 1 Extracts from Print media**

1. *Achadi, drishyam, samoohya madhyamangalude samakaliga samanvayam*. A speech by Sasi Kumar, Director College of journalism. Appeared in Malayalam weekly 17 January 2014
2. "Young Indians have become more superstitious". By Shalini Singh. An interview/Jayant Vishnu Narlikar, Astrophysicist (The Week 1 February 2014)
3. Interview- Bill Gates. "India did not get anything wrong" from *Outlook*. 10 June 2013

**Module 2 Extracts from Visual Media**

1. "Television reality shows. Satyamevjayate" Episode s 2. *Break the Silence 4. Every Life is Precious, 10. Dignity for All*.
2. "Analyzing Television Commercials"
3. Doc film: "Only An Axe Away" (Malayalam/40min/20 04/DV) by P.Baburaj and C. Saratchandran

**Module 3 Extracts from Internet**

1. "The Internet and Youth Culture". *Gustavo S. Mesch*. <http://www.iasc-culture.org/THR/archives/YouthCulture/Mesch.pdf>
2. "Writing online: websites, blogs and social network ing" ( model business letters, emails... Shirley Taylor)
3. "How Google has changed our Language". ( *Integrated advertising, promotion and Marketing communications*. By Kenneth E. Clow et al 266-67)
4. Short films on internet
  - A. Facebook Short film – *Status Updated* by Abhinav Sunder Nayak B .*Applied?* By Nitin Menon

Code	Title	Author	Publisher & Year
ENG 3 A05	<i>Native Media in English</i>	Prof. Mahamood Pampally & K.Rizwana Sultana	Pearson,2014

### ENG4 A06: Reading Fiction and Non Fiction

COURSE CODE	ENG4 A06
TITLE OF THE COURSE	<i>Reading Fiction and Non Fiction</i>
SEMESTER IN WHICH THE COURSE TO BE TAUGHT	4
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90(5hrs/wk)

#### 1. OBJECTIVES OF THE COURSE

1. To develop reading fictional and nonfictional works from a national perspective.
2. To improve language skills through literature
3. To promote writing narratives.

#### 2. COURSE DESCRIPTION

Modules 1: An Indian English Popular Fiction section from an Autobiography of an Indian writer in translation 18 hours Evaluation: Total

30 hours Module 2: A travelogue by a Malayali 12 hours  
90 Hours

#### COURSE CODE ENG4 A06

##### A. Core Text

1. *Nampally Road*: Meena Alexander
2. *Sunny Days*, Chapters 1,9,23 : Sunil Gavaskar
3. *In the Land of Africans*: S.K.Pottekkat

Code	Title	Author	Publisher & Year
ENG4 A06	<i>Reading Fiction and Non Fiction</i>	Dr. Josh Sreedharan	Cambridge UP, 2014

**SYLLABUS FOR AFSAL UL ULAMA (PRELIMINARY) ENGLISH**  
(From 2014-15 admission onwards)

**Title of the Programme: Afsaul Ulama - Preliminary Total Marks 75**

Internal Assessment 15

External Assessment 60

**Internal Assessment**

Attendance : 25%

Assignment/Seminar/Viva : 25% Test Paper: 50%

Duration of the Examination : 03 Hours

**Title of the Paper 1: Prose, Grammar and Composition OBJECTIVES**

The course aims to develop English language and communication skills of first year learners of Afsal Ul Ulama . The course is divided into three modules: the first module consists of a number of prose lessons, the second module discusses functional aspects of grammar with tasks for practice and third module on composition deals with how language needs to be used appropriately in an accepted form to communicate in writing. The first module on prose aims at acquainting the learner with the power of the word and the experience of reading. The second module is to familiarise the learners with the rules of grammar and usage that underpin the patterns of language use. As the learner proceeds by practicing structures as directed he/she will be able to produce language fluently, easily and accurately. The third module is designed to take the learners through a series of tasks in composition, enabling him/her to negotiate writing tasks of everyday life.

**Module I : Prose**

- |                               |                     |
|-------------------------------|---------------------|
| 1. A Glory has Departed       | - Jawaharlal Nehru  |
| 2. Two Gentlemen of Verona    | - A.J Cronin        |
| 3. The Face of Judas Iscariot | - Bonnie Chamberlin |
| 4. My Eccentric Guests        | - Ruskin Bond       |
| 5. A Picture of Years         | - R.K . Narayan     |

**Module II : Grammar**

1.Tenses:

The Simple Present The Simple Past The Progressive The Perfective

The future

2. The Auxiliaries.
3. Nouns and Determiners
4. Pronouns
5. Articles
6. Descriptors - Adjectives - Adverbs
7. Reported Speech.
8. Passives.
9. Prepositions.

### **Module III : Composition**

1. Punctuation.
2. Letters and Forms.
3. E-mail.

Code	Title	Author	Publisher & Year
Paper 1	<i>Living English</i>	Prof. Ashraf. C	Cambridge UP, 2014

**Afsal Ul Ulama Preliminary Second Year Part II English, Paper II Title of the paper 2:**

### ***Poetry, Drama and Short Fiction***

#### **OBJECTIVES**

The course aims to develop English language skills of the second year learners of the Afsal Ul Ulama Preliminary programme. It is designed to equip the learners to learn language skilfully through savouring literature. The learners will be initiated to different genres of writing viz. poetry, drama and short fiction. The language- through- literature approach will endow the learners with necessary knowledge, critical thinking and skill sets that are considered pre-requisites for employment in the present day world. The course is divided into three modules:

#### **Module I : Poetry**

1. True Love : William Shakespeare
2. Lucy Gray : William Wordsworth
3. Ozymandias : P. B. Shelly
4. Mending Wall : Robert Frost
5. Middle Ages : Kamala Das

#### **Module II : Drama**

1. Refund : Fritz karinthy
2. The Never Never Nest : Cedric Mount

#### **Module III : Short Fiction**

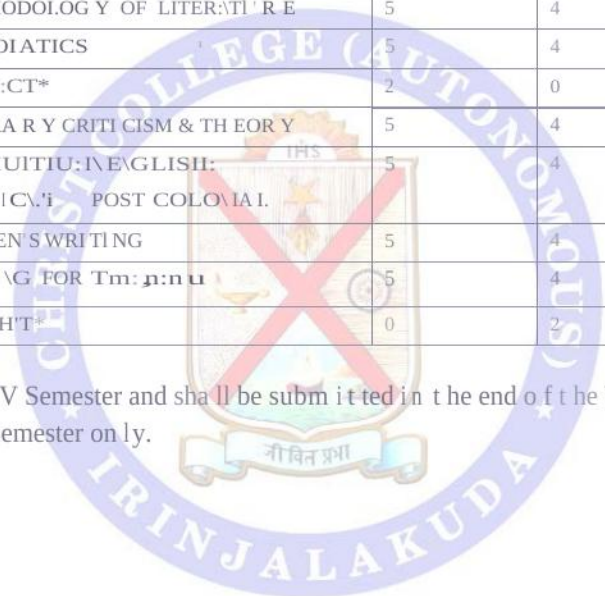
1. Old Man at The Bridge : Earnest Hemingway
2. The Last Leaf : O Henry
3. The Open Window : Saki
4. An Astrologer's Day : R.K. Narayanan

Code	Title	Author	Publisher & Year
Paper 2	<i>Glimpses</i>	Prof. Ashraf. C	Cambridge UP, 2014

LIST OF THE CORE COURSES.

Code	Name of the Course	No. OF Contact Hours/ RS/WEFK	NO. OF CREDITS	Semester
ENG1B01	READING POETRY	6	4	I
ENG2BQ1	READING PROSE	6	4	2
ENGJBO1	READING DRAMA	4	4	3
ENC3B02	READING FICTION	5	4	3
ENG4mo1	MODES OF ENGLISH LITERATURE	5	4	4
ENCB02	METHODOLOGY OF RESEARCH	4	4	4
ENC5B01	INDIAN WRITING IN ENGLISH	5	4	5
ENC5B02	LANGUAGE LINGUISTICS	5	4	5
ENC5B03	METHODOLOGY OF LITERATURE	5	4	5
ENG5B01	PHONOLOGICS	5	4	5
ENG5B05	PROJECT*	2	0	5
ENG6B01	LITERARY CRITICISM & THEORY	5	4	6
ENC6B02	LITERATURE IN ENGLISH: AMERICAN POST COLONIAL	5	4	6
ENC6B03	WOMEN'S WRITING	5	4	6
ENC6@0	WRITING FOR TERMINAL	5	4	6
ENC6B05	PROJECT*	0	2	6

\*The Project works begin in the V Semester and shall be submitted in the end of the VI Semester. The credits shall be considered in the VI Semester only.



## CORE COURSES IN ENGLISH FOR DOUBLE MAIN PROGRAMMES WITH ENGLISH AS ONE OF THE COMPONENT

Course code	Name of the course	No. of contact hours/week	No. of Credit	Semester
DMENG1B01	READING POETRY	6	4	1
DMENG2B01	READING PROSE	6	4	2
DMENG3B01	READING DRAMA	5	4	3
DMENG3B02	READING FICTION	5	4	3
DMENG4B01	MODERN ENGLISH LITERATURE	5	4	4
DMENG5B01	INDIAN WRITING IN ENGLISH	5	4	5
DMENG5B02	LANGUAGE AND LINGUISTICS	5	4	5
---	OPEN COURSE	3	4	5
DMENG5B05(Pr)	PROJECT*	2	0	5
DMENG6B01	LITERARY CRITICISM AND THEORY	5	4	6
DMENG6B03E(1/2 / 3)	ELECTIVE	3	3	6
DMENG6B06(Pr)	PROJECT*	0	2	6

\* The project work begins in the 5<sup>th</sup> semester and shall be submitted in the end of 6<sup>th</sup> Semester. But the credits (2) will be considered only in Semester 6

**OUTLINE OF ELECTIVES****ELECTIVES**

Course Code	Title of Course	No. of Contact Hours/Week	No. of Credits	Semester in which El. is to be taught
ENG6B5E1 or DMENG6B03E 1	World Classics in Translation	3	2	6
ENG6B5E2 or DMENG6B03E 2	Regional Literatures in Translation	3	2	6
ENG6B5E3 or DMENG6B03E 3	Dalit Literature	3	2	6

**OUTLINE OF OPEN COURSES**

OPEN COURSES OFFERED BY BA ENGLISH PROGRAMME FOR STUDENTS OF OTHER DISCIPLINES				
Course Code	Title of Course	No. of Contact Hours/Week	No. of Credits	Semester in which OC is to be taught
ENG5D01	Film Studies	3	2	5
ENG5D02	Creative Writing in ENGlish	3	2	5
EN5D03	Applied Language Skills	3	2	5



**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA****RESTRUCTURED CURRICULUM FOR  
BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE****SYLLABI FOR CORE COURSES READING POETRY**

<b>COURSE CODE</b>	<b>ENG1B1</b>
<b>TITLE OF THE COURSE</b>	<b>READING POETRY</b>
<b>SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT</b>	<b>1</b>
<b>NO. OF CREDITS</b>	<b>4</b>
<b>NO. OF CONTACT HOURS</b>	<b>108 (6 hrs/wk)</b>

**1. AIM OF THE COURSE**

- The aim of the course is to enhance the level of critical thinking of the students to such a degree that the students could critically interact with poems from different contexts: social, political, economic, historical and national as subjects conscious of their own socio-historic specificity.

**2. OBJECTIVES OF THE COURSE**

- To introduce the students to the basic elements of poetry, including the stylistic and rhetorical devices employed in poetry, and to various genres of poetry.
- To train students in various perspective readings in poetry like gender, race, caste, ethnicity, religion, region, environment and nation etc.

**3. COURSE OUTLINE****MODULE I****BASIC ELEMENTS OF POETRY**

Prosody: Rhythm, Meter – Rhyme-hard rhyme, soft rhyme, internal rhyme - Alliteration - Assonance - Diction – (*Demonstration and Drilling*)

Forms: Lyric, Ode, Haiku, Tanka, Jintishi, Ghazal, Rubai etc

Genres: Narrative Poetry - Epic Poetry - Dramatic Poetry - Satirical Poetry - Lyric Poetry – Prose Poetry

**MODULE II****READING ENGLISH POETS**

- 1) FOUR POEMS
  - a) Shakespeare : Sonnet 116
  - b) Elizabeth Barret Browning : How Do I Love Thee
  - c) Matthew Arnold : Longing
  - d) Lord Byron : When We Two Parted
- 2) John Donne : A Valediction Forbidding Mourning
- 3) Wordsworth : The Affliction of Margaret
- 4) John Keats : Grecian Urn
- 5) Robert Browning : The Laboratory
- 6) Thomas Gray : Elegy Written in a Country Churchyard
- 7) D.H.Lawrence : Mosquito

(Note: The first set of 'Four Poems,' taken as a single unit, is meant to serve as a formal initiation into the world of poetry. Students should be able to read, understand and appreciate them on their own, without much help from the teacher. A post reading discussion should be centred on aspects such as genre, poet, theme, similarity, contrasts, style, language, metre, rhyme etc. Teaching techniques such as 'elicitation' could be mainly resorted to (by way of asking short questions, giving hints etc.). Written assignments are to be given. Loud reading sessions of the poems would be helpful in many ways.)

**MODULE III****POETRY AND PERSPECTIVES**

- 1) Alexander Pushkin : No Tears
- 2) Edwin Markham : The Man with a Hoe
- 3) Robert Frost : Birches
- 4) Wole Soyinka : Telephone Conversation
- 5) Pablo Neruda : Tonight I can Write
- 6) Maya Angelou : I know Why the Caged Bird Sings
- 7) Hira Bansode : Bosom Friend
- 8) Chinua Achebe : Refugee Mother and Child
- 9) Bertolt Brecht : General, Your Ta

4. READING LIST

A) CORE TEXT

*(A text containing the above lessons will be made available)*

B) FURTHER READING

- |      |                        |                       |
|------|------------------------|-----------------------|
| (1)  | William Blake          | : London              |
| (2)  | Suheir Hammad          | : 4.02 p.m.           |
| (3)  | (3)Mahmoud Darwish     | : Psalm Three         |
| (4)  | (4)Joseph Brodsky      | : Bosnia Tune         |
| (5)  | 5)Jeanette Armstrong : | Death Mummer          |
| (6)  | Daya Pawar             | : The City            |
| (7)  | Sylvia Plath           | : Daddy               |
| (8)  | R. S. Thomas           | : Song for Gwydion    |
| (9)  | Paul Celan             | : Speak, You Also     |
| (10) | Elizabeth Bishop       | : One Art             |
| (11) | Meena Kandasamy        | : Ekalaivan           |
| (12) | Federico García Lorca  | : The Little Mute Boy |
| (13) | Arthur Rimbaud         | : Vowels              |

5. MODEL QUESTION PAPER

*(To be incorporated)*



## CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

### RESTRUCTURED CURRICULUM FOR BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

#### SYLLABI FOR CORE COURSES

#### READING PROSE

COURSE CODE	ENG2B1
TITLE OF THE COURSE	READING PROSE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	2
NO. OF CREDITS	4
NO. OF CONTACT HOURS	108 (6 hrs/wk)

#### 1. AIM OF THE COURSE

- The aim of the course is to enhance the level of critical thinking of the students to such a degree that the students could critically interact with prose writings from different contexts - social, political, economic, historical and national as subjects conscious of their own socio-historic specificity.

#### 2. OBJECTIVES OF THE COURSE

- To enable the students to identify the specificities of various modes of prose writing and to equip them to write prose in as many different modes as possible
- To develop the critical thinking ability of the student to respond to various modes of prose writings in relation to their socio-historic and cultural contexts.

#### 3. COURSE OUTLINE

##### MODULE I PROSE FORMS

Fiction/Short Story/Tales - Autobiography/Biography - Newspaper/Journal Articles - Philosophical/Scientific Essays – Travelogues – Speech - Introduce various modes of narrative so as to enable the students to distinguish between them and identify the characteristics specific to each mode. The students must be encouraged to write prose in as many different modes as possible.

##### MODULE II PROSE READINGS (CORE)

Francis Bacon : **Of Studies**

2. Intizar Husain : **A Chronicle of the Peacocks** (Short story)  
(From *Individual Society*, Pearson Education)

Paul Krugman: : **Grains Gone Wild**  
(<http://www.nytimes.com/2008/04/07/opinion/07rugman.html>)

4. Martin Luther King, Jr. : **Nobel Prize Acceptance Speech**  
([nobelprize.org/nobel\\_prizes/peace/laureates/1964/king-acceptance.html](http://nobelprize.org/nobel_prizes/peace/laureates/1964/king-acceptance.html))  
Sylvia Nasar : **A Quiet Life** (Princeton, 1970-90) (From Nasar, Sylvia. *A Beautiful Mind*. London: Faber and Faber, 1998)
  6. Omprakash Valmiki : **Joothan :A Dalit's Life**  
(From *Individual Society*, Pearson Education)
  7. E.F.Schumacher : **Technology With A Human Face**  
(From *Insights*. K Elango (ed) Hyderabad, Orient Blackswan, 2009)
  8. Daniel Goleman : **Emotional Intelligence**  
(From *Insights*. K Elango (ed). Hyderabad, Orient Blackswan, 2009)  
Mrinal Sen : **Filming India ( An Interview)** (From *India Revisited* by Ramin Jahanbegloo. Delhi. OUP, 2008)
  10. Robert Lynd : **On Good Resolutions**  
(From *English Essayists*, OUP)
  11. Mishirul Hassan : **Religion and Civilization**  
(From *Writing A Nation*, Rupa)
  12. James Baldwin : **My Dungeon Shook**  
( From *The Fire Next Time*-Michael Joseph)
- 4. READING LIST**
- A) CORE TEXT  
(A text containing the above lessons will be made available)
- B) FURTHER READING  
Walter Benjamin: Experience (Essay)  
(From Marcus Bullock and Michael W. Jennings. ed, *Walter Benjamin: Selected Writings, Volume 1, 1913-1926*, Cambridge: The Belknap Press of HUP, 1996) Stephen Hawking: Public Attitude towards Science (Scientific Essay) (From Stephen Hawking: *Back Holes and Baby Universes and Other Essays*. Toronto: Bantam Books, 1993)  
<http://beemp3.com/download.php?file=2740600&song=Public+Attitudes+Toward+Science>  
Martin Luther King: I Have a Dream (Speech)  
(<http://www.americanrhetoric.com/speeches/mlkihavedream.htm>) Ngũgĩ Wa Thiong'o: *Weep Not, Child*, (Fiction). Chennai:.

- Guy De Muapassant: *The Diamond Necklace* (Short Story) (From Robert Scholes, Nancy R. Comley et al (ed). *Elements of Literature: Fiction, Poetry, Drama, Essay, Film*, ed IV. OUP, 2007. - Pages 297-303)
- James Baldwin: *Autobiographical Notes* (From Robert Scholes, Nancy R. Comley et al (ed). *Elements of Literature: Fiction, Poetry, Drama, Essay, Film*, ed IV. OUP, 2007. - Pages 98 – 102)
- A.P.J. Abdul Kalam: *Wings of Fire*. Hyderabad: Universities Press (India) Private Ltd. 2004.
- Anne Frank: *The Diary of a Young Girl*. New York: Bantam Books, 1993.
- Martin Luther King III: *Martin Luther King III reflects on his pilgrimage to India*. (Newspaper article) (From „The Hindu“, Op-Ed Page 11, dated Saturday, March 14, 2009.)

4. MODEL QUESTION PAPER  
(To be incorporated)



**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA****RESTRUCTURED CURRICULUM FOR  
BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE****SYLLABI FOR CORE COURSES READING DRAMA**

<b>COURSE CODE</b>	<b>ENG3B01</b>
<b>TITLE OF THE COURSE</b>	<b>READING DRAMA</b>
<b>SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT</b>	<b>3</b>
<b>NO. OF CREDITS</b>	<b>4</b>
<b>NO. OF CONTACT HOURS</b>	<b>72 (4 hrs/wk)</b>

**1. AIM OF THE COURSE**

To develop in students a taste for reading drama with a theoretical basis, and to enter imaginatively into other worlds, to consider issues and to explore relationships from the points of view of different people

**2. OBJECTIVES OF THE COURSE**

- To develop a critical understanding of drama and various kinds of theatre and a range of dramatic skills and techniques.
- To familiarize students with the cultural diversity of the world
- To provide students with a meaningful context for acquiring new language and developing better communication skills
- To foster a strong sense of involvement which motivates and encourages students to learn through active participation
- To facilitate exploration of attitudes, values and behaviour and creation of roles and relationships so that the student gains an understanding of themselves and others through dramatic, imaginative experience
- To develop confidence and self-esteem in their relationships with others and sensitivity towards others

**3. COURSE OUTLINE**

**MODULE I - DRAMA & THEATRE**

- Drama as a performing art - Drama as a tool for social criticism – Theatre – Introduction to theatres such as Absurd, Epic, Street, Cruelty, Anger, Feminist, Ritualistic, and Poor.
- Genres: Tragedy, Comedy, Tragi-Comedy, Farce and Melodrama, Masque, One-Act- Play, Dramatic Monologue
- Setting – Plot – Character - Structure – Style - Theme – Audience – Dialogue CORE READING TEXTS

B. Prasad. *A Background to the Study of English Literature*,

Rev. Ed. Delhi: Macmillan, 2008. (Pages 106 – 182)

Robert Scholes et al (ed). *Elements of Literature: Fiction, Poetry, Drama, Film*, ed IV.

Essay, OUP, 2007. (Pages 773 – 800)

**MODULE II - READING DRAMA**

William Shakespeare

:*Macbeth* (1623)

Ibsen

: *Doll's House* (1881)Act III

(A general awareness of the entire play is expected)

J.M. Synge

: *Riders to the Sea* (1904)

**4. READING LIST:- FURTHER READING**

Sl. No	Title	Author	Publisher/Year
1	<i>Elements of Drama</i>	J. L. Styan	Cambridge University Press,
2	<i>A Hand Book of Wilfre Critical approaches to</i>	d L. Guerin et al New Delhi:	OUP, 2007
3	<i>The Semiotics of Theatre and Drama</i>	Keir Elam	London: Routledge, 2009
4	<i>Literature, Criticism, and Style: A Practical Guide to Advanced Level English Literature</i>	Steven Craft and Helen D. Cross	Oxford: OUP, 2000
5	<i>Literature and Language Teaching: A Guide for Teachers &amp; Trainers</i>	Gillian Lazar	Cambridge University Press, 2008

**6. CYBER RESOURCES**

<http://virtual.clemson.edu/groups/dial/AP2000/drama.htm>

<http://www.hmie.gov.uk/documents/publication/eltd-03.htm>

[www.criticalreading.com/drama.htm](http://www.criticalreading.com/drama.htm) -

[www.angelfire.com/ego/edp303/ www.associatedcontent.com/article/110042/anton\\_chekhovs\\_play\\_the\\_bear\\_a\\_tragedy.html](http://www.angelfire.com/ego/edp303/www.associatedcontent.com/article/110042/anton_chekhovs_play_the_bear_a_tragedy.html)

<http://www.theatrehistory.com/irish/synge002.html>

[http://www.theatredatabase.com/20th\\_century/john\\_millington\\_synge\\_002.html](http://www.theatredatabase.com/20th_century/john_millington_synge_002.html)

<http://www.answers.com/topic/all-god-s-chillun-got-wings>

[http://www.eoneill.com/library/newsletter/iv\\_1-2/iv-1-2b.htm](http://www.eoneill.com/library/newsletter/iv_1-2/iv-1-2b.htm)

2b.htm



## CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

### RESTRUCTURED CURRICULUM FOR BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

#### SYLLABI FOR CORE COURSES

#### READING FICTION

COURSE CODE	ENG3B02
TITLE OF THE COURSE	READING FICTION
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	3
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)

#### AIM OF THE COURSE

- To inspire a love of fiction in students, to open up their minds, to stimulate the sympathetic/empathic imagination by allowing them to see the world through other's eyes as well to foster intercultural dialogue

#### OBJECTIVES OF THE COURSE

- To develop a critical understanding of fiction
- To familiarize students with the cultural diversity of the world and to extend various perspective readings
- To provide students with a meaningful context for acquiring and memorizing new language and developing oral skills
- To cultivate a sense of involvement which motivates and encourages students to learn through active participation

#### COURSE OUTLINE

##### MODULE I - FICTION & NARRATIVE STRATEGIES

Plot – Character – Atmosphere – Technique – Style - Points of view

Fiction as the base for other literary and media writing

Difference between long and short fiction - definitions

Types of Fiction

#### CORE READING

B. Prasad.

*A Background to the Study of English Literature,*

rev. ed. 3.

Delhi: Macmillan, 2008. (Pages 193 – 229)

Robert Scholes et al (ed). *Elements of Literature: Fiction, Poetry, Drama,*

*Essay, Film,*

ed IV. OUP, 2007. (Pages 121 – 140)

**MODULE II - READING LONG FICTION**

Ernest Hemingway

*Man and the Sea* (1951)**MODULE III - READING SHORT FICTION**

- |                                |                          |
|--------------------------------|--------------------------|
| 1 „The Phoenix“                | : Sylvia Townsend Warner |
| 2 „Of white Hairs and Cricket“ | : Rohinton Mistry        |
| 3 „Schools and Schools“        | : O. Henry               |
| 4 „The Diamond Necklace“       | : Guy de Maupassant      |
| 5 „Miss Brill“                 | : Katherine Mansfield    |
| 6 „Misery“                     | : Anton Chekhov          |

## 4. READING LIST:-

## A) FURTHER READING

Sl. No	Title	Author	Publisher/Year
1	<i>Literature, Criticism, and Style: A Practical Guide to Advanced Level English Literature</i>	Steven Craft and Helen D. Cross	Oxford: OUP, 2000
2	<i>The Rise of the Novel</i>	Ian Watt	University of California Press, 2001
3	<i>Rhetoric of Fiction</i>	Wayne C. Boot	Chicago: The University of Chicago Press, 1983
4	<i>Craft of Fiction.</i>	Percy Lubbock	Penguin, 2007
5	<i>Literature and Language Teaching: A Guide for Teachers &amp; Trainers</i>	Gillian Lazar	Cambridge University Press, 2008
6	<i>A Hand Book of Critical approaches to Literature</i>	Wilfred L. Guerin et al	New Delhi: OUP, 2007

## 5. CYBER RESOURCES

[www.Questionia.com](http://www.Questionia.com) [www. Bookrags.com](http://www.Bookrags.com) [www. Novelguide.com](http://www.Novelguide.com) [www.gradesaver.com/the-old-man-and-the-sea](http://www.gradesaver.com/the-old-man-and-the-sea) <http://www.sparknotes.com/lit/oldman/> <http://www.studygs.net/fiction.htm>

**6. MODEL QUESTION PAPER***(To be incorporated)*

## CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

### RESTRUCTURED CURRICULUM FOR BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

#### SYLLABI FOR CORE COURSES MODERN ENGLISH LITERATURE

COURSE CODE	ENG4B01
TITLE OF THE COURSE	MODERN ENGLISH LITERATURE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	4
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)

#### 1. AIM OF THE COURSE

- To introduce the student to the general characteristics of the literature and culture of the period and to promote in him/her an interest in and knowledge of the literary productions of the age

#### 2. OBJECTIVES OF THE COURSE

- To understand the political, religious, social and cultural trends of the Modernist and the Postmodernist periods.
- To understand how the literature of the period relates to the important trends of the period.
- To develop an ability to read, understand and respond to a wide variety of texts of the period.
- To appreciate the ways in which authors achieve their effects and to develop skills necessary for literary study.
- To develop the ability to construct and convey meaning in speech and writing matching style to audience and purpose.

#### 3. COURSE OUTLINE

LITERARY MOVEMENTS: Modernism, Imagism, Impressionism, Expressionism, Surrealism, The Avant-garde, Stream of Consciousness, Movement poetry, Epic Theatre, Theatre of the Absurd, Existentialism, Angry Theatre, Postmodernism.

#### MODULE 1: POETRY

Yeats	: Easter 1916
Eliot	: Journey of the Magi
Auden	: The Unknown Citizen
Larkin	: Next Please
Ted Hughes	: The Thought Fox

Seamus Heaney : Constable Calls

**MODULE 2: PROSE & FICTION**

James Joyce : Araby (Short Story)  
 D. H. Lawrence : Rocking Horse Winner (Short Story)  
 Virginia Woolf : How Should One Read a Book (Essay)  
 Fowler : The French Lieutenant's Woman (Novel)

**MODULE 3:**

**DRAMA**

Osborne

: Look Back in Anger (Play)

Pinter

: The Dumb Waiter (OAP)

**MODULE 4 DRAMA FOR SCREENING**

Shaw

: Pygmalion

(After a brief introduction, the play is to be screened and discussed. The play and/or „My Fair Lady“ are recommended.)

**4. READING LIST**

General Reading:

Sl No	Title	Author	Publisher/Year
1	<i>A Glossary of Literary Terms</i>	Abrahms, M. H.	Bangalore: Prism
2	<i>Modernism</i>	Peter Childs	London: Routledge, 2008
3	<i>A Brief History of English Literature.</i>	John Peck and Martin Coyle.	Basingstoke: Palgrave, 2002.
4	<i>Beginning Postmodernism</i>	Tim Woods	Manchester: MUP,

Further Reading:

Sl No	Title	Author	Publisher/Year
1	<i>Modernism: A Guide to European Literature 1890-1930.</i>	. Bardbury, Malcom and James McFarlane	Hassocks: Harvester, 1978.
2	<i>The Modern British Novel</i>	Malcom Bardbury	Penguin
3	<i>Eight Contemporary Poets</i>	Colin Bedient	
4	<i>All That is Solid Melts into Air</i>	Marshall Berman	London: Verso
5	<i>A Preface to James Joyce.</i>	Sydney Bolt	Delhi: Pearson
6	<i>Theory of the Avant-Garde.</i> Trans. Michael Shaw. Theory and History of Literature, vol. 4	Peter Bürger	Minneapolis: U of Minnesota P, 1984
7	<i>Five Faces of Modernity: Modernism, Avant-Garde, Decadence, Kitsch, Postmodernism</i>	Matei Calinescu	Durham: Duke UP, 1987
8	<i>The Theatre of the Absurd</i>	Martin Esslin	Harmondsworth: Penguin

9	<i>British Drama Since 1955</i>	Hayman, R	
10	<i>The Auden Generation: Literature and Politics in England in the 1930s</i>	Hynes, S	
11	<i>Nine Contemporary Poets</i>	King, P. R	
12	<i>The Novel at the Cross Roads</i>	David Lodge	
13	<i>Postmodernity</i>	David Lyon	Buckingham: Open UP
14	<i>A Preface to Yeats</i>	Edward Malins and John Purkis	Delhi: Pearson
15	<i>Culture in Britain Since 1945</i>	Marwick, A	
16	<i>The Movement: English Poetry and Fiction of the 1950s</i>	Blake Morrison	
17	<i>A Preface to Auden</i>	Allan Rodway	Harlow: Longman
18	<i>A Preface to Lawrence</i>	Gamini Salgado	Delhi: Pearson
19	<i>Modernist Fiction: An Introduction</i>	Stevenson, R	
20	<i>A Preface to Eliot</i>	Ronald Tamplin	Delhi: Pearson

5. MODEL QUESTIONS  
(To be incorporated)



**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

RESTRUCTURED CURRICULUM FOR  
 BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE  
 SYLLABI FOR CORE COURSES  
**METHODOLOGY OF HUMANITIES**

COURSE CODE	ENG4B02
TITLE OF THE COURSE	METHODOLOGY OF HUMANITIES
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	4
NO. OF CREDITS	4
NO. OF CONTACT HOURS	72 (4 hrs/wk)

## 1. AIM OF THE COURSE

- The course is intended to introduce the student to the methodological issues that are specific to the disciplines referred to as the humanities and to inspire in the student a critical perspective with which to approach the disciplines under the humanities.

## 2. OBJECTIVES OF THE COURSE

On completion of the course, the student should be (able):

- To know the distinction between the methodologies of natural, social and human sciences
- To understand the questions concerning the relation between language and subjectivity as well as those pertaining to structure and agency in language
- Aware the theories of textuality and reading both western and Indian

## 4. COURSE OUTLINE

**MODULE I**

Introduction - difference between the natural, social and the human sciences – facts and interpretation - history and fiction - study of the natural world compared to the study of the subjective world - study of tastes, values and belief system - the question of ideology

## CORE READING

Terry Eagleton. *Literary Theory: An Introduction*. Oxford: Blackwell, 1983.

Chapter: „What is Literature?“

EH Carr. *What is History?* Ed 2. London, Macmillan. 1986. 1- 24, 50- 80 (Chapter 1: The Historian and His Facts & Chapter 3: History, Science and Morality)

## GENERAL READING

Peter Widdowson. *Literature*. London, Routledge. 1999

**MODULE II**

Language, Culture and Identity – the relation between language, culture and subjectivity – the question of agency in language – the social construction of reality – language in history - language in relation to class, caste, race and gender – language and colonialism

CORE READING

**Peter L Berger and Thomas Luckmann**, *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. Harmondsworth: Penguin, 1966. 13-30. Introduction

**J.G. Merquior**, *From Prague to Paris*. London: Verso, 1986. 10-17, Chapter 1, Sections „The Linguistic Paradigm“ and „From Language to Culture.“

GENERAL READING

**Rosalind Coward and John Ellis**, *Language and Materialism*. London: Routledge, 1977.

**MODULE III**

Narration and representation - reality and/as representation – narrative modes of thinking – narration in literature, philosophy and history - textuality and reading

CORE READING

**Shlomith Rimmon Kenan**, *Narrative Fiction: Contemporary Poetics*. London: Methuen, 1981. Chapter 1

**Javed Akhtar**, “The Syntax of Secularism in Hindi Cinema,” in *Composite Culture in a Multi-cultural Society*, ed. Bipan Chandra and Sucheta Mahajan. New Delhi: NBT and Pierson, 2007. 265-72.

GENERAL READING

**Linda M Shires and Steven Cohen**, *Telling Stories*. London: Methuen, 85

**MODULE IV**

Indian theories of knowledge – Methodologies of Indian knowledge systems – what is knowledge – concepts of knowledge in the Indian tradition - origin and development of Indian philosophical systems

CORE READING

**M. Hiriyanna**. *Outlines of Indian Philosophy*. London. 1956. Chapters 1 & 2. **Debiprasad Chattopadhyaya**. *Indian Philosophy: A popular Introduction*. New Delhi, Peoples Publishing House, 1982. Chapters 4, 8 &24.

GENERAL READING

**S.Radhakrishnan**. *Indian Philosophy*. 2 vols. London, 1943.

Note on Course work

The teaching of the course will involve making the student enter into a sort of dialogue with some of the issues raised in the reading material given below. While the student should be encouraged to read the recommended section of the text or the whole text outside the class hours, representative excerpts from individual texts may be used for intensive reading in the class.

4. COURSE TEXT

Sl.No	Title	Authors	Publisher & Year
1	<i>Methodology and Percpective of Humanities</i>	Abhijit	Pearson Longman,

5. MODEL QUESTION PAPER (To be incorporated)

**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**RESTRUCTURED CURRICULUM FOR  
BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

## SYLLABI FOR CORE COURSES

**INDIAN WRITING IN ENGLISH**

COURSE CODE	ENG5B01
TITLE OF THE COURSE	INDIAN WRITING IN ENGLISH
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)

**1. AIM OF THE COURSE**

\*To inspire students to approach and appreciate Indian literature in English, to explore its uniqueness and its place among the literatures in English.

\*To motivate students for a critical and comparative study of other literatures in English and to examine the similarities and differences in attitudes, vision and idiom of expression.

**2. OBJECTIVES OF THE COURSE**

\*To provide an overview of the various phases of the evolution of Indian writing in English.

\*To introduce students to the thematic concerns, genres and trends of Indian writing in English.

\*To generate discussions on the constraints and challenges encountered in articulating Indian sensibility in English.

\*To expose students to the pluralistic aspects of Indian culture and identity.

**3. COURSE OUTLINE MODULE 1 - INTRODUCTION**

Introduction to the Course: an overview of the history of Indian Writing in English,

Introducing the different phases in its evolution – British Raj and the emergence of Indian writing in English, the National movement and its impacts, independence and post-independence periods and the new voices and trends.

(This part of the course aims at giving a broad overview of the area. Questions for End- Semester Assessment are to be limited within the purview of the prescribed authors and the texts)

**MODULE II - POETRY**

- |                    |  |
|--------------------|--|
| 1. Sarojini Naidu  | <b>The Quest</b>                         |
| 2. Tagore          | <b>Breezy April</b>                      |
| 3. Kamala Das      | <b>In Love</b>                           |
| 4. Nissim Ezekiel  | <b>Goodbye Party to Miss Pushpa T.S.</b> |
| 5. A. K. Ramanujan | <b>Looking for a Cousin on a Swing</b>   |
| 6. Agha Shahid Ali | <b>Postcard from Kashmir</b>             |



**CORE READING**

Gokak, Vinayak Krishna (ed). *The Golden Treasury of Indo-Anglian Poetry*. Sahitya Akademy, 1970. 105. 155.271.

Parthasarathy R. (ed). *Ten Twentieth Century Indian Poets*. Delhi. OUP, 1976. 37, 97 Mehrotra, Arvind Kriahna (ed). *Twelve Modern Indian Poets*. Delhi. OUP,1992. 141

**MODULE III - FICTION**

1. Shashi Desh Pande **Roots and Shadows**  
(Chennai: Orient Longman, 1983)

**MODULE IV PROSE AND SHORT FICTION**

1. Jawaharlal Nehru **Tryst with Destiny**  
2. R.K Narayan **Mars in the Seventh House**  
(Chapter 1X of My Days)  
3. Amrita Pritam **The Weed**

**CORE READING**

Rushdie. Salman (ed) *Vintage Book of Indian Writing 1947-1997*. Vintage. 1997 (Tryst with Destiny)  
Narayan R.K .*My Days*. Madras: Indian Thought Publication. 2006. 115-132. Mythili S, V. Kadambari (ed). *Lights and Shadows*. Chennai: Blackie Books.2000. 64-70.

**MODULE - V - DRAMA**

1. Girish Karnad **Naga-Mandala** (OUP.1990)

**4. READING LIST**

**CORE READING GENERAL READING:**

I No	Title	Author	Publisher/Year
1	<i>Indian Writing in English</i>	K.R.Sreenivasa Iyengar	Delhi, Sterling, 1984
2	<i>A History of Indian English Literature</i>	M.K.Naik	Delhi, Sahitya
3	<i>A Concise History of Indian Literature in English</i>	A.K.Mehrotra	Delhi, Permanen

## FURTHER READING

Sl No	Title	Author	Publisher/Year
1	<i>Perspectives on Indian Poetry In English</i>	M.K.Naik	Delhi, Abhina
2	<i>Indian English Fiction 1980-1990 An Assessment</i>	Bhariya N.V.	Delhi, Permanen
3	<i>Perspectives on Indian Drama in English</i>	M.K.Naik	Delhi, Permanen
4	<i>Reworlding: The Literature of Indian Diaspora</i>	E.S.Nelson	New York
5	<i>Indo-Anglian Literature 1800-1970: A Survey</i>	H.M.Williams	Bombay, Orien
6	<i>Indo-English Poetry</i>	H.L.Amga	Jaipur, Surabh
7	<i>Patterns of Feminist Consciousness in Indian Women Writers: Some Feminist Issues</i>	Anuadha Roy	Delhi, Prestig
8	<i>Endless Female Hungers: A Study of Kamala Das</i>	V.Nabar	Delhi, Permanen
9	<i>Modern Indian Poetry in English</i>	R.D.King	Delhi, Permanen

## 5. MODEL QUESTIONS

(To be incorporated)

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**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

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RESTRUCTURED CURRICULUM FOR  
BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

**LANGUAGE AND LINGUISTICS**

COURSE CODE	ENG5B02
TITLE OF THE COURSE	LANGUAGE AND LINGUISTICS
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)

**1. AIM OF THE COURSE**

The course studies what is language and what knowledge a language consist of. This is provided by basic examination of internal organization of sentences, words, and sound systems. The course assumes no prior training in linguistics. Students of Linguistics begin their studies by learning how to analyze languages, their sounds (phonetics and phonology), their ways of forming words (morphology), their sentence structures (syntax), and their systems of expressing meaning (semantics).

**2. OBJECTIVES OF THE COURSE**

- To lead to a greater understanding of the human mind, of human communicative action and relations through an objective study of language
- To familiarize students with key concepts of Linguistics and develop awareness of latest trends in Language Study
- To help students towards a better pronunciation and to improve the general standard of pronunciation in every day conversation and in reading.
- To help the students develop a sense of English grammar, idioms, syntax and usage.
- To improve writing and speech skills.

**1. COURSE OUTLINE MODULE I LANGUAGE**

a) What is Language? – Speech and Writing – Language and Society b) Variations in language – Language Behaviour – Dialect – Idiolect – Register – Bilingualism

**MODULE II – LINGUISTICS**

- a) What is Linguistics? – Is Linguistics a Science?
- b) Branches of Linguistics: Phonology – Morphology – Syntax – Semantics – Semiology
- c) Approaches to the Study of Linguistics Synchronic- Diachronic Prescriptive – Descriptive Traditional – Modern
- d) Key Concepts in Linguistics Langue – Parole – competence – Performance etc

**MODULE III – PHONETICS**

- a) Speech Mechanism – Organs of Speech -
- b) Overview of English Sound System
- c) Classification of Vowels – Diphthongs – Triphthongs and Consonants Cardinal Vowels – Phonemes – Allophones and Allophonic Variations Homonyms and Homophones - Suprasegmentals : Stress and Rhythm – Intonation – Juncture
- d) Elision and Assimilation - Syllable
- e) Transcription and Practice
- f) Application (to be done preferably in the Language Lab)  
The need for Uniformity and Intelligibility – Distinctions between Regional and RP Sounds – articulation and Auditory Exercises

**MODULE IV – STRUCTURE OF ENGLISH**

- a) Introduction to Grammar
- b) Grammar of words  
Morphemes and allomorphs – Lexical/Content Words – Form Words – functional/Structural Words – Formal, Informal and Academic words – Idioms
- c) Word Class/Parts of Speech – Word formation – Derivation – Inflexion
- d) Grammar of Sentence  
Word Order – Phrase – Clause – Sentence Patterns e)  
Kinds of sentences  
Declarative – Interrogative – Imperative – Exclamatory – Simple – complex – Compound - Transformation of Sentences  
(Practical Exercises to be given in the prescribed areas)

## 4. READING LIST

Sl No	Title	Author	Publisher/Year
1	<i>Language and Linguistic: An Introduction</i>	John Lyon	Cambridge University Press, 1999
2	<i>An Introduction to the Pronunciation of English</i>	A.C Gimson	London, 1980
3	<i>English Grammar</i>	Raymond Murphy	Cambridge University Press, 2005
4	<i>Key Concepts in Language and Linguistics</i>	R.L.Trask	Routledge, 2004
5	<i>Elements of General Linguistics</i>	Andre Martinet	Midway Reprint Series
6	<i>Practical English Usage</i>	Michael Swan	Oxford University Press, 2005
7	<i>Linguistics and English Grammar</i>	H.A.Gleason	Holt, Rinehart & Winston, Inc., 1965.

## B. GENERAL READING

Sl No	Title	Author	Publisher/Year
1	<i>New Horizon in Language</i>	John Lyons (Ed.)	Pelican Books, 1970
2	<i>English Pronunciation in Use</i>	Mark Hecock	Cambridge University Press, 2003
3	<i>A Practical English Grammar</i>	Thomson and Martinet	Oxford University Press
4	<i>An Introduction to Language and Linguistics</i>	Christopher.J. Hall	Viva Continuum Edition, 2008
5	<i>Introducing Phonology</i>	David Odden	Cambridge University Press, 2005
6	<i>Linguistics: A Very Short Introduction</i>	P. H. Matthews	Oxford University Press

## A. CORE READING

## 4. MODEL QUESTION PAPER

(To be incorporated)

Sample Topics for Assignments

- o Language and society
- o Branches of Linguistics
- o Bilingualism
- o The Need for the Study of Grammar
- o RP and Standard English
- o Approaches to the Study of Grammar
- o Linguistics as a Science

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**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

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RESTRUCTURED CURRICULUM FOR  
BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE 2009 - 2010

SYLLABI FOR CORE COURSES  
**METHODOLOGY OF LITERATURE**

COURSE CODE	ENG5B03
TITLE OF THE COURSE	METHODOLOGY OF LITERATURE
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)

1. AIM OF THE COURSE

- To familiarize the student with the critical tools used in the reading of literature
- To instill a broader and holistic sensibility in the student with the aim of eventually equipping him to approach, analyze and assess literary discourses through a host of complementary as well as conflictingly different theoretical frameworks.
- To form an idea of the complex nature of literary studies and how they are entangled with other aspects of the social body.
- To unveil the constitutive elements and cultural specificity of literature along with the intricate process of cannon formation.
- To help the student gain perceptive insights into the socio-political dynamics, the structuring points of view, the dominant ideology, hegemony, the prevailing common sense and communal underpinnings that mediate the writing, production, reception and survival of a work.
- To familiarize the student with other media, popular literature and emerging trends

2. OBJECTIVES OF THE COURSE

- To introduce and discuss the evolution of literature
- To sensitize the student to his own readings, to develop a critical sensibility, to inculcate a love of literature, and to instill a serious approach to literature.
- To enable the student to read literature using critical and theoretical

schools viz. textual approaches - New Critical, psychoanalytic, gender based, ethnic , subaltern , post-colonial, cultural, archetypal, postmodern, ecological perspectives.

### 3. COURSE OUTLINE MODULE I

Traits of Literature: What forms literature? How is literature different from other discourses? - Canon Formation: Who determines taste? How are certain works and authors marginalized? – English literatures: British, American, African, Indian, Canadian, Australian etc.

#### MODULE II

Textual approaches: New criticism, Formalism, Close Reading, Deconstruction, Reader response – Psychoanalytic: Freud, Lacan and Zizek  
(*not the heavy jargon but reading possibilities*) – Archetypal: Unconscious and universal patterns of repetition

#### MODULE III

Gender: Marginalized genders – Ethnic: Marginalization of aboriginals, how their culture is demolished and specimens? – Subaltern: A unique Indian phenomenon, Dalit literature, marginalization

#### MODULE IV

Post colonial: How texts are reread? Quest for expression, assertion of nationalism with special reference to India and Arica – Cultural studies: Cultural Materialism, New Historicism, Marxism, Postmodernism – Eco-critical: Awareness of nature and environment, eco-feminism

#### Approach

The approach has to be open and flexible in sensibility, avoiding judicious judgments. Instead of offering rigid definitions and descriptions, the teacher is to stimulate thinking process and help students form positions through familiar examples. A few poems (or stories) are to be selected and read from different theoretical frames so that the student can grasp how one contrasts with the other.

Classes may be devoted to simple explication of the methodologies followed by practical illustrations of the application of the methodologies on short works and finally, student assignments on these lines.

**4. READING LIST****A) CORE TEXT**

*(A text containing the above lessons will be made available)*

**B) FURTHER READING**

Sl No	Title	Author	Publisher/Year
1	<i>Principles of Literary Criticism</i>	<b>S.Ravindranathan</b>	<b>Chennai, Emerald, 1993</b>
2	<i>A Handbook of Critical</i>	<b>Wilfred L. Guerin, Earle Labor, et al</b>	<b>Delhi, OUP, 2006</b>
3	<i>Contemporary Criticism: An</i>	<b>V.S.Sethuraman (ed)</b>	<b>Chennai, Macmillan,</b>

**5. MODEL QUESTION PAPER**

*(To be incorporated)*





**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

RESTRUCTURED CURRICULUM FOR  
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COURSES

INFORMATICS

COURSE CODE	ENG5B04
TITLE OF THE COURSE	INFORMATICS
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90(5 hrs/wk)

1. AIMS OF THE COURSE

- This course introduces students to all the different aspects of Information Technology and Computers that an educated citizen of the modern world may be expected to know of and use in daily life. The topics in the syllabus are to be presented as much as possible with a practical orientation so that the student is given a perspective that will help him to use and master technology.

2. OBJECTIVES OF THE COURSE Upon completion of the course:

- The student will have a thorough general awareness of Computer hardware and software from a practical perspective.
- The student will have good practical skill in performing common basic tasks with the computer.

3. COURSE OUTLINE

**MODULE I: GENERAL INTRODUCTION**

Outline history of the development of computers - Types of computers- PC/ Workstations – Laptops – Palmtops - Mobile Devices – Notebooks - Mainframes – Supercomputers - Significance of IT and the Internet

**MODULE II: INTRODUCTION TO BASIC HARDWARE**

Monitor - CRT and LCD – issues - CPU-mouse-keyboard-processor types - Ports - USB 2.0 - Input-output devices - Printers-scanners-graphic tablet- thumb drive- modems-digital cameras-microphones-speakers. Bluetooth devices

**MODULE III: INTRODUCTION TO SOFTWARE**

Topics: Operating Systems - Windows- Windows versions- Linux – Linux distributions- Free software- software licenses - Software Tools (applications) - Windows software tools- Word, PowerPoint, Excel - Linux tools - Open Office, etc. Security issues- viruses - antivirus tools.

**MODULE IV: INTRODUCTION TO NETWORKING AND THE INTERNET**

What is Networking - LAN- WAN- Wireless networks - Benefits of Networking- file sharing- sharing of printers- examples - networking in an office- in an internet café. The Internet- HTML- websites – blogs - search engines- e-mail- chat- wikis- social networking- Security issues- Hacking- Phishing etc.

**MODULE V: KNOWLEDGE RESOURCES ON THE INTERNET**

Encyclopedias – libraries - book sites – journals - content repositories - online education - other information sites - internet directories - other information sources - websites of universities and research institutions - Online courses and Virtual Universities

**MODULE VI: COMPUTER LOCALIZATION**

What is localization - using computers in the local languages in India - language packs for operating systems and programs - fonts –Unicode - ASCII - keyboard layout issues - software tools for typing local languages - TDIL project.

**4. CORE TEXT**

*(A text containing the above lessons will be made available)*

**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

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## SYLLABI FOR CORE COURSES

**LITERARY CRITICISM AND THEORY**

COURSE CODE	ENG6B01
TITLE OF THE COURSE	LITERARY CRITICISM AND THEORY
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)

**1. AIM OF THE COURSE**

To familiarise the students with the literary terms and introduce to them the various streams in literary criticism, to make them aware of the inter-disciplinary nature of contemporary criticism and to develop in students, skills for literary criticism.

**2. OBJECTIVES OF THE COURSE**

- To make the students aware that all readers are critics
- To familiarise them with the factors involved in criticism like interpretation, elucidation, judgement and appreciation.
- To introduce the students to basic texts in criticism, relating to various movements and schools of thought
- To develop critical thinking by introducing various tools of criticism-analysis, comparison, theoretical approaches etc.

**3. COURSE OUTLINE****MODULE I - CLASSICAL AGE**

**Aristotle:** Concepts of tragedy, plot

**Plato:** Concept of Art, criticism of poetry and drama (Contemporary relevance of the ideas in the above to be discussed) **CORE READING**

Aristotle. "Poetics" classical appendix in English Critical Texts, OUP, Madras, 1962. Prasad, B. An Introduction to English Criticism. Macmillan, India, 1965. pp 1-28.

**MODULE II – INDIAN AESTHETICS**

Theory of Rasa, Vyanjana and Alankara.

(The relationship between Module I & II to be discussed. For eg. The concept of Rasa and purgation, Alankara and figures of speech etc.

**CORE READING**

\* Das Guptha,S.N. “The Theory of Rasa”, (pp 191 -196) in *Indian Aesthetics : An Introduction* ed.. V.S.Sethuraman, Macmillan, India, 1992.

- \* Kuppuswami Sastri. “The Highways of Literary Criticism in Sanskrit” (pp 173 - 190), in *Indian Aesthetics : An Introduction* ed.. V.S. Sethuraman, Macmillan, India, 1992.
- \* Raghavan, V. “Use and Abuse of Alankara”(pp 235 - 244) in *Indian Aesthetics An Introduction*. India , Macmillan, 1992.

**MODULE III – MODERN CRITICISM**

This section is meant to make the students familiar with modern critical writing.

**CORE TEXTS**

- \* William Wordsworth: *Preface to Lyrical Ballads*- Paragraphs 5-12
- \* Ferdinand de Saussure: *Nature of the Linguistic Sign*.
- \* T.S. Eliot – *Tradition and the Individual Talent*
- \* Elaine Showalter- *Towards a Feminist Poetics*

**CORE BOOKS**

- \* Wordsworth, William “Preface to Lyrical Ballads” in Enright, D J et al . *English Critical Texts* OUP, Madras, 1962 paragraphs 5 to 12. P. 164-172.
- \* Eliot, T S. “Tradition and Individual Talent” in *English Critical Texts* Madras, 1962 pp 293 - 301.
- \* Saussure, Ferdinand De. “Nature of the Linguistic Sign” in *Modern Literary Theory and Criticism*.
- \* Showalter, Elaine. “Towards a Feminist Poetics” in *Contemporary Criticism* ed. Sethuraman V. S. India Macmillan, 1989, pp 403- 407

**MODULE IV - CRITICAL TERMS AND CONCEPTS**

This is a section meant to familiarize students with the various tools, movements and concepts in criticism. This may include the following:-

**Figures of Speech:** Simile, metaphor, synecdoche, metonymy, symbol, irony, paradox.

**Movements:** Classicism, neo-classicism, romanticism, humanism, realism, magic realism naturalism, symbolism, Russian formalism, Marxist criticism, absurd literature, modernism, structuralism, post-structuralism, deconstruction, post-modernism, post-colonialism, feminism, psycho- analytic criticism

**Concepts:** Objective correlative, Ambiguity, intentional fallacy, affective fallacy, negative capability, myth, archetype.

**Literary Forms:** Lyric, Ode, Elegy, epic, sonnet, ballad, dramatic monologue, melodrama, tragic- comedy, farce, and satire

**CORE READING**

Abrams, M.H. *A Glossary of Literary Terms*. VII edn. Thomson Heinle , India, 1999. Peck, John and Martin Coyle. *Literary Terms and Criticism*. Macmillan, London,1993.

**MODULE V**

In this Module, critical analysis of short poems and short stories are to be done by students. The students may be asked to analyse pieces in terms of theme, diction, tone, figures of speech, imagery etc. Theoretical approaches may be avoided.

**CORE READING:**

Sethuraman, V.S. et al. *Practical Criticism* . Macmillan, India,1990.

## General Reading

Sl No	Title	Author	Publisher/Year
1	<i>Indian Aesthetics. An Introduction.</i>	Sethuraman, V.S	India: Macmillan ,1992.
2	<i>Oxford Dictionary of Terms</i>	<i>Literary</i>	
3	<i>A Glossary of Literary Terms</i>	Abrams, M.H	India: Macmillan,Rev. Edition.
4	<i>Literary Terms and Criticism</i>	Peck, John et al.	Macmillan: India, 1993.
5	<i>An Introduction to English Criticism</i>	Prasad, B	India: Macmillan, 1965.
6	<i>Beginning Theory,</i>	Barry, Peter.	Manchester and New York: Manchester University Press. 1995

Furthr Reading

Sl No	Title	Author	Publisher/Year
1	<i>Structuralism and Semiotics</i>	Hawks, Terrence	New Accents, 2003
2	<i>The Poetry Hand Book</i>	Lennard, John	Oxford University Press, 2008
3	<i>A History of Literary Criticism</i>	Blamires, Harry	Delhi: Macmillan, 1991
4	<i>Contemporary Literary Theory: A Student's Companion</i>	Krishna Swamy, N et al	Delhi: Macmillan, 2001
5	<i>Literary Criticism: A Reading</i>	Das, B.B. et al	New Delhi, Oxford University press, 1985
6	<i>The English Critical Tradition</i>	Ramaswamy, S, Sethuraman, V.S.	Delhi: Macmillan, 1977
7	<i>An Introduction to the Study of literature</i>	Hudson, W.H.	
8	<i>Literature Criticism and Style</i>	Croft, Steven et al.	Oxford University press, 1997
9	<i>Literary Theory: The Basics</i>	Bertens, Hans	Routledge, 2001
10	<i>Literary Theory for the Perplexed</i>	Klages, Mary	India: Viva Books, 2007

5. WEB RESOURCES

[www.literatureclassics.com/ancientpaths/litcrit.htm](http://www.literatureclassics.com/ancientpaths/litcrit.htm) [www.textec.com/criticism.html](http://www.textec.com/criticism.html)

[www.ipl.org/div/litcrit](http://www.ipl.org/div/litcrit)

[www.assumption-edu/users/ady/HHGateway/Gateway/Approaches.html](http://www.assumption-edu/users/ady/HHGateway/Gateway/Approaches.html)

[www.maitespace.com/englishodyssey/Resources/litcrit.html](http://www.maitespace.com/englishodyssey/Resources/litcrit.html)

6. MODEL QUESTION PAPER

(To be incorporated)

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**LITERATURES IN ENGLISH: AMERICAN & POST COLONIAL**

COURSE CODE	ENG6B02
TITLE OF THE COURSE	LITERATURES IN ENGLISH: AMERICAN & POST COLONIAL
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 (5 hrs/wk)

**2. AIM OF THE COURSE**

- To inculcate a literary, aesthetic and critical awareness of diverse cultures and literary creations and thus to arrive at a broader vision of the world.

**3. OBJECTIVES OF THE COURSE**

- To initiate the students to varied literatures in English
- To expose them to diverse modes of experiences and cultures
- To familiarize them with the concepts of Post Colonialism
- To enable students to compare and contrast their indigenous literature and culture with other literatures and cultures.

**3. COURSE OUTLINE**

**A) AMERICAN LITERATURE**

**MODULE I**

General reading: Introduction to American Literature

Poetry Walt Whitman : I Hear America Singing Wallace Stevens: Anecdote of a  
Jar Sylvia Path : Edge  
Langston Hughes : Mother to Son

## MODULE II

Drama Arthur Miller : *Death of a Salesman*

Short Story Edgar Allen Poe : The Fall of the House of Usher Faulkner: Barn Burning

### CORE READING

Ramanan, Mohan (Ed) *Four Centuries of American Poetry: An Anthology.*

Chennai: Macmillan, 1996. 61-63, 123, 125-127, 170-171.

Salumke, Vilas et al. (Ed). *An Anthology of Poems in English.* Chennai: Longman, 2005 (Rpt). 89-91, 114-115.

### FURTHER READING

Bhongle, Rangrao. (Ed) *Contemporary American Literature: Poetry, Fiction, Drama and Criticism.* New Delhi: Atlantic Publishers, 2002.

Collins - *An Introduction to American Literature*

Crawford, Bartholow V et al. *American Literature.* New York: Barnes and Noble Books, 1945

Mathiessew, F.O. *American Literature up to Nineteenth Century*

Spiller - *Cycle of American Literature - A New Harvest of American Literature*

Warren, Robert Penn.- *American Literature*

Wright, George T (Ed) *Seven American Stylists: From Poe to Mailer: An Introduction.*

Minneapolis: University of Minnesota Press, 1961

### B) POST COLONIALISM

## MODULE III

General Reading: Prose: Aspects of Post Colonial Literature

Poetry Margaret Atwood : This is a Photograph of Me Kamau Braithwaite: The Emigrants

Meena Alexander : House of a Thousand Doors Gabriel Okara: The Mystic

Drum

David Diop : Africa

([blogginginparis.com/2004/08/22/afrique-africa-by-david-diop-1927-1960/-](http://blogginginparis.com/2004/08/22/afrique-africa-by-david-diop-1927-1960/))

## MODULE IV

Drama Manjula Padmanabhan : *Harvest*

Fiction Nasibu Mwanukuzi : *Killing Time*

([www.kongoi.com/Ras\\_Nas/shortstories/daysofsummer.php](http://www.kongoi.com/Ras_Nas/shortstories/daysofsummer.php) -

Carol Shields : *A Scarf*

## 4. MODEL QUESTION PAPER

(To be incorporated)

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**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

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SYLLABI FOR CORE COURSES

**WOMEN’S WRITING**

<b>COURSE CODE</b>	ENG6B03
<b>TITLE OF THE COURSE</b>	WOMEN’S WRITING
<b>SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT</b>	6
<b>NO. OF CREDITS</b>	4
<b>NO. OF CONTACT HOURS</b>	90 (5hrs/wk)

**1. AIM OF THE COURSE**

- To introduce students to women’s voices articulated in literature from various countries
- To introduce them to the evolution of the Feminist movement and to familiarize them with the various issues addressed by Feminism
- To sensitize them to issues like marginalization and subjugation of women
- To motivate them to rethink and redefine literary canons

**2.OBJECTIVES OF THE COURSE**

- o To enable students to identify concepts of class, race and gender as social constructs and interrelated throughout women’s lives
- o To lead them to explore the plurality of female experience in relation of these
- o To equip them with analytical, critical and creative skills to interrogate the biases in the construction of gender and patriarchal norms

**3.COURSE OUTLINE**

1929)

*Lessing*

**MODULE I - ESSAYS**

a. Introduction to the Course, its scope, the need to re-examine the canons

1. Virginia Woolf : Shakespeare’s Sister (From *A Room of One’s Own*. London, Hogarth,

2. Showalter : A Literature of Their Own: British Women Writers from *Brontes to*

(Princeton, Princeton University Press, 1977)

## MODULE II - POETRY

1. Kamala Das : An Introduction (From: Narasimhaiah, CD. (ed). *An Anthology of Commonwealth Poetry*. Macmillan India Ltd, 1990, 47)
2. Noonuccal Oodgeroo : We Are Going  
(From: Noonuccal Oodgeroo. *The Down is at Hand*. 1966)
3. Emily Dickinson : She Rose to His Requirements  
(From: *The Poems of Emily Dickinson*. Massachusetts: Cambridge. 1955.
4. Adrienne Rich : Aunt Jennifer 's Tiger  
(From: Ferguson, Margaret et.al (eds). *The Norton Anthology of English Poetry IV* edn. New York : Norton, 1966. p. 1967)

## MODULE III – FICTION

1. Jean Rhys : *Wide Sargasso Sea* (Novel) (Penguin, 1968)
2. Mrinal Pande : Girls (Short Story)  
(From: Das, Monica. (ed) *Her Story So Far : Tales of the Girl Child in India*. Delhi, Penguin 2003.)
3. Katherine Mansfield : The Garden Party (Short Story)  
(From: *Norton Anthology of English Literature*,  
th  
Edition. New York, Norton & Co.  
2000. 2423-2432)

## MODULE IV

## DRAMA &amp; FILM

1. Mahasweta Devi : *Bayen* (Drama)  
(From: *Mahasweta Devi's Five Plays*.  
Trans. Samik Bandhopadhyay. Calcutta, Seagull Books, 1997)
2. Revathy : *Mitr: My Friend* (Film)
3. Marzich Mishkini : *The Day I Become a Woman* (Film)

## 4. READING LIST

## I. General Reading

Sl. No	Title	Author	Publisher/Year
1	Fiona Tolan's „Feminisms“, in, <i>Literary Theory and Criticism : An Oxford Guide</i>	Patricia Waugh (ed)	Oxford, OUP, 2000
2	Rivkin Julie & Michael Ryan's „Feminist Paradigms“ in <i>Literary Theory: An Anthology</i>	Rivkin Julie & Michael Ryan (ed)	Oxford: Blackwell, 1998
3	<i>Jane Eyre</i>	Charlotte Bronte	OUP, 1973

## II Further Reading

Sl. No	Title	Author	Publisher/Year
1	<i>A Room of One's Own</i>	Virginia Woolf	London, Hogarth, 1929
2	<i>The Female Imagination</i>	Patricia Mayor Spacks	New York: Avon Books, 1976
3	<i>Women in Patriarchy: Cross Cultural Readings</i>	Jasbir Jain (ed)	Delhi: Rawat Publications, 2005
4	<i>Women Writing in India Vol I &amp; II.</i>	Susie Tharu & K. Lalitha	Delhi, OUP, 1991
5	<i>Making A Difference: Feminist Literary Criticism</i>	Gayle Green & Coppelia Kahn	New York: Routledge
6	<i>The Mad Woman in the Attic: The Woman Writer</i>	Sandra Gilbert & Susan Gubar	Yale University Press, 1978
7	<i>The Second Sex</i>	Simon de Beauvoir	UK, Harmond Worth, 1972
8	<i>Women, Race and Class</i>	Angela Davis	New York, Random House, 1981
9	<i>In Search of Our Mother's Gardens</i>	Alice Walker	New York, Harcourt Brace Jovanovich, 1983

10	<i>Desire in Language</i>	Leon S. Roudiex (ed)	New York, Columbia University Press, 1975
11	<i>Literature and Gender</i>	Lisbeth Goodman (ed)	New York, Routedge, 1996
12	<i>Feminist Film theorists</i>	Laura Mulvey et al (ed)	London, Routedge, 2006
13	<i>Her Story So Far. Tales of the Girl Child in India</i>	Monics Das (ed)	Delhi, Penguin, 2003
14	<i>A Dragonfly in the Sun: Anthology of Pakistani Writing in English</i>	Muneesa Shamsie (ed)	OUP, 1997
15	<i>Against all Odds: Essays on Women, Religion Development from India and Pakistan</i>	Kamala Bhasin etal (ed)	Delhi, Kali for Women, 1994
16	<i>Atlas of Women and Menin India</i>	Saraswathy Raju et al (ed)	Delhi, Kali for women, 1999
17	<i>Women Writers with Fire in their Pen, Cyber Literature, Vol.2. No.1Aug,1998</i>	Usha Bande	Aug. 1998
18	<i>Breast Stories</i>	Maheshweta Devi	Calcutta, Seagull, 1998

#### 5. WEB RESOURCES

Emily Dickinson; An Overview [academic.brooklyn.cuny.edu/english/melani/cs6/dickinson.html](http://academic.brooklyn.cuny.edu/english/melani/cs6/dickinson.html).

Poets.org Guide to Emily Dickenson's Collected Poems - Poetsorg. [www.poets.org/page.php/prmID/308](http://www.poets.org/page.php/prmID/308)

Wide Sargasso Sea Study Guide by Jean Rhys study Guide [www.bookrags.com/studyguide-widesargasso.html](http://www.bookrags.com/studyguide-widesargasso.html).

Wide Sargasso Sea Summary and Analysis Summary [www.bookrags.com/wide-sargasso-sea-1A-Room-of-One's-Own-Summary-and-Study-Guide](http://www.bookrags.com/wide-sargasso-sea-1A-Room-of-One's-Own-Summary-and-Study-Guide)

[www.enotes.com/room-ones](http://www.enotes.com/room-ones) 6.

Kamala Das Criticism

[www.enotes.com/poetry-criticism/das-Kamala](http://www.enotes.com/poetry-criticism/das-Kamala).

Kamala. 7.

Kamala Das Summary and Analysis [www.bookrags.com/Kamala-Das-Summary](http://www.bookrags.com/Kamala-Das-Summary)

#### 6. MODEL QUESTIONS

(To be incorporated)

**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

RESTRUCTURED CURRICULUM FOR  
BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE  
SYLLABI FOR CORE COURSES

**WRITING FOR THE MEDIA**

COURSE CODE	ENG6B04
TITLE OF THE COURSE	WRITING FOR THE MEDIA
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	4
NO. OF CONTACT HOURS	90 5 hrs/wk)

**1. AIM OF THE COURSE**

This Course introduces students to writing in a professional environment and to the forms of writing for the Mass Media.

The Course involves lectures, discussions and practice in data gathering, organizing and writing for various media, including newspapers, magazines, radio, television, film and the Web.

**1. OBJECTIVE OF THE COURSE**

Upon completion students should be able to:

- Understand the nature of news, the role of journalism, advertising in a democratic society, the ethical and legal restrictions on media writing, and the criteria for writing excellence.
- Master the basic writing and reporting skills for various media, including news writing for print and broadcast media, and advertising copywriting.
- Think critically about writing for the media (specifically broadcast journalism, digital media and advertising); develop and apply media writing skills.
- Exhibit competence in the mechanics of concise and clear writing through the use of acceptable grammar, correct spelling, proper punctuation, and appropriate AP style.

**2. COURSE OUTLINE****MODULE I – PRINT MEDIA**

1. Introduction – The Media and the Message
2. Introduction to Print Media – Audience for the News
3. Feature Writing and Article Writing: Angle – Structure – Organisation
4. Newspaper Writing: Editorials – Letters to the Editor – Book and Film reviews  
– Interviews - Lead: datelines – Credit-line – Bylines – Nut-graph – Headlines – Op-ed Pieces
- 5 Editing: Grammar – Punctuation – Subbing – Proof-reading – Freelancing
- 6 Writing for Magazines: Action – Angle – Anecdote

**MODULE II – ELECTRONIC MEDIA**

- a. Radio: Radio as a Mass Medium – Radio Skills – Broadcast Writing – Broadcast Terms –  
Scripting for Radio – Story Structure – Lead, Body, Ending – Writing Radio News and Features Programmes for Radio (Features, News, Interviews, Skits, Music Programmes, etc.) - Practical – Planning a Newscast – Radio Jockeying
- b. Television: Television as a Mass Medium – Television Skills – Scripting for TV - Programmes for TV (Features, News, Interviews, Music Programmes, etc.) Practical - Anchoring, Interviewing.
- c. Film: Fundamentals of Film Scripting, Screenplay and Production, Documentary Film, News Reel.

**Practical – Writing Short Screenplays, Film Reviews.**

**MODULE III – DIGITAL MEDIA**

- a. Kinds of Digital Media: E-book – E-magazine – E-journal – E-newspaper – Internet – World Wide Web
- b. Writing for Digital Media; Web Writing - Technical Writing – Blogging.- Introduction to Profile Writing – Broadcast News Analysis – Caption Writing – Copy Writing/Content Writing – Story Structure and Planning - Inverted Pyramid - Headline, Blurb, Lead - Digital Correspondence – Digital Editing - Assignments in Technical Writing, Writing, Web Blogging.

**MODULE IV – ADVERTISEMENT**

- a. Advertisement in Different Media – An Overview
- b. Promotional Literature: Copywriting for Leaflets, Pamphlets, Brochures, Classifieds – Text, Captions, Logo – Story-board etc.

**MODULE V – STYLISTICS AND THE MEDIA**

- a. Difference in writing styles between Print, Electronic and Digital Media
- b) Basic principles of AP Style (Associated Press Style Book) for Writing – Use of the Style Book – Style as a Manner of Writing – Clarity in Writing – Readability – Five „W“s and „H“ of Writing.
  - a. Different kinds of writing:
    1. News Writing – Appropriate angle for a news story – Structuring news – Qualities of effective leads –Using significant details – Effective revision
    2. Article writing – Structuring for greatest effect – Preparation and organization of article – Specific angle – specific audience.
    3. Feature writing – structure – organisation – feature angles – simplicity in Style.
    4. Writing for the screen – Writing effective film reviews –Basic principles of writing for advertising – Writing for Interactive Media
    5. editing – Copy editing process – Guiding principles of editing.

## READING LIST

## A. CORE READING

Sl No	Title	Author	Publisher/Year
1	<i>Writing for the Mass Media</i> (Sixth edition).	James Glen Stovall	Pearson Education, 2006
2	<i>Basic News Writing</i>	Melvin Menchar	William. C.Brown Co., 1983
3	<i>Writing and Reporting News: A Coaching Method</i>	Carole Rich	Wadsworth/ Thomson Learning, 2003
4	<i>News Writing &amp; Reporting</i>	James A Neal & Suzane S Brown	Surjeeth Publications, 2003
5	<i>Broadcast News Writing, Reporting &amp; Production</i>	Ted White	Macmillan
6	<i>An Introduction to Digital Media</i>	Tony Feldman	(Blueprint Series) 1996
7	<i>Advertising</i>	Ahuja & Chhabra	Sujeeth Publications, 1989
8	<i>The Screenwriter's Workbook</i>	Syd Field	Dell Publishing, 1984
9	<i>E-Writing</i>	Dianna Booher	Macmillan, 2008
10	<i>Mass Communication Theory</i>	Denis Mcquail	Vistaar Publications, 2007

## B. FURTHER READING

Sl No	Title	Author	Publisher/Year
1	<i>Writing and Producing News</i>	Eric Gormly	Surjeet Publications, 2005
2	<i>A Crash Course in Screenwriting</i>	David Griffith	Scottish Screen, 2004
3	<i>Digital Media: An Introduction</i>	Richard L Lewis	Prentice Hall
4	<i>The Art of Editing the News</i>	Robert.C McGiffort	Chilton Book Co., 1978
5	<i>Digital Media Tools</i>	Dr.Chapman Nigel	(Paperback - 26 Oct 2007)
6	<i>News reporting and Editing</i>	K.M Srivastava	Sterling Publications
7	<i>The News Writer's Handbook: an Introduction to Journalism</i>	M.L Stein, , Paterno, Susan.F	Surjeeth Publications, 2003
8	<i>The Associated Press Style Book and Libel Manuel</i>	Norm	The A.P, 1994
9	<i>The TV Writer's Workbook : A</i>	Ellen Sandler	Delta, 2007
10	<i>Understanding Journalism</i>	Lynette Sheridan Burns	Vistaar Publications, 2004
11	<i>Media and Society in the Digital Age</i>	Kevin Kawamoto	Pearson Education, 2002
12	<i>Media in the Digital Age</i>	J.V Pavlik	(Paperback - 1 May 2008)

5. WEB RESOURCES

info@scottishscreen.com <http://www.scottishscreen.com> <http://www.subtle.net/empyre/> <http://www.billseaman.com>  
<http://www.inplaceofthepage.co.uk> <http://www.desvirtual.com> <http://www.brueckner-kuehner.de/block>

6. MODEL QUESTIONS (*To be incorporated*)

Sample Topics for Assignments

1. Students may opt to do creative writing project representing an engagement with their experience of the course.
2. Submit three focus story ideas that you could write for the campus news paper. Identify them as news or feature stories.
3. Attend three events of your locality and write a basic news story about it.
4. Keep a journal of your reading habits for a week. Write a paragraph each day

about the kinds of stories you read and did not read, how many you read all the way through and how many you read just through the headlines alone or the first few paragraphs only. Give an empirical conclusion to your observations.

5. Watch the TV news bulletin for a week. Is the news the same or different from the print news? Do you have greater faith in the medium? Why?
6. Concentrate on a particular publication of E-newspaper for at least a week. Reflect on its views, values and stylistic qualities.
7. Take three published news stories. Use the internet search engines to substantiate facts in the story.
8. Write a detailed story board for a 30 second Advertisement, complete with even the voice-over.
9. Write the script and a screen play for a 20 minute documentary film.

Expectations:

Organizational visit and participation of each student is essential and obligatory. It will be the basis of evaluation and grading. Assignments are due at the end of the course.



**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

RESTRUCTURED CURRICULUM FOR  
BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE  
SYLLABI FOR ELECTIVES  
**WORLD CLASSICS IN TRANSLATION**

COURSE CODE	ENG6B05E01
TITLE OF THE COURSE	WORLD CLASSICS IN TRANSLATION
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	2
NO. OF CONTACT HOURS	54 (3 hrs/wk)

**1. AIM OF THE COURSE**

- To develop sensible response to great classics in translation and fine tune analytical skills with a view to achieving a broad, wholesome vision of life

**OBJECTIVES OF THE COURSE**

To introduce students to the world's best classics in translation.

- To generate a broad vision of life by making the students to come to grips with universal problems and varied life situations.  
To make the students to have a feel of excellent classics in translation in various genres-Poetry, Fiction, Short Story and Drama-by a judicious selection. It should instill in the students a spirit of enquiry and further exploration.

**3. COURSE OUTLINE MODULE I - POETRY**

A general introduction to world classics in translation

- b) Poetry. A brief introduction

**FOR DETAILED STUDY**

Dante-The Divine Comedy - 3 Paradiso Canto XXI (Penguin)

Goethe: "The Reunion" (Source: Goethe: <http://www.poetry-archive.com/g/goethe>) (The Poem Itself, ed. Stanley Burnshaw, Penguin)

A.S. Pushkin: "I Loved You" (*Alexander Pushkin: Selected Works Vol I. Russian Classic Series*, Progress Publishers)

**NON-DETAILED:**

An introduction to Homer and Virgil touching on *The Iliad*, *The Odyssey* and *The Aeneid*

**MODULE II - DRAMA**

A brief introduction to world drama in general

**FOR DETAILED STUDY**

Sophocles: *Oedipus Rex*. Cambridge University Press, 2006

3. NON-DETAILED  
 Bhasa: *Karnabharam*: Sudarshan Kumar Sharma, (trans). Parimal Publications

**MODULE III - FICTION AND SHORT STORIES**

1. A brief introduction  
 2. FICTION: NON-DETAILED STUDY. Dostoevsky: *Notes from Underground*. Vintage, 1994. Herman Hesse: *Siddhartha*. Bantam Classics, 1981.

3. SHORT FICTION – DETAILED STUDY  
 Leo Tolstoy: *The Repentant Sinner* (Collected Series, Vol I, Progress Publishers)

4. READING LIST:-

A) FURTHER READING

Sl. No	Title	Author	Publisher/Year
1	Three Centuries of Russian Poetry	Vladimir Nabokov	Houghton Mifflin Harcourt, 2008
2	The Poem Itself	Stanley Burnshaw	UK: Penguin Pelican, 1964
3	World Drama from Aeschylus to Anouilh	Allardyce Nicoll	NY: Harcourt Brace, 1950
4	Greek Drama	Moses Hadas	Bantam Classics, 1983
5	Greek Tragedy in Action	Taplin, Oliver	Routledge, 2002

\* For fiction and for each author Twentieth Century Views/Casebook Series/Teach Yourself Series could be used.

5. CYBER RESOURCES

[www.online-literature.com/tolstoy/2900/](http://www.online-literature.com/tolstoy/2900/) [www.flipkart.com/karnabharam-madhyama-vyayoga-mahakavi-bhasa](http://www.flipkart.com/karnabharam-madhyama-vyayoga-mahakavi-bhasa)

6. MODEL QUESTIONS

(To be incorporated)

## CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

RESTRUCTURED CURRICULUM FOR  
BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE  
SYLLABI FOR ELECTIVES  
**REGIONAL LITERATURES IN TRANSLATION**

COURSE CODE	ENG6B05E02
TITLE OF THE COURSE	REGIONAL LITERATURES IN TRANSLATION
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	6
NO. OF CREDITS	2
NO. OF CONTACT HOURS	54 (3 hrs/wk)

### 1. AIM OF THE COURSE

- To expose students to the literatures representing India in various regional languages to connect some of the myriad „little“ Indian reality

### 2. OBJECTIVES OF THE COURSE

- To develop familiarity in the students with the cultural, linguistic and social nuances of regional literature
- To overcome language barrier in the appreciation of good literature
- To equip students with critical and analytical skills to respond to texts in various regional languages in India
- To enable students to transcend cultural barriers in understanding, foregrounding and contesting the „transcultural“ India
- To inculcate a sense of oneness as Indians while learning to assert one's own cultural identity and politics

### 3. COURSE OUTLINE

#### INTRODUCTION

Importance of Regional Literatures - Scope of Regional Literatures - Dominant themes and Motifs in Regional Literatures

#### MODULE I – POETRY

1. AMRITA PRITAM (PUNJABI) : “I am the Daughter of the Land of Dravida”
2. KA NA SUBRAMANIAM (TAMIL) : “Experience”
3. NAVAKANTA BARUNA (ASAMIYA) : “Judas of the Arunerian Miniature”
4. AJNEYA (HINDI) : “Houses”
5. SITAKANT MAHAPATRA (ORIYA) : “Death of Krishna”
6. BALACHANDRAN CHULLIKKAD (MALAYALAM) : “Ghazal”. (From Sachidanandan.K (ed) *Signatures: One Hundred Indian Poets*, New Delhi: National Book Trust India, 2000)

**MODULE II – DRAMA**

1. SALISH ALEKAR (MARATHI) : “*The Terrorist*” (From Salish Alekar. *Collected Plays of Satish Alekar*. New Delhi: OUP, 2009)
2. KALIDASA (SANSKRIT) : Act IV of Kalidasa’s *Abhijnana Sakunthalam*-(Kalidasa. *Abhijnana Sakunthalam*. Trans.A.R. Kale. New Delhi: Mottilal Benarasidass, )

**MODULE III – FICTION**

1. U.R.ANANTHAMURTHY (KANNADA) : “*Samskara*” (From U.R.Anantha Murthy. *Samskara: A Rite for a Dead Man* Trans.
2. A.K. Ramanujan. New Delhi OUP, 1976)
3. QURRATULAIN HYDER (URDU) “*Confessions of St. Flora of Georgia*” (From Bhabam Bhattacharya. *Contemporary Indian Short Stories* Vol.II. Delhi, Sahitya Akademi , 1959
4. THARASHANKAR BANERJEE (BENGALI) “*Boatman Tarini*” (From Bhabam Bhattacharya. *Contemporary Indian Short Stories - Vol.III*. Delhi: Sahitya Akademi, 1964)
5. V. CHANDRANSEKGA RAO (TELUGU) : “*The story of the Fire-Bird, Red Rabbit and the Endangered Tribes*”
6. Geetha Dharmarajan. *Kata Prize Stories: best of the 90’s*. New Delhi: Katha, 2002)

**4. READING LIST:-****A) GENERAL READING****CORE READING BOOKS LISTED/USEFUL IN MODULES I – III ABOVE)**

Sl. No	Title	Author	Publisher/Year
1	<i>Collected Plays of Satish Alekar</i>	Satish Alekar	New Delhi: OUP, 2009.
2	<i>Samskara: A Rite for a Dead Man</i> Trans.	U,R.Anantha Murthy	New Delhi OUP, 1976.
3	<i>Contemporary India</i>	Bhabam Bhattacharya	Delhi, Sahitya Akademi , 1959
4	<i>Contemporary India</i>	Bhabam Bhattacharya	Delhi: Sahitya Akademi, 1964.
5	<i>Kata Prize Stories: best</i>	Geeta Dharmarajan	New Delhi: Katha, 2002
6	<i>Abhijana Sakunthalam</i>	(Trans) A.R. Kale	Mottilal Benarasidass
7	<i>Signature : One Hundred Indian Poets</i>	K.Sachidanandan	New Delhi, NET INDIA, 2000

## C) FURTHER READING

Sl. No	Title	Author	Publisher/Year
1	<i>Another India</i>	Nissim Ezekiel	New Delhi: Penguin, 1990
2	<i>Literatures in Modern Indian Languages</i>	Gokak V.K. (ed)	Delhi: The Publicatio
3	<i>New Writing in India</i>	Adil Jussawalla (ed)	Harmondsworth: Penguin
4	<i>U.R. Anantha Murthy's Samskara: A Critical Reader</i>	Kailash C. Bar (ed.) Sura P. Rat (ed.) D. Venkat Rao (ed.)	Pencraft International, 2005

## 5. CYBER RESOURCES

<http://www.unipune.ernet.in/dept/lalitkala/sa2.htm>  
[www.tamilnation.org/hundredtamils/index.htm](http://www.tamilnation.org/hundredtamils/index.htm)

## 6. MODEL QUESTIONS

(To be incorporated)



**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**  
 RESTRUCTURED CURRICULUM FOR  
 BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

**SYLLABI FOR ELECTIVES**  
**DALIT LITERATURE**

Course Code	ENG6B05E03
Title of the course	Dalit Literature
Semester in which the course is to be taught	6
No. of credits	2
No. of contact hours	54 (3 hrs/wk)

**MODULE I PROSE**

1. Sunny M. Kapikkad The Dalit Presence in Malayalam Literature  
(trans. Malayalam)
2. Sharankumar Limbale About Dalit Literature (trans. Marathi) 3.Aravind Malagatti  
Coins on the Corpse and the Wedding Feast  
(trans. Kannada)
- 4.Raj Gauthaman Dalith Culture (trans. Tamil)

**MODULE II POETRY**

- (Trans. Malayalam 1.Raghavan AtholiKandathi
- 2.K.K.S. Das Black Dance
- (Trans. Marathi) 3.Namdeo DhasalHunger
4. Hira Bansode Yasodhara  
(Trans. Tamil)
5. Sukirtharani Gigantic Trees 6.Pratibha Jeyachandran The Question

**MODULE III SHORT STORY**

- 1.Bandhumadhav The Poisoned Bread (Trans. Marathi) 2.Anna Bhau Sathe  
Gold from the Grave (Trans. Marathi)
- 3.C. Ayyappan Madness (Trans. Malayalam)
- 4.Abhimani The Show (Trans. Tamil)

**MODULE IV DRAMA**

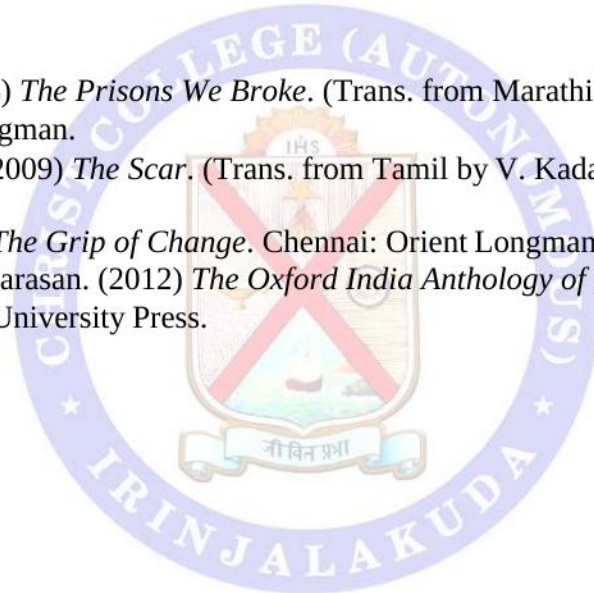
## 1.A. Santhakumar Dreamhunt (Trans. Malayalam)

**CORE READING MATERIALS**

- i. K.Satyanarayana & Susie Tharu (ed.). (2011). **No Alphabet in Sight: New Dalit Writing from South India**. New Delhi: Penguin Books. Lesson 4 (p.149-57); Lesson 5 (p.345-347); Lesson 6 (p.414- 18); Lesson 9 (p.315-6); Lesson 10 (p.211-3); Lesson 14 (p.75-80)
- ii. Arjun Dangle (ed). (1992) **Poisoned Bread**. Bombay: Orient Longman. Lesson 7 (p.42-5); Lesson 8 (p.31-2); Lesson 11 (p.147- 154); Lesson 12 p.210-15)
- iii. Dasan M., Pratibha V. et al (ed). 2012. **The Oxford India Anthology of Malayalam Dalit Writing**. New Delhi: Oxford University Press. Lesson 1 (p.259-67); Lesson 13 (p.68-71); Lesson 15 (p.169-179)
- iv. Sharankumar Limbale. 2004. **Towards an Aesthetic of Dalit Literature**. (trans. from Marathi: Alok Mukherjee). New Delhi: Orient Longman(Lesson 2 (p.19-22)
- v. Aravind Malagatti. (2007) **Government Brahmana**. (trans. from Kannada by Dharan Devi Malagatti, et al). Chennai: Orient Longman. Lesson 3 (p.7-11)

**Further Reading**

1. Baby Kamble. (2008) *The Prisons We Broke*. (Trans. from Marathi by Maya Pandit) Chennai: Orient Longman.
2. Gunasekaran K.A. (2009) *The Scar*. (Trans. from Tamil by V. Kadambari) Chennai: Orient Blackswan.
3. Sivakami P. (2006) *The Grip of Change*. Chennai: Orient Longman.
4. Ravikumar & Azhagarasan. (2012) *The Oxford India Anthology of Tamil Dalit Writing*. New Delhi: Oxford University Press.



## CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA

RESTRUCTURED CURRICULUM FOR  
UNDERGRADUATE PROGRAMMES

SYLLABI FOR COMPLEMENTARY COURSE OFFERED BY BOARD OF STUDIES IN  
ENGLISH (UG)

### ENGLISH FOR COMMUNICATION - I

ENG1C01 Paper I - English Language and Communication – The Basics.

#### Module I

Grammar and Usage – Grammaticality and Acceptability – Descriptive and Prescriptive approach to language - Parts of Speech – Sentence (Declarative, Affirmative, Negative, and Interrogative) – Simple, Complex and Compound sentences - Clause – Phrase – Transformation of sentences.

#### Module II

Tense – Word order and concord – Verbs (Finite, Nonfinite, linking verbs, auxiliary verbs, modals, phrasal verbs) – Nouns – Determiners – Word formation – Punctuation – Some common errors in English.

#### Module III

Adverbial Clauses and Conjunctions - Prepositions - Organising Information

#### Module IV

Basics of Communication (Meaning, importance, process) – Principles of Communication – Objectives of Communication – Verbal and non-verbal communication – Barriers to communication (psychological, linguistic, socio-cultural) – The four essential Communication skills – receptive and active skills – Fluency and Accuracy in communication.

#### Core Books

Hewings, Martin. - *Advanced Grammar in Use*. New Delhi: CUP, 2008. (For classroom teaching and practice)

Ur. Penny. - *Grammar Practice Activities: A Practical Guide for Teachers*. Cambridge: CUP, 2008.

(Topics for Assignments may be chosen from this Practice book)

#### Reference

Quirk, Randolph et al- *Comprehensive Grammar of the English Language*. London Longman, 1983.

Leech, Geoffrey, and Jan Svartvick - *A Communicative Grammar of English*. London: Longman 1998



**Reading List.**

1. R.W. Zandvoort : A Handbook of English Grammar
2. David Greene : Contemporary English Grammar, Structures and Composition
3. A.J. Thomson & A.V. Martinet : A Practical English
4. Michael Swan : Practical English Usage
5. John Sealy : Oxford Guide to Effective Writing and Speaking (OUP 2000)
6. P.Kiranmayi Dutt  
Geetha Rajeevan & : A Course in Communication – Foundation  
Books -2000  
C.L.N. Prakash
7. Kamalesh Sadananda & : Spoken English A Foundation  
Course for Speakers of  
Susheela Punitha Malayalam – Part I & II



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**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

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RESTRUCTURED CURRICULUM FOR  
UNDERGRADUATE PROGRAMMES

**SYLLABI FOR COMPLEMENTARY COURSE OFFERED BY BOARD OF STUDIES IN ENGLISH (UG)**

**ENGLISH FOR COMMUNICATION - II**

**ENG2C02 Paper II- Presentation Skills**

**Module I**

Theories of Communication – Oral and Written Communication – Features of oral communication – word stress – intonation - falling and rising tones

**Module II**

Conversations – Vocabulary – Introducing yourself – Body Language – Public speaking - Debates – Group Discussion – Discussion Skills – Interview skills and etiquettes – Meetings - Voice and delivery – Dress code – Class seminar presentation – Viva voce.

**Module III**

Telephone skills – Handling calls – Leaving messages – Making enquiries – Placing an order – Booking and arrangements – Change of plan – Handling complaints.

**Module IV**

Computer aided presentations – Basic computer skills – OHP – Preparation of slides – Power point presentation – Visuals and sounds.

Reading List

1. Ashok Thorat & Munira Lokhandwala : Enriching Oral & written Communication in English (Orient Black Swan)
2. Kenneth Anderson, Joan Maclean & Tony Lynch : Study Speaking – A Course in Spoken English for Academic Purposes – (CUP)
3. Priyadarshi Patnaik : Group Discussion and Interview Skills – (Foundation Books)
4. B. Jean Naterop & Rod Revell : Telephoning in English (CUP)

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**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

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RESTRUCTURED CURRICULUM FOR  
UNDERGRADUATE PROGRAMMES

**SYLLABI FOR COMPLEMENTARY COURSE OFFERED BY BOARD OF  
STUDIES IN ENGLISH (UG) ENGLISH FOR COMMUNICATION - III  
ENG3C03 -Paper III – Business Communication**

**Module II**

The Nature and Process of Communication

Categories of Communication - Communication for Business – Characteristics of business communication - objectives of Business Communication – interpersonal communication – mass communication-

**Module III**

Communication through technology – Communication is the life-line of an Organisation – Formal Communication – Types, merits and limitations of formal communication – Grapevine phenomenon of communication – characteristics and functions of grapevine communication – merits and limitations of grapevine communication. E-communication – importance and impact – computer technology in communication

**Module IV**

Applications and letters – Job applications – difference between personal letter and official letter - covering letter – Resume – types and features of resume – job interviews – development of positive attitude – persuasive communication.

Reading List

1. J.P.Parikh, Anshu Surve, Swarnabharathi : Business Communication.  
Basic Concepts  
& Asma Baharainwala and Skills.
2. Ashok Thorat & Munira Lokhandwala : Enriching Oral & written  
Communication in  
English (Orient Black Swan)
3. Kenneth Anderson, Joan Maclean & Tony Lynch : Study Speaking – A Course in Spoken English  
for Academic Purposes –  
(CUP)

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**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

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RESTRUCTURED CURRICULUM FOR  
UNDERGRADUATE PROGRAMMES

**SYLLABI FOR COMPLEMENTARY COURSE OFFERED BY BOARD OF  
STUDIES IN ENGLISH (UG)**

**ENGLISH FOR COMMUNICATION - IV**

**ENG4C04 Paper IV– Academic Writing**

**Module I**

Text – types of texts – the structure of a text –variations in academic texts – approaches to writing - ways of writing – random thoughts – organized writing  
– Process of writing –plagiarism – limitations of „cut and paste“ – paraphrasing – summarizing.

**Module II**

Writing Paragraphs – types of paragraphs – how to organize paragraphs – spellings and common mistakes –sequence and order - spatial order and visuals  
– graphics.

**Module III**

Text Genres – different genres – various types of letters – news papers, reports and research articles – use of informal language – writing reports and research papers – format – sections – structure – elements of abstracts. Presenting your ideas – editing.

Core Text:

Renu Gupta : A Course in Academic Writing (Orient Black Swan)

**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

## RESTRUCTURED CURRICULUM FOR

## BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE

**SYLLABI FOR OPEN COURSES  
FOR STUDENTS OF OTHER DISCIPLINES****FILM STUDIES**

COURSE CODE	ENG5D01
TITLE OF THE COURSE	FILM STUDIES
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	2
NO. OF CONTACT HOURS	54 (3 hrs/wk)

**1. AIM OF THE COURSE**

- To introduce students to films studies as a discipline and to develop in them analytical and critical skills so that they can appreciate cinema as an independent art form.

**OBJECTIVES OF THE COURSE**

To arrive at an appreciation of film as an art form and its aesthetics

- To see film as a gateway subject and to foster through film an understanding of visual aesthetics, forms and technological innovation.
- To understand how film connects with history, politics technology, psychology and performance.
- To critically appraise the nature of representation on screen and how class, race ethnicity and sexuality are represented.
- To probe the impact of practices and regulations such as censorship, cultural policy, industry awards and international distribution in film reception.
- To develop analytical skills so that the student can produce informed and thorough close readings of films.

**3. COURSE OUTLINE MODULE 1**

Introduction to the basic terminology of filmmaking Mise en scene, long takes deep focus Shots (close up, medium shot, long shot)

Editing: chronological editing, cross cutting , montage , continuity editing , continuity cuts , jump cuts, match cuts, 30 degree rule ,180 degree rule. Sound in the movies, colour in the movies.

The production, distribution and reception of films; censorship

## MODULE II

Introduction to film genres

The Major genres: Narrative, avant-garde, documentary

Other genres: Thriller, melodrama, musical, horror, western, fantasy animation film noir expressionist historical, mythological, road movies

## MODULE III

Introduction to major movements and theories

The silent era; classic Hollywood cinema, Neo-Realism, French New wave, Indian cinema Introduction to the film theories of Sergei Eisenstein, Andre Bazin , auteur theory, Christian Metz and Laura Mulvey

## MODULE IV SELECTED FILM TEXTS

- 1 Andre Bazin : *The Evolution of the Language of Cinema* („What is Cinema“)
- 2 Satyajit Ray: *What is Wrong with Indian Films* (from „Our Films Their Films“)
- 3 Ronald Abramson “ *Structure and Meaning in Cinema in Movies and Methods* Ed. Bill Nichols
- 4 C.S. Venkiteswaran , Swayamvaram : *Classic Prophecies in Film and Philosophy* ed. K Gopinathan

## MODULE V CASE STUDIES OF CLASSIC CINEMA

*Battleship Potemkin* – Silent Cinema, Montage

*Bicycle Thieves*: Neo Realism

*The Godfather*: Hollywood Classic

*Charulata*: Indian Classic

*Rashomon*: Asian Classic. Japanese Cinema

*Chemmeen*: Malayalam Classic

## READING LIST:-

### a) RECOMMENDED READING

1. Amy Villarejo. *Film Studies : The Basics* London & New York Routledge. 2007
- Warren Buckland *Teach Yourself Film studies* , London , Hadden
- Virginia Wright Wexman *A History of Film* Delhi , Pearson
- Susan Heyward *Key concepts in Cinema Studies* London Routledge
- J Dudley Andrew *The Major Film Theories : An Introduction* New Delhi Oxford
6. Michael Silverman (eds) “Elements of Literature” *The Elements of Film* New Delhi, OUP Pages 1451-1491.

### b) FURTHER READING

1. Leo Braudy & Marshall Cohen Eds. *Film Theory and Criticism* Oxford OUP
2. Geoffry Nowell Smith. *The Oxford History of World Cinema* Oxford OUP

3. Satyajit Ray *Our Films Their Films* Hyderabad Orient Longman
4. J Dudley Andrew *Concepts in Film theory*
5. Jarek Kupsc *The History of Cinema for Beginners* Hyderabad , Orient Longman
6. Victor Perkins *Film as Film: Understanding and Judging Movies.* Harmondsworth, Penguin
7. Bill Nicols ed. *Movies and Methods*
8. Rudolf Arnheim *Film as Art* London Faber
9. Andre Bazin *What is Cinema* Berkeley U of California P
10. John Caughie (ed) *Theories of Authorship* London BFI
11. John Corner *The Art of Record: A Critical Introduction to Documentary*, Manchester UP
12. David Bordwell *The Cinema of Eisenstein* London Routledge
13. Ashish Rajadyaksha & Paul Willeman *Encyclopedia of Indian Cinema* Oxford & New Delhi OUP
14. John Hill & Pamela Church Gilson (eds) *The Oxford Guide to Film Studies* OUP
15. David Overly (ed) *Springtime in Italy: A Reader on Neorealism* London, Talisman
16. James Monaco *The New Wave* NY OUP
17. Keiko McDonald *Cinema East: A Critical Study of Major Japanese Films*, London. Associated University Presses
18. Chidananda Das Gupta *The Cinema of Satyajit Ray* New Delhi Vikas

5. **CYBER RESOURCES**

*(To be incorporated)*

6. **MODEL QUESTIONS**

*(To be incorporated)*



**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

RESTRUCTURED CURRICULUM FOR UNDERGRADUATE PROGRAMMES

**SYLLABI FOR OPEN COURSES  
FOR STUDENTS OF OTHER DISCIPLINES  
CREATIVE WRITING IN ENGLISH**

COURSE CODE	ENG5D02
TITLE OF THE COURSE	CREATIVE WRITING IN ENGLISH
SEMESTER IN WHICH THE COURSE	5
NO. OF CREDITS	2
NO. OF CONTACT HOURS	54 (3 hrs/wk)

**1. AIM OF THE COURSE**

- To acquaint students with the basic principles and techniques involved in writing poetry, fiction and drama
- To develop students' talent for creative writing in English and to encourage them to keep writing

**2. OBJECTIVES OF THE COURSE**

- To introduce the concept of creative writing
- To familiarise students with the process of writing poetry, fiction and drama
- To train students to write the various forms
- To prepare students to write for the media
- To encourage students to write for publication

**3. COURSE OUTLINE****MODULE I – INTRODUCTION TO CREATIVE WRITING**

Creativity – inspiration – art – propaganda – madness – imagination – creative writing/teaching of – importance of reading

**MODULE II – THE ART AND CRAFT OF WRITING**

Tropes, figures – style, register – formal, informal usage – varieties of English – language and gender  
– disordered language – playing with words – grammar and word order - tense and time - grammatical differences

**MODULE III – MODES OF CREATIVE WRITING**

- a) POETRY:** Definitions - functions of language - poetry and prose - shape, form, and technique - rhyme and reason – fixed forms and free verse – modes of poetry: lyrical, narrative, dramatic – voices  
- Indian English poets – interview - verse for children - problems with writing poetry - writing poetry -



Workshops

**b) FICTION:** Fiction, non-fiction - importance of history - literary and popular fiction – short story and novel – interview - writing fiction for children - children’s literature - interview - workshops

**c) DRAMA:** Drama - plot - characterization – verbal and non verbal elements – overview of Indian English theatre – styles of contemporary theatre – Indian playwrights - interview - writing for films – screenplay – children’s theatre – writing drama - workshops

**MODULE IV- WRITING FOR THE MEDIA**

Print media - broadcast media – internet - advertising

**MODULE V – PUBLICATION TIPS**

Revising and rewriting – proof reading – editing – submitting manuscript for publication – summary

**EXTENSION ACTIVITY (READING)**

A reading of a few pieces of creative writing of well known authors is to be undertaken as an extended activity. The reading may be done as a class room activity under the guidance of teacher or optionally, students read the pieces at home and a discussion on the various aspects may be undertaken later in class. It could also be done as a group activity in classroom with the group leader presenting the summary of the ideas generated at the discussion. Loud reading of poems and stories and role plays of sections of plays is to be encouraged.

A sample collection of pieces is given. The list is only suggestive. A resourceful teacher is free to select any number of pieces of his/her choice. Being an open course, such an activity will be of a serious nature.

**POETRY**

Wordsworth	: The Solitary Reaper
Robert Frost	: Stopping by the Woods on a Snowy Evening
Shakespeare	: Shall I compare thee to a summer’s day?
Pablo Neruda	: Tonight I Can Write
Wole Soyinka	: Telephone Conversation
Tagore	: Where the Mind is Without Fear
Emily Dickinson	: It’s Such a Little Thing

**FICTION**

O. Henry	: The Last Leaf
Prem Chand	: Resignation
Chinua Achebe	: Marriage is a Private Affair
Saki	: The Open Window
Anton Chekhov	: The Grief

**DRAMA**

Shakespeare	: <i>The Merchant of Venice</i> (The Trial Scene)
Stanley Houghton	: The Dear Departed
Tagore	: Chandalika
Chekhov	: The Bear

## 4. READING LIST:-

## A) CORE TEXT

Sl. No	Title	Author/s	Place/Publisher/Year
1	<i>Creative Writing: A Beginner's Manual</i>	Anjana Neira Dev, Anuradha Marwah, Swati Pal	Delhi, Pearson Longman, 2009

## B) FURTHER READING

Sl. No	Title	Author/s	Place/Publisher/Year
1	<i>Elements of Literature: Essay, Fiction, Poetry, Drama, Film</i>	Robert Scholes, Nancy R. Comley, Carl H. Klaus, Michael Silverman	Delhi, OUP, 2007
2	<i>Write from the Heart: Unleashing the power of Your Creativity</i>	Hal Zina Bennet	California, New World Library, 2001
3	<i>A Guide to Writing about Literature</i>	Sylvan Barnet, William E. Cain	New Delhi, Pearson, 2006

## 5. CYBER RESOURCES

[http://www.chillibreeze.com/articles\\_various/creative-writer.asp](http://www.chillibreeze.com/articles_various/creative-writer.asp)

<http://www.contentwriter.in/articles/writing/> <http://www.cbse.nic.in/cw-xii/creative-writing-xii-unit-1.pdf>: (downloadable

free)

## 6. MODEL QUESTIONS

(To be incorporated)

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**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

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RESTRUCTURED CURRICULUM FOR  
UNDERGRADUATE PROGRAMMES

**SYLLABI FOR OPEN COURSES**  
FOR STUDENTS OF OTHER DISCIPLINES  
**APPLIED LANGUAGE SKILLS**

COURSE CODE	ENG5D03
TITLE OF THE COURSE	APPLIED LANGUAGE SKILLS
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5
NO. OF CREDITS	2
NO. OF CONTACT HOURS	55 3 hrs/wk)

**1. AIM OF THE COURSE**

English is moving into a position of strength, emerging as the single universally known spoken and accepted language. There is a growing thrust on the language, specifically the communicative aspect of English. The course shall cater to equipping the students through a rigorous training and result in comprehensive language enhancement.

**2. OBJECTIVE OF THE COURSE**

Upon completion students should be able to:

Fulfil their educational and professional goals as they relate to their knowledge and use of the English language.

- Gain a sound functional competence in the English language without the impediment of language difficulties.
- Overcome difficulties cropping up at the time of interviews, in group discussions, or during entrance examinations.
- Develop a high level of proficiency in all skill areas of the English language in an integrated curriculum. Develop a solid understanding and usage of academic English.
- Attain an appropriate level of expertise in the skill area: reading, listening comprehension, grammar, writing and verbal skills.

**3. COURSE OUTLINE MODULE I – LANGUAGE AND COMMUNICATION**

**Principles of Communication** - Verbal and Non-verbal communication - **Barriers to Communication**: Psychological barriers – Linguistic barriers – Socio-cultural barriers - **The four essential Communication Skills**: Receptive and Active Skills Fluency and Accuracy in Communication

**MODULE II – RESOURCES FOR LANGUAGE SKILLS**

- a) **Conventional Resources:** Dictionaries – Thesaurus – Pronunciation Dictionary – Collocation Dictionary – Dictionaries of Idioms and Phrases – Grammar Books
- b) **Electronic Resources:** On-line Dictionaries and Thesaurus – Introduction to HTML – Subject Directories – Web Resources for Language Learners – Using search Engines – Browsers and Servers – Boolean Search – CD-Rom – Computer Assisted Language Learning (CALL)
- c) **Practical:** Vocabulary building exercises – Pronunciation drilling – Transcription – Grammar in content and context - exercises

**MODULE III – ACTIVE SKILLS (SPEAKING AND WRITING)**

**1)Speech Skill:**

**Conventions in Speaking:** Sounds – Articulation – Pronunciation of Words – Stress – Intonation – Rhythm – Weak forms and Strong Forms.

**Approach to Effective Conversation:** Starting a conversation – Greetings and Asking after – Introducing oneself – Wishing Well – Apologizing – Excusing – Asking for and giving Information – Making Requests, suggestions, Offers, Orders – Agreeing – Disagreeing – Giving and asking Permission – Making invitations – Accepting and Rejecting – Expression of likes and dislikes – ending a conversation.

**2)Writing Skill**

- a) Common Errors in Grammar, Vocabulary and Usage
- b) General Writing: Purpose, Structure, Layout and Form - Business Correspondence – Reports – Requests and Petitions – Complaints – Feature Writing – Article Writing
- c) Academic Writing: Planning, Structuring and Drafting – Introduction, the Body and Conclusion Project Writing – Planning and Research – Book Reviews – Abstract – Synopsis – Seminars – Symposia
- d) E-writing: e-mail Exchange – Blogging – Writing On-line – Content Writing for Websites
- e) Practical/Assignments (Samples):

- Drilling – Sounds and Passages to familiarize the intonation and stress pattern
- Role playing – conversation based on a given situation
- Write Features, Articles, Reports, etc. on given topics
- Prepare articles, features, contents and the like to be uploaded on to the Blog created by the Department

**MODULE IV – RECEPTIVE SKILLS (READING AND LISTENING SKILLS)**

**Reading Skill**

The purpose of Reading – Reading for Detail – Reading for Specific Information – Promotion of Fluent Reading – Intensive and Extensive Reading – Silent and Loud Reading

**Listening Skill**

Difference between listening and hearing – Qualities of an active listener – Barriers to listening – Academic listening (Taking notes – Comprehending a form or a table, chart etc) – listening for inferences – listening for specific information, and listening for overall information.

Practical/Assignments (Samples):

- Read a passage and answer the comprehension questions based on it
- Test the student's rendition of the passage and assess the progress
- Assess the student's pronunciation and fluency based on his/her loud reading of either a passage or conversation
- Students should be exposed to British, American and General Indian English varieties and his/her listening skill assessed
- Students may be exposed to recorded academic lectures, news reading in TV or Radio Channels, dialogues and group discussions and their listening skill assessed.
- Prepare a brief report of the news heard on national or international English channels

#### **MODULE V – CAREER SKILLS**

- a) Curriculum Vitae/Resumé – Job Application – Cover Letter
- b) Discussion Skills – Group Discussion – Debates – Facing and Conducting Interviews — Seminars and Conferences – Organizing Formal and Informal Meetings  
Presentation Skills  
Assessing Students' Skills – Planning Presentation – Visual aids – New Technology for Presentation – Preparing Presentation – Delivering Presentation

#### Practical/Assignments (Samples)

- Students may be asked to prepare a Resumé, Cover letter and a Job Application
- Initiate group discussions of given topics
- Conduct a mock interview for a profession, the students taking up the role of interviewers and interviewees
- Organise a formal meeting on the proposed agenda, the students assuming different roles
- Prepare and Deliver Presentation with audio-visual aids
- All these activities can be monitored by a panel of students.

#### Expectations:

The full-time curriculum includes a minimum of 4 hours of coursework per week, plus individual mentoring and time spent in the English Language Learning Centre/Lab.

#### READING LIST

##### 5. CYBER RESOURCES

*(To be incorporated)*

##### 6. MODEL QUESTIONS

*(To be incorporated)*

## CORE READING

Sl No	Title	Author	Publisher/Year
1	<i>Study Listening</i>	Tony Lynch	Cambridge University Press, 2004
2	<i>Study Speaking</i>	Kenneth Anderson, Joan Maclean and Tony Lynch	Cambridge University Press, 2004
3	<i>Study Reading</i>	Eric H. Glendinning and Beverly Holmstrom	Cambridge University Press, 2004
4	<i>Study Writing</i>	Liz Hamp-Lyons and Ben Heasley	Cambridge University Press, 2006
5	<i>Oxford Guide to Effective Writing and Speaking</i>	John Seely	New Delhi: OUP, 2000
6	<i>Structures and Strategies: An Introduction to Academic Writing</i>	Lloyd Davis and Susan Mckay	Hyderabad, University Press India .Pvt.Ltd., 2008
7	<i>Towards Academic English: Developing Effective Skills</i>	Mark Cholij	New Delhi: CUP, 2007
8	<i>Language Skills -I</i>	S C Sood and Mita Bose et al	Manohar Publishers & Distributors, 2005
9	<i>Technical Presentation Skills</i>	Steve Mandel	New Delhi: Viva Books Pvt.Ltd., 2004
10	<i>Conversational Practice</i>	Grand Taylor	Tata Mcgraw Hill Publishing Company Limited, 2008

## B. GENERAL READING

Sl No	Title	Author	Publisher/Year
1	<i>Applied English: Language Skills for Business and Everyday Use</i>	Robert E Barry	Prentice Hall, 1994
2	<i>A Course in Communication Skills</i>	P. Kiranmai Dutt, Geetha Rajeevan and CLN Prakash	Foundation Books, 2009
3	<i>Speaking and Writing for Effective Business Communication</i>	Francis Soundararaj	Macmillan, 2008
4	<i>Developing Communication Skills</i>	Krishna Mohan and Meera	Chennai: Macmillan, 2008
5	<i>Academic Encounters</i>	Kristine Brown and Susan Hood	Foundation Books, 2006

**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**RESTRUCTURED CURRICULUM FOR  
BA PROGRAMME IN ENGLISH LANGUAGE AND LITERATURE**PROJECT**

COURSE CODE	DNENG6B06 4282/GA - IV - B2/2012/CU (Page : 668)
TITLE OF THE COURSE	PROJECT
SEMESTER IN WHICH THE COURSE IS TO BE TAUGHT	5 and 6

## GUIDELINES FOR THE PROJECT WORK

## INTRODUCTION

The Scheme and Syllabus of BA Programme in English CCSS stipulates that the students should do a final Project. The UG Board of Studies held on 29/07/2011 discussed and resolved to propose specific guidelines for the preparation and submission of the said Project. The following are the guidelines for conducting, reporting and submitting the Project in partial fulfillment of the requirements for the award of the degree of Bachelor of Arts in English of the CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA.

The entire course of Project Work is spread in the last two Semesters namely V and VI Semesters of the BA degree Programme. In the V Semester, the Course of Project work, with two hours per week allotted is a non-credit Course. However, in the VI Semester, the Course of Project Work is a logical and practical continuation of the Course of Project work done in the V Semester. In the VI Semester, the Course of Project work carries 2 credits. The number of hours allotted per week in the VI Semester also is 2 hours as in the case of the V Semester.

**THE GUIDELINES TO BE FOLLOWED**

The guidelines to be followed in the preparation, conducting, reporting, submission and evaluation of the Project work are as follows:-

1. The topics shall strictly adhere to the authors or socio-cultural backgrounds/influences of English Literature.
2. The candidates can take up a topic either from the prescribed syllabus or from outside the prescribed syllabus. The projects on the topics outside the syllabus will attract grace marks.
3. It is recommended that the project should be carried out on individual basis. In special cases Group presentation of projects can be allowed.
4. V Semester shall be devoted to the study of methodology of research and project work. By the end of the V Semester, a Synopsis of Project work should be finalized with the help of the guide.
5. The Synopsis of the Project, which is finalized by the end of V Semester, should be submitted to the Department for approval. It shall consist of the following:

- Title of the Project
- Objectives
- Review of Literature
- Methodology including the reading list.

It is strongly recommended that, the Department need not wait till the end of the Semester for the finalization of the topic for Project Work. The students shall be encouraged to start the project work as early as possible in the V Semester itself. This will ensure enough buffer time in case of unforeseen circumstances.

6. A Department Level Project Committee under the Chairmanship of Head of Department, in its due course of meetings, shall approve the topics for Project work. The Department Level

Project Committee may or may not conduct a zero-credit-zero-mark general viva to ascertain the competency of the candidates for conducting the project work. The

Department Level

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Project Committee shall give necessary guidelines, which should be taken note by the students as well as the guide.

7. The approved topics, along with the name of students and the name of the guide/supervisor should be displayed in a Notice Board under the Seal and Signature of the Head of the Department.
8. Considering the number of students available in a batch and the number of Faculty members available in a department, it is suggested that the students shall be grouped into 5 to 10 groups consisting of 3 to 5 students. Each faculty member shall thus give guidance to one or two such groups.
9. The VI Semester is fully devoted for
  - Library Work and Data Collection
  - Data Analysis
  - Project Writing
  - Report Presentation and Submission
10. The candidates shall devote themselves to the realization of the project, making use of the holidays. Hours allotted for Project work in the V and VI Semesters should be devoted for attending lecture classes on Project work and for obtaining guidance from the Supervisor.
11. Each candidate shall submit the Report of the Project work, separately under his/her name. However, in the case of group submission, the names of other members of the group shall be mentioned in the Certificate signed by the Supervisor/Guide and Head of Department.
12. Normally a Report should consist of the following:-
  - 25 to 30 A-4 size typed or printed pages
  - Font: Times New Roman
  - Letter size: 12 for running matter
  - Letter Size: 16 for Headings
  - Line Spacing: 1.5
  - Page Numbers: aligned to the top-center
  - Margins of 1.25 inches on all sides.
  - References if any may be given as Footnotes. However, this matter is left for the discretion of the student and Supervisor.
  - Spiral binding.
  - Minor desirable variations can be adopted by the DLPC (Dept. Level Project Committee) of a College.
  - Structure of the Project Report is as follows:- Page i)



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***TITLE OF THE PROJECT REPORT IN CAPITAL***

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Project Report Submitted in Partial Fulfillment of the Requirements for the Award of Degree of Bachelor of Arts in English

of the CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA by

(Students Name) Register Number

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Emblem of the Institution Month Year Department

Name of College, Address Page ii)

Declaration by the candidate

Page iii) Certificate from the Supervisor, countersigned by the HoD.

Page iv) Acknowledgements if any.

Page v) Contents

13. It is of utmost importance that the student should refrain from plagiarism. The Supervisor shall take utmost care in this regard.
14. **Evaluation of the Project:** The Project Report shall be subjected to both internal and external evaluation. The Internal Evaluation shall be done at the Department level. As in the case of the Core Courses, the Internal Evaluation of the project carries 25% Weightage. This has to be awarded to the candidates on the basis of his/her performance in the project presentation followed by an Internal Viva-Voce conducted by a three member Committee comprising of the Head of Department, Supervisor, and a senior Faculty member. The External Evaluation of the Project is based on the written material.

The external evaluation is done by a Board of Examiners consisting of a minimum of 3 members selected from a Panel of Examiners constituted from among the faculty members of English. The Board of Examination shall consist of at least one faculty member from the Department, the students of which are examined. A copy of the Project report shall be collected and sent from the Colleges (Examination Centers) to the University and the External Evaluation shall be arranged as per University decision.

**Declaration of the Result:** The student should get a minimum of C Grade for a pass.

In an instance of inability of obtaining a minimum grade of C, the Project may be redone and the report may be resubmitted.

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**CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA**

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Board of Studies in History (UG)  
Revised Curriculum of undergraduate Programme in History  
Effective from 2014- 15 Admissions

The discipline of History, the most vibrant among Social Sciences, evokes much interest among the academia and amateur as well, as it orients the society for the better. The study of History as a discipline has gone through tremendous changes over the years. The two cardinal aspects of this development, which seems to be emerged as an obvious reaction to the challenges posed by Post Modernism are seen reflected in the diversity of subjects included within the purview of historical analysis and the multiplicity of disciplines and approaches incorporated in the treatment of these vividly varying subjects. All these help us immensely to provide a comprehensive outlook of the society we live in and also a deeper insight into its characteristics, complexities and problems. All these issues can be well studied through comprehensive and scientific analyses which only History can provide. The study of history is equally important in the highly competitive job market as it helps the students to sharpen the analytical mind, improve the memory retention capability and also to present things in a logical manner. Above all these learning outcomes stand the highly placed objective of the desired attitudinal change which invariably equips the students with all the necessary ingredients to build up responsible citizenship.

The revision and reframing of curriculum is inevitable in social sciences like History so as to incorporate the recent findings and emerging trends of the discipline. The primary aim of the revision of syllabi attempted here is to accommodate some of such findings and approaches. At the same time considerable attention is also rendered for providing a strong base of the established and existing knowledge in the discipline.

The revision of the syllabi is not undertaken in an arbitrary manner. The matter has been consulted with all the undergraduate departments of history in Govt./aided colleges affiliated to the University of Calicut by supplying a proforma seeking suggestions regarding the changes, modifications and restructuring to be incorporated. We have made a through scrutiny of the feedback/recommendations received from various members of faculty before finalizing the syllabi. The valuable suggestions extended from the part of teaching fraternity have been well considered and accommodated to the maximum extend possible. I would like to express my sincere gratitude to all the members of the Board of Studies and to those faculty members who have the generosity to put forward their suggestions in this regard.

Ashraf koyilothan kandiyil,  
Chairman, board of studies in history (ug)  
Christ college (autonomous), irinjalakuda



**Board of Studies in History (UG)**

Sl.No	Name	Official Address
	Ashraf Koyilothan Kandiyl, Asst. Professor and Head (Chairman)	Department of History Govt. College Mokeri P.o Mokeri, Kozhikode- 673507
1	Rajan Vattolipurakkal Associate Professor and Head	Department of History Government College Malappuram 676 509
2	Dr. Sheela. F.Christina, Associate Professor,	Department of History, Malabar Christian College, Kozhikode.
3	Musthafa Farook.P, Asst. Professor	Department of History Sullamussalam Science College, Araecode,
4	Abdul Salam. A.M., Associate Professor,	Department of History, RSMSNDP College, Koyilandi.
5	Smt.Sandhya.M.Unnikrishnan, Assistant Professor,	Department of History, NSS College, Manjeri.
6	Shiny Joseph, Assistant Professor	Department of History, Govt Victoria College, Palakkad.
7	Dr. Joshy Mathew, Assistant Professor,	Department of History, Pazhassiraja College, Pulpally.
8	Mrs. Sreelatha, Assistant Professor	Department of History, Zamorian Guruvayurappan College, Kozhikode.
9	Ajmal Mueen M A, Assistant Professor,	Dept of History, MAMO College, Mukkam, Kozhikode.
10	Dr.Kunhali. V	Chairman, PG Board (Ex-Off)

## **CHRIST COLLEGE (AUTONOMOUS), IRINJALAKUDA SYLLABUS OF B.A. HISTORY PROGRAMME**

### **About the Course:**

The structure of BA programme in History is as follows:

**Common courses:** In general every under graduate student shall undergo 10 common courses (Total 38 credits) **chosen from a group of 14 common courses listed below, for completing the programme:**

1. *Common English course I*
2. *Common English course II*
3. *Common English course III*
4. *Common English course IV*
5. *Common English course V*
6. *Common English course VI*
7. *Additional language course I*
8. *Additional language course II*
9. *Additional language course III*
10. *Additional language course IV*

Common courses 1-6 shall be taught by English teachers and 7-10 by teachers of additional languages.

#### **Common courses Semester wise**

No.	Semester I	Semester II	Semester III	Semester IV
1	1,2,7	3,4,8	5,9	6,10

**Core courses:** Core courses are the courses in the major (Core) subject of the degree programme chosen by the student. Core courses are offered by the parent department. The number of core courses offered to the students of History is 15, including a project work.

**Complementary courses:** Complementary courses cover one or two disciplines that are related to the core subject and are distributed in the first four semesters.

**Open Courses:** There shall be one open course in core subjects in the fifth semester. The Open course shall be open to all the students except the students of parent discipline. (They can choose an open course from a different discipline).

Each department/discipline can decide the open course from the courses offered by the University.

**Credits:** Each course shall have certain credits. For passing the degree programme the

student shall be required to achieve a minimum of 120 credits of which 38(22 for common [English] courses +16 for common languages other than English) credit shall be from common courses, a minimum of 2 credits for project and 2 credits for the open course. Minimum credits required for core, complementary and open courses put together are 82. However the credits to be set apart for the core and complementary courses shall be decided by the faculty concerned. The maximum credits for a course shall not exceed 5. Honours and dual core programmes are having separate credit distribution.

**Attendance:** A student shall be permitted to appear for the semester examination, only if he/she secures not less than 75% attendance in each semester. Attendance shall be maintained by the concerned Department. Condonation of shortage of attendance to a maximum of 9 days in a semester subject to a maximum of two times during the whole period of a Degree Programme may be granted by the University. Benefits of attendance may be granted to students who attend the approved activities of college/university with prior concurrence of the Head of the institution. Participation In such activities may be treated as presence in lieu of their absence on production of participation / attendance certificate in curricular/extracurricular activities. It should be limited 9 days in a semester. The condonation of shortage of attendance shall be granted according to the existing prescribed norms.

If a student registered in first semester of the UG degree programme is continuously absent from the classes for more than 14 working days at the beginning of the semester without informing the authorities the matter shall immediately be brought to the notice of the Registrar of the university. The names of such students shall be removed from the rolls.

**Admission to repeat courses** should be within the sanctioned strength. However if more candidates are there, the candidates who have suffered serious health problems, on production of a medical certificate issued by a physician not below the rank of a Civil Surgeon in Government service, may be permitted to repeat the course, with a written order issued by the Registrar, Calicut University (by considering his/her SGPA/CGPA and percentage of attendance). The number of such candidates should not exceed two.

**Grace marks:** Grace Marks may be awarded to a student for meritorious achievements in co-curricular activities (in Sports/Arts/ NSS/NCC/ Student Entrepreneurship) carried out besides the regular class hours. Such a benefit is applicable and limited to a maximum of 8 courses in an academic year spreading over two semesters. No credit shall be assigned for such activities.

**Study Tour:** Compulsory study tour to destinations of architectural, archaeological, historical and cultural importance is to be conducted either in 5<sup>th</sup> or in 6<sup>th</sup> semesters

**Extension activities:** Compulsory social service (CSS) for a period of 15 days is essential for the successful completion of a U.G. programme.

**Examination:** There shall be University examinations at the end of each semester except for complementary courses which are to be conducted on even semesters by combining the complementary courses of the first two semesters and by combining of those of the third and fourth semesters .( For details refer CBCSS Modified Regulation 2014). In the (CUCBCSSUG 2014 scheme) - UG pattern, the common course IV will cover the whole aspects of the syllabi for Environmental studies. So there is no need of conducting a separate examination in Environmental

studies for the students of CUCBCSSUG 2014 scheme.

**Project:** Every student of a UG degree programme shall have to work on a project of not less than 2 credits under the supervision of a faculty member as per the curriculum. Details and time schedule of the submission of the project report, are given in page No 56 below. External **Viva-voce** will be conducted along with the project evaluation. **Project** evaluation shall be conducted at the end of sixth semester. 20 % of marks are awarded through internal assessment.

**Improvement Course:** Improvement of a particular semester can be done only once. The student shall avail the improvement chance in the succeeding year after the successful completion of the semester concerned. The internal marks already obtained will be carried forward to determine the new grade/mark in the improvement- examination. If the candidate fails to appear for the improvement examination after registration, or if there is no change in the results of the improved examination, the mark/grade obtained in the first appearance will be retained. Improvement and Supplementary examinations cannot be done simultaneously.

**EVALUATION AND GRADING:** Mark system is followed instead of direct grading for each question. For each course in the semester letter grade, grade point and % of marks are introduced in 7- point indirect grading system.

Seven Point Indirect % of Marks (IA+ESE)	Grade	Interpretation	Grade point Average (G)	Range of grade points	Class
90 and above	A+	Outstanding	6	5.5 -6	First class with Distinction
80 to below 90	A	Excellent	5	4.5 -5.49	
70 to below 80	B	Very good	4	3.5 -4.49	First class
60 to below 70	C	Good	3	2.5 -3.49	
50 To below 60	D	Satisfactory	2	1.5 -2.49	Second class
40 to below 50	E	Pass/Adequate	1	0.5 -1.49	Pass
Below 40	F	Failure	0	0 - 0.49	Fail

**Course Evaluation:** The evaluation scheme for each course shall contain two parts (1) Internal assessment (2) external evaluation. 20% weight shall be given to the internal assessment. The remaining 80% weight shall be for the external evaluation.

**Internal Assessment:** 20% of the total marks in each course are for internal examinations. The marks secured for internal examination only need be sent to university by the colleges

concerned. The internal assessment shall be based on a predetermined transparent system

Above 90% attendance -	100% marks allotted for attendance
85 to 89%	80%
80 to 84 %	60%
76 to 79 %	40%
75 %	20%

involving written test, assignments, seminars and attendance in respect of theory courses and lab test/records/viva and attendance in respect of practical courses. Internal assessment of the project will be based on its content, method of presentation, final conclusion and orientation to research aptitude. Components with percentage of marks of Internal Evaluation of Theory Courses are- Attendance 25 %, Assignment/ Seminar/Viva 25 % and Test paper 50%. (If a fraction appears in internal marks, nearest whole number is to be taken)

Attendance for each course will be allotted as below:

To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be notified on the notice board at least one week before the commencement of external examination. There shall not be any chance for improvement for internal marks. The course teacher(s) shall maintain the academic record of each student registered for the course, which shall be forwarded to the University by the college Principal after obtaining the signature of both course teacher and HOD)

**External Evaluation:** External evaluation carries 80 % of marks. External evaluation of Even (2, 4, 6) semesters will be conducted in centralized valuation camps immediately after the examination. Answer scripts of Odd Semester (1, 3, and 5) examinations will be evaluated by home valuation. All question papers shall be set by the university. The external examination in theory courses is to be conducted with question papers set by external experts. The evaluation of the answer scripts shall be done by examiners based on a well-defined Scheme of valuation and answer keys shall be provided by the University.

## History Courses:

The syllabus appended herewith is a thoroughly restructured and reformed one in accordance with the proposed changes in curriculum. The opinions of veteran scholars and teachers as well as young scholars have been incorporated in to the new syllabus. Opinions of teachers were pooled in and the syllabus is prepared giving due importance to these opinions.

The syllabus reconstituted here primarily aims at introducing the fundamentals of historical knowledge in a wider range so as to equip the students with better understanding of Society and Historical processes. It also aims at exposing the spirit of research, analysis, criticism, innovation and invention among the students.

The present syllabus consists of 46 courses - fifteen core courses, twelve complementary courses, three open courses and four elective courses.

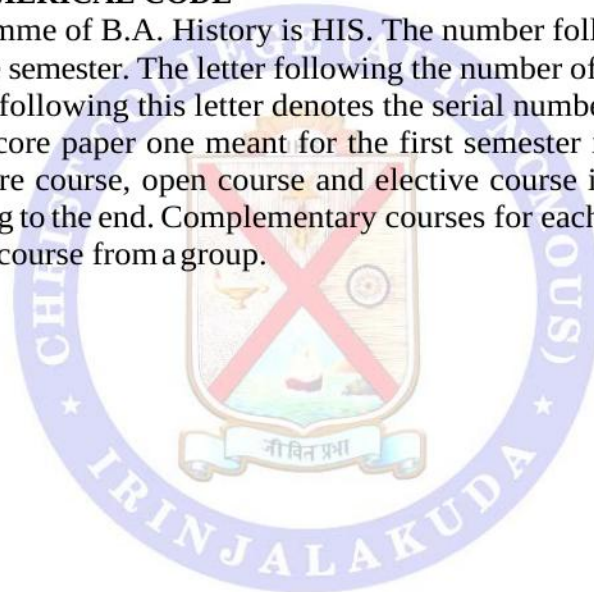
### . DETAILS OF THE COURSES



1. 15 core courses including the Project, all compulsory (in the place of the main papers) with certain grades. Code of the course - B.
2. 24 complementary courses. Thus there are six groups of complementary courses  
-Modern Indian History (1857 to the Present), Modern World History from AD 1500, Social and Cultural History of Britain, West Asian Studies, Archaeology in India and History of Journalism . Each group consists of four courses. Only one group is to be opted. The group opted for the first semester must be continued in the other semesters also. For example if the group opted by a college is on Modern Indian History (1857 to the Present), the courses offered on it must be taught in all the semesters. i.e., HIS1C01, HIS2C01, HIS3C01 and HIS 4C01 for the first, second, third and fourth semesters respectively. Each course has 2 credits. Code of the course -C.
3. One open course with 2 credits, to be selected from the 2 courses offered. This course is to be offered to the students of other disciplines. Code of the course - D.
4. One Elective course with 2 credits (to be selected from the 4 courses offered) Code of the course - E.

#### **ABOUT ALPHA- NUMERICAL CODE**

The code of the programme of B.A. History is HIS. The number following HIS in the code of each course denotes the semester. The letter following the number of the semester denotes the course and the number following this letter denotes the serial number of the course. Thus the code HIS1B01 means core paper one meant for the first semester in the programme of BA History. Each of the core course, open course and elective course is numbered in ascending order from the beginning to the end. Complementary courses for each semester are shown as a group. Select only one course from a group.



## I. CORE COURSES

(15 courses including project work)

Sl. No.	Code	Name of the Courses	Credit	Contact Hours/week	Sem
1	HIS1B01	THE TRENDS IN HISTORIOGRAPHY	5	6	I
2	HIS2B02	HISTORY OF THE EARLY WORLD	5	6	II
3	HIS3B03	INFORMATICS AND HISTORY	4	4	III
4	HIS3B04	HISTORY OF EARLY INDIA	4	5	III
5	HIS4B05	HISTORY OF THE MEDIEVAL WORLD	4	5	IV
6	HIS4B06	METHODOLOGY OF HISTORICAL WRITING	4	5	IV
7	HIS5B07	KERALA SOCIETY AND CULTURE:	4	5	V
8	HIS5B08	HISTORY OF MEDIEVAL INDIA	4	5	V
9	HIS5B09	HISTORY OF MODERN INDIA	4	5	V
10	HIS5B10	HISTORY OF MODERN WORLD	4	5	V
11	HIS6B11	HISTORY OF MODERN KERALA	4	5	VI
12	HIS6B12	HISTORY OF CONTEMPORARY INDIA	4	5	VI
13	HIS6B13	CONTEMPORARY KERALA	4	5	VI
14	HIS6B14	GENDER STUDIES	4	5	VI
15	HIS6B15	COURSE WORK- DISSERTATION	4	2 Hours	VI

**COMPLEMENTARY COURSES**

(24 courses)

<b>Sl. No.</b>	<b>Code</b>	<b>Name of the Courses</b>	<b>Credit</b>	<b>Contact Hours/week</b>	<b>Sem</b>
1	HIS1C01	<b>Modern Indian History (1857 to the Present):</b>  India Under Colonial Rule and Early Resistances (1857- 1885)	2	3	
2	HIS1C02	<b>Modern World History from AD 1500:</b>  Modern World In Transition- From A.D 1500	2	3	I
3	HIS1C03	<b>Social and Cultural History of Britain:</b>	2	3	



I

Social and Cultural History of Britain

(Ancient And Medieval Period)

4	HIS1C0 4	<b>West Asian Studies</b>	2	3	I
		West Asia In Transition			
5	HIS1C0 5	<b>Archaeology In India</b>	2	3	I
		Principles And Methods Of Archaeology			
6	HIS1C0 6	<b>History Of Journalism</b>	2	3	I
		Early History Of Journalism			
7	HIS2C0 1	<b>Modern Indian History (1857 to the Present):</b>	2	3	II
		Indian National Movement - First Phase (1885- 1917)			
8	HIS2C0 2	<b>Modern World History from AD 1500:</b>	2	3	II
		Consolidation of The Modern World			

9	HIS2C0 3	<b>Social and Cultural History of Britain:</b>  History of Tudors and Stuarts	2	3	II
10	HIS2C0 4	<b>West Asian Studies</b>  Emergence of Modern West Asia	2	3	II
11	HIS2C0 5	<b>Archaeology In India</b>  History of Archaeology	2	3	II
12	HIS2C0 6	<b>History Of Journalism</b>  History of Journalism in India	2	3	II
13	HIS3C0 1	<b>Modern Indian History (1857 to the Present):</b>  Indian National Movement – Gandhian Phase (1917- 1947)	2	3	III
14	HIS3C0 2	<b>Modern World History from AD 1500:</b>  Imperialist Onslaughts and Resistance Movements	2	3	III
15	HIS3C0 3	<b>Social and Cultural History of Britain:</b>  History of Revolutions and Era of Colonialism	2	3	III
16	HIS3C0 4	<b>West Asian Studies</b>  West Asia In Crises	2	3	III
17	HIS3C0 5	<b>Archaeology In India</b>	2	3	III

		Archaeological Excavations in India			
18	HIS3C06	<b>History Of Journalism</b> Journalism in Kerala	2	3	III
19	HIS4C01	<b>Modern Indian History (1857 to the Present):</b> Selected Themes in Contemporary India	2	3	IV
20	HIS4C02	<b>Modern World History from AD 1500:</b> Neo-Colonialism: Challenges and Responses	2	3	IV
21	HIS4C03	<b>Social and Cultural History of Britain:</b> History of Victorian and Post-Colonial Developments	2	3	IV
22	HIS4C04	<b>West Asian Studies</b> Contemporary West Asia	2	3	IV
23	HIS4C05	<b>Archaeology In India</b> Modern Techniques in Archaeology	2	3	IV
24	HIS4C06	<b>History Of Journalism</b> Journalism in the Contemporary World	2	3	IV

**2. OPEN COURSES**

(2 courses)

Sl. No.	Code	Name of the Courses	Credit	Contact Hours/week	Sem
1	HIS5D01	Heritage Studies	2	3	V
2	HIS5D02	Historical Tourism	2	3	V

**3. ELECTIVE COURSES**

(4 courses)

Sl. No.	Code	Name of the Courses	Credit	Contact Hours/week	Sem
1	HIS6E01	Principles and Methods of Archaeology	2	3	VI
2	HIS6E02	Indian Epigraphy	2	3	VI
3	HIS6E03	Indian Numismatics	2	3	VI
4	HIS6E04	History of Human Rights	2	3	VI

**DOUBLE MAIN**

For Double Main Programmes , there should be 10 mandatory Core Courses ,1 Elective Course, to be selected from 3 Courses offered,and 1 Open Course to be selected from 3 Courses offered . HYD is the code for History Double Main. The code of the Open and Elective Courses is as Detailed below. There are no Complementary Courses for Double Main.

Sl. No.	Code	Name of the Courses	Credit	Contact Hours/week	Sem
1	HYD1B01	THE TRENDS IN HISTORIOGRAPHY	5	6	I
2	HYD2B02	HISTORY OF THE EARLY INDIA	5	6	II
3	HYD3B03	INFORMATICS AND HISTORY	4	4	III
4	HYD4B04	HISTORY OF THE MEDIEVAL INDIA	4	5	IV
5	HYD4B05	METHODOLOGY OF HISTORICAL WRITING	4	5	IV
6	HYD5B06	HISTORY OF MODERN INDIA	4	5	V
7	HYD5B07	HISTORY OF MODERN WORLD	4	5	V
8	HYD6B08	KERALA SOCIETY AND CULTURE: ANCIENT AND MEDIEVAL	4	5	VI
9	HYD6B09	HISTORY OF MODERN KERALA	4	5	VI
10	HYD6B10	COURSE WORK-PROJECT	2	4	VI



**3. OPENCOURSES**

(2 courses)

<b>Sl. No.</b>	<b>Code</b>	<b>Name of the Courses</b>	<b>Credit</b>	<b>Contact Hours/week</b>	<b>Sem</b>
1	HYD5D01	Heritage Studies	2	3	V
2	HYD5D02	Historical Tourism	2	3	V

**3.ELECTIVE COURSES**

(4 courses)

<b>Sl. No.</b>	<b>Code</b>	<b>Name of the Courses</b>	<b>Credit</b>	<b>Contact Hours/week</b>	<b>Sem</b>
1	HYD6E01	Principles and Methods of Archaeology	2	3	VI
2	HYD6E02	Indian Epigraphy	2	3	VI
3	HYD6E03	Indian Numismatics	2	3	VI
4	HYD6E04	History of Human Rights	2	3	VI

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***SCHEME OF EXAMINATION:  
B A PROGRAMME IN HISTORY  
(2014 ADMISSION ONWARDS)  
EXTERNAL EXAMINATION: QUESTION PATTERN***

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The questions of external evaluation should aim at assessment of knowledge, application of knowledge and analyzation of knowledge in new situations. Question paper should be a judicious mix of Objective type, Short Answer type, Map Study, Short Essay type, and long Essay type questions. Different types of questions shall be given different weights to quantify their range. The question setter shall submit a detailed scheme of evaluation along with the question paper.

All examinations will have duration of Three Hours, except open course, for which examination will be of Two Hours duration. Maximum marks for all courses will be 80 except open course, for which maximum marks will be 50.

**GUIDELINES FOR SETTING QUESTIONS (WITHOUT MAPS)**

- ς Each question paper will have Four parts A, B, C and D.
- ς Part A contains 12 Objective type questions for which the candidate has to answer all the questions. Each question carries  $\frac{1}{2}$  marks. The first FOUR questions should be with FOUR Multiple Choices with a correct answer among FOUR Options.

The next FOUR Questions should be Fill Up in Blanks.

The Last FOUR Questions should be Match the Following among Two Parts.

- ς Part B contains NINE very Short Answer type questions and the candidate has to answer SEVEN questions. Each question carries TWO marks and the answer should not exceed 50 words each.
- ς Part C contains SEVEN Short Essay Questions and the candidate has to answer FIVE questions. Each question carries SIX marks and the answer should not exceed 150 words each

- Part D contains FOUR Essay type questions and the candidate has to answer two questions. Each question carries 15 marks and the answer should not exceed 350 words each.

#### QUESTION PATTERN FOR EXTERNAL EVALUATION (WITHOUT MAPS)

Type of Question	Question to be given	Question to be answered	Mark for each question	Total Marks
A. Objective Type	12	12	½	6
B. Very Short Answers	9	7	2	14
C. Short Essay	7	5	6	30
D. Essay	4	2	15	30
Total	32	26		80

#### GUIDELINES FOR SETTING QUESTIONS (WITH MAPS)

- Each question paper will have Five parts A, B, C, D and E
- Part A contains 12 Objective type questions for which the candidate has to answer all the questions. Each question carries ½ marks. The first FOUR questions should be with FOUR Multiple Choices with a correct answer among FOUR Options.

The next FOUR Questions should be Fill Up in Blanks.

The last FOUR Questions should be Match the Following among Two Parts

- Part B contains NINE very short answer type questions and the candidate has to answer SEVEN questions. Each question carries TWO marks and the answer should not exceed 50 words each.
- Part C contains Map Study of 6 places. Each carries ONE mark.
- Part D contains SIX Short Essay Questions and the candidate has to answer FOUR questions. Each question carries SIX marks and the answer should not exceed 150 words each.
- Part E contains FOUR Essay type questions and the candidate has to answer Two questions. Each question carries 15 marks and the answer should not exceed 350 words each.

**QUESTION PATTERN FOR EXTERNAL EVALUATION (WITH MAPS)**

Type of Question	Question to be given	to	Question to be answered	to	Mark for each question	Total Marks
A. Objective Type	12		12		½	6
B. Very Short Answers	9		7		2	14
C. Map Study	6		6		1	6
D. Short Essay	6		4		6	24
E. Essay	4		2		15	30
Total	37		31			80

**GUIDELINES FOR SETTING QUESTIONS (OPEN COURSE)**

- Each question paper will have Four parts A, B, C and D.

Part A contains 8 Objective type questions for which the candidate has to answer all the questions. Each question carries  $\frac{1}{2}$  marks.

The first Four questions should be with FOUR Multiple Choices with a correct answer among FOUR Options.

The next Four Questions should be Fill Up in Blanks.

- Part B contains 10 Very Short Answer type questions and the candidate has to answer Eight questions. Each question carries TWO marks and the answer should not exceed 50 words each.
- Part C contains Four Short Essay Questions and the candidate has to answer Two questions. Each question carries FIVE marks and the answer should not exceed 100 words each.
- Part D contains TWO Essay type questions and the candidate has to answer ONE question. Each question carries 10 marks and the answer should not exceed 200 words each.

**QUESTION PATTERN FOR EXTERNAL EVALUATION (OPEN COURSE)**

Type of Question	Question to be given	Question to be answered	Mark for each question	Total Marks
A. Objective Type	8	8	$\frac{1}{2}$	4
B. Very Short Answers	10	8	2	16
C. Short Essays	4	2	5	10
D. Essays	2	1	10	10
Total	24	19		40

**Guidelines for setting question papers (Complementary Course)**

There shall be University examinations at the end of each semester except for complementary courses which are to be conducted on even semesters by combining the complementary courses of the first two semesters and by combining of those of the third and fourth semesters. External Question papers for complementary courses should carry 40 marks each for first and second semesters and 40 marks each for third and fourth semesters.

Each question paper will have Four parts A, B, C and D.

Part A contains 8 Objective type questions for which the candidate has to answer all the questions. Each question carries ½ marks.

The first Four questions should be with FOUR Multiple Choices with a correct answer among FOUR Options.

The next Four Questions should be Fill Up in Blanks.

- Part B contains 10 Very Short Answer type questions and the candidate has to answer Eight questions. Each question carries TWO marks and the answer should not exceed 50 words each.
- Part C contains Four Short Essay Questions and the candidate has to answer Two questions. Each question carries FIVE marks and the answer should not exceed 100 words each.
- Part D contains TWO Essay type questions and the candidate has to answer ONE question. Each question carries 10 marks and the answer should not exceed 200 words each.

**QUESTION PATTERN FOR EXTERNAL EVALUATION (Complementary Courses)**

Type of Question	Questions to be given		Questions to be answered		Marks for each questions	Total	
	Part I *	Part II **	Part I	Part II		Part I	Part II
Objective Type	8	8	8	8	1/2	4	4
Very Short Answer	10	10	8	8	2	16	16
Short Essay	4	4	2	2	5	10	10
Essay	2	2	1	1	10	10	10
Total	24	24	19	19		40	40

\* Part I covers Questions of Odd Semester Course

\*\* Part II covers Questions of Even Semester Course

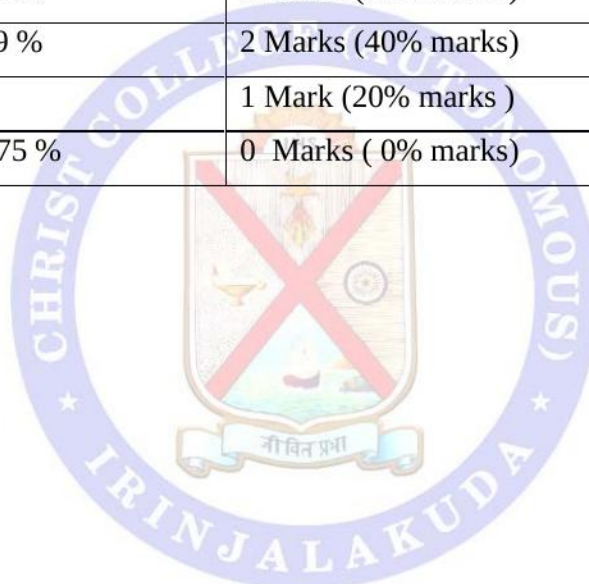
**INTERNAL EXAMINATION: DISTRIBUTION OF MARKS**

From 2014 admission onwards, the Continuous Evaluation is for 20 marks only. Hence the marks should be distributed as detailed below

Seminars/Assignments/Viva Voce	Attendance	Unit Test 1	Unit Test 2	Total
5 Marks	5 Marks	5 Marks	5 Marks	20 marks

**ATTENDANCE OF EACH COURSE WILL BE EVALUATED AS BELOW-**

90% and above	5 Marks (100% marks)
85 to 89%	4 Marks (80% marks)
80 to 84 %	3 Marks (60% marks)
76 to 79 %	2 Marks (40% marks)
75 %	1 Mark (20% marks )
Below 75 %	0 Marks ( 0% marks)



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**Core Courses**  
**HIS1BO1 THE TRENDS IN HISTORIOGRAPHY**  
**Module I EVOLUTION OF HISTORY AS A**  
**DISCIPLINE**

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☐ Meaning of Historiography – Quasi History

☐ Herodotus – Thucydides

☐ St: Augustine – Ibn Khaldun

☐ Vico and New science – Positivism and Auguste Comte – Ranke and Duty of Historian

**Module II STREAMS OF MODERN HISTORIOGRAPHY**

☐ Marx and Historical Materialism

☐ A J Toynbee and the Study of Civilizations

☐ J B Bury and the conceptualization of the Idea of Progress

☐ The Annales – Marc Bloch and Fernand Braudel

☐ E H Carr and the Causative analysis

☐ Subaltern Studies – Ranajit Guha

☐ Post Modernism – Keith Jenkins

**Module III CONCEPTUALISING HISTORY**

☐ Gender– Gerda Lerner

☐ Sexuality– Michael Foucault

☐ Food History – Felipe Fernandez- Armesto

**Module IV HISTORICAL CONSCIOUSNESS IN PRE COLONIAL INDIA**

☐ Itihasa - Purana Tradition

☐ Court Histories– Charitas – Vamsa Charitas – Musakavamsa

☐ Kalhana – Barani – Abul Fazal – Ferishta

☐ Romila Thapar's view on Historical Consciousness in Early India

**BOOKS FOR STUDY**

**Module I**

1. R G Collingwood, The Idea of History
2. Arthur Marwick, The Nature of History

**Module II**

1. R G Collingwood, The Idea of History
2. Arthur Marwick, The Nature of History
3. Arthur Marwick, The New Nature of History
4. Ranajit Guha (ed.) The Subaltern Studies, Vol, I
5. E H Carr, What is History

**Module III**

1. Arthur Marwick, The Nature of History
2. Arthur Marwick, The New Nature of History
3. Felipe Fernandez- Armesto, Near a Thousand Tables: A History of Food

**Module IV**

1. Romila Thapar, Past and Prejudice
2. Romila Thapar, Ancient Indian Social History
3. Romila Thapar, Time as Metaphor of History: Early India
4. S A A Rizwi, The Wonder that was India , Vol II



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## *HIS2BO2 HISTORY OF THE EARLY WORLD*

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**Module I Pre History**

- ☐ Nature of Pre Historic Societies ☐ Paleolithic Age – Features
- ☐ Mesolithic Age ☐ Neolithic Age – Changes

**Module II Bronze Age Civilizations**

- ☐ Features of Civilizations – Gordon V Childe
- ☐ Mesopotamia ☐ Egypt

**Module III Iron Age Civilizations**

- ☐ Hellenic, Hellenistic Civilizations - Legacies
- ☐ Roman Civilizations - Legacies

**Module IV Decline of the Ancient World**

- ☐ Decline of the Roman Empire – Changing Social Scapes
- ☐ Impact of Christianity
- ☐ Transition to Medieval

**Map Study**

1. Distribution of Important Paleolithic and Neolithic Settlements-
2. Important Bronze age Cities
3. Important Iron Age Centres
4. Early Trade Routes

**BOOKS FOR STUDY****Module I**

1. [Thomas Walter Wallbank](#) & [Alastair MacDonald Taylor](#), Civilization: Past and Present
2. Peter Bogucki & Pam J. Crabtree, Ancient Europe 8000 B.C.–A.D. 1000: Encyclopedia of the Barbarian World

**Module II**

1. [Thomas Walter Wallbank](#) & [Alastair MacDonald Taylor](#), Civilization: Past and Present
2. Charles Freeman, Egypt, Greece and Rome: Civilizations of Ancient Mediterranean
3. Lynn Hunt et.al.,(ed.), The Making of the West: Peoples and Cultures
4. Gordon V Childe, Man Makes Himself

**Module III**

1. [Thomas Walter Wallbank](#) & [Alastair MacDonald Taylor](#), Civilization: Past and Present
2. Peter Bogucki & Pam J. Crabtree, Ancient Europe 8000 B.C.–A.D. 1000: Encyclopedia of the Barbarian World
3. Lynn Hunt et.al.,(ed.), The Making of the West: Peoples and Cultures

**Module IV**

1. [Thomas Walter Wallbank](#) & [Alastair MacDonald Taylor](#), Civilization: Past and Present
2. Peter Bogucki & Pam J. Crabtree, Ancient Europe 8000 B.C.–A.D. 1000: Encyclopedia of the Barbarian World
3. Lynn Hunt et.al.,(ed.), The Making of the West: Peoples and Cultures

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## ***HIS3BO3 INFORMATICS AND HISTORY***

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### **Module I OVERVIEW OF INFORMATION TECHNOLOGY**

- ☐ Technology and Society – Print Culture to Information Technology
- ☐ History of Computers – Features of Modern personal Computers and Peripherals – Hard Ware and Soft ware
- ☐ Operating Systems – DOS – Windows – Open Source – Linux –

### **Module II NETWORK OF COMPUTERS**

- ☐ Computer Networks – Types – LAN, MAN, WAN, PAN – Cellular Wireless networks
- ☐ The Internet and Access methods – DSL, ISDN, Wi-Fi, FIOS
- ☐ Satellite Internet Access – MODEM, Web Browsers- Search Engines – Email – Chatting
- ☐ Mobile Phone Technology
- ☐ Mobile Computing – SMS, MMS –Wireless Applications – Blue Tooth, Global Positioning System

### **Module III SOCIAL INFORMATICS**

- ☐ Meaning and Scope of IT – Data, Information, Knowledge
- ☐ IT and Society- E-Governance- New Issues and Concerns – Digital Divide
- ☐ Cyber Ethics – Cyber Crimes – Cyber Laws
- ☐ Free and Open Source Software Debate
- ☐ Basic Concepts of IPR – Copy Rights and Patents
- ☐ Social Media – Blogging – Online Activism

### **Module IV DIGITAL RESOURCES FOR LEARNING AND RESEARCH**

- ☐ Introduction to the use of IT in Teaching and Learning – in History – Digital Resources – Merits and Demerits
- ☐ Academic Services – E –learning – Educational Software –Courseware- E-books – E- journals – Open Access Publishing – EDUSAT – VICTERS – Digital Libraries – INFLIBNET- NICNRT- BRNET
- ☐ IT in Historical Studies – Quantification and Analysis – Indus Script
- ☐ Digitalizing Archives –Virtual Tour to Historical Sites – Spanish Caves
- ☐ Google Earth and Google Mapping – JSTORE- ASI Site – keralahistory.ac.in- KCHR

## **BOOKS FOR STUDY**

### **Module I**

Alan Evans, Kendal Martin (et.al.)Technology in Action, Pearson Prentice Hall Peter Norton; Introduction to Computers, Indian Adapted Edition

### **Module II**

Alan Evans, Kendal Martin (et.al.)Technology in Action, Pearson Prentice Hall Leon

Alexes and Mathews Lewon, Computer Today, Leon Vikas

Rajaramanan.V; Introduction to Information Technology, Pearson Prentice Hall

### **Module III**

Alan Evans, Kendal Martin (et.al.)Technology in Action, Pearson Prentice Hall Leon

Alexes and Mathews Lewon, Computer Today , Leon Vikas Rajaramanan.V;

Introduction to Information Technology, Pearson Prentice Hall **Module IV**

Rajaramanan.V; Introduction to Information Technology, Pearson Prentice Hall Rajaramanan. V;

Fundamentals of Computers, Pearson Prentice Hall

### **Web Resources**

<http://computer.howstuffworks.com>

<http://www.technopark.org>

<http://www.computer.org/history/timeline>

<http://www.learnthenet.co> Web Primer

<http://www.Studentworkzone.com/question.php?/ID=96>

<http://www.keralaitmission.org>

<http://computerhistory.org>

<http://www.Igta.org> Office on-line lessons

## HIS3BO4 HISTORY OF EARLY INDIA

### Module 1: Prehistory and Protohistory

- ☐ Stone Age in India
  - ☐ Palaeolithic Age
    - ☐ Neolithic Age
- ☐ Metal Age in India
  - ☐ Chalcolithic cultures
    - ☐ Bronze Age- Indus civilization – Major sites – features of urbanization –decline

### Module II: Vedic Age

- ☐ Sources
  - ☐ Vedic literature
  - ☐ Archaeological evidences
  - ☐ PGW sites
- ☐ Rig Vedic
  - ☐ Eastward Movements of Vedic People- Later Vedic phases
- ☐ Iron Age in north India
  - ☐ Society – Varna -- Polity – Gana – Vidatha – Sabha – Samiti
  - ☐ Economy – Pastoralism – *Gavishti*
  - ☐ Religion

### Module III: Urbanisation in the Gangetic Basin

- ☐ Buddhism and Jainism
- ☐ 16 Mahajanapadas – Monarchy and *Ganasamghas*
- ☐ Second urbanisation – features
  - ☐ Rise of Magadha
  - ☐ Mauryan Rule – Arthasastra- Asoka and Dhamma
  - ☐ Satavahanas – Land Grants
  - ☐ Legacies of the Guptas – Art – Architecture – Religion – Science – Literature – Philosophy-
- ☐ Transitions in Varna and Jati
- ☐ Post Gupta developments – Harsha – Rashtrakutas -- Palas – Arabs in Sind

### Module IV: Early Tamilakam

- ☐ Megaliths
- ☐ Early Tamil literature– Tinai concept
- ☐ Muventar
- ☐ Roman Trade
- ☐ Alvars – Nayanars.

### Maps

1. Important Indus sites- Mohenjo- Daro, Harappa, Kalibangan, Lothal, Rugar, Dholavira, Rugar, Alamgirpur,
2. Important PGW sites- Ahichchatra, Athranjikhhera, Mathura, Barnawa, Kurukshethra, Ujjain, Hastinapura, Bhagwanpura, Besnagar.

3. Sixteen Mahajanapadhas
4. Major centers of Asokan Inscriptions- Dhauli, Sanchi, Sarnath, Barabar Caves, Junagad, Girnar, Junagadh, Maski, Kandahar, Lumbini

### **BOOKS FOR STUDY**

#### **Module I**

1. Bridgett and Raymond Allchin, The Birth of Indian Civilization: India and Pakistan before 500 B.C.
2. A L Basham, The Wonder that was India
3. Romila Thapar, Early India: From the Origins to AD1300
4. Shereen Ratnagar, Understanding Harappa, Civilization in the Greater Indus Valley

#### **Module II**

1. A L Basham, The Wonder that was India
2. D. D. Kosambi, An Introduction to the Study of Indian History
3. Romila Thapar, Early India: From the Origins to AD1300
4. Romila Thapar, From Lineage to State: Social Formations in the Mid- First Millennium B.C. in the Ganga Valley
5. R. S. Sharma, Aspects of Political Ideas and Institutions in Ancient India
6. R. S. Sharma, Material Culture and Social Formations in Ancient India
7. D. N Jha, Ancient India: In Historical Outline

#### **Module III**

1. A L Basham, The Wonder that was India
2. D. D. Kosambi, An Introduction to the Study of Indian History
3. Romila Thapar, The History of India Volume 1
4. Romila Thapar, From Lineage to State: Social Formations in the Mid- First Millennium B.C. in the Ganga Valley
5. Romila Thapar, Early India: From the Origins to AD1300
6. R. S. Sharma, Aspects of Political Ideas and Institutions in Ancient India

7. R. S. Sharma, Material Culture and Social Formations in Ancient India
8. Uma Chakravarti, The Social Dimensions of Early Buddhism
9. D. N Jha, Ancient India: In Historical Outline
10. Kumkum Roy, The Emergence of Monarchy in North India: Eighth to Fourth Centuries BC- As Reflected in the Brahmanical Tradition

**Module IV**

1. Romila Thapar, Early India: From the Origins to AD1300
2. Rajan Gurukkal, Social Formations of Early South India
3. K A N Sastri, A History of South India
4. K. Kailasapathy, Tamil Heroic Poetry
5. V. Kanakasabhai, The Tamils Eighteen Hundred Years Ago
6. N. Subrahmanyam, Sangam Polity
7. R. Champakalakshmi, Trade Ideology and Urbanization: South India 300 BC to AD 1300
8. R. Champakalakshmi, Religion Tradition and Ideology: Pre- Colonial South India
9. Dr. M R Raghava Variar; Charithrathile India (Malayala)



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## ***HIS4BO5 HISTORY OF THE MEDIEVAL WORLD***

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**Module I****Medieval Europe**

- Y Nature of Medieval European Society – Feudalism
- ☐ Manorialism – Monastic orders
- ☐ Guilds – Towns – Universities
- Y Papacy – Evolution of Roman Catholic Church

**Module II Byzantine Era**

- ☐ Background – Byzantine Empire – Administration
- ☐ Cultural Achievements – Literature – Art and Architecture – Styles
- ☐ Religion and Greek Orthodox Church

**Module III Arab Civilisation**

- Y Birth of Islam – Caliphate
- ☐ Islamic Empire – Umayyads – Abbasids – Harun Al Rashid
- ☐ The safavids of Persia – Shah Abbas – The Ottoman Turks – Sulaiman the Magnificent
- ☐ Arab Science – Philosophy – Trade – Art and Architecture – Literature

**Module IV Transformation of the Medieval World**

- ☐ Crusades – Causes and Results
- ☐ Trade – Urbanization
- ☐ Changes in Agriculture
- ☐ Black Death – Eastern Contacts – China under the Mings

**Map Study**

1. Important Medieval European Towns -mportant Centres of Medieval Arab World
2. Important Cultural Centres –
3. Important Centres of Education

**BOOKS FOR STUDY****Module I**

1. Lynn Hunt et.al.,(ed.), The Making of the West: Peoples and Cultures
2. [Thomas Walter Wallbank](#) & [Alastair MacDonald Taylor](#), Civilization: Past and Present

**Module II**

1. Lynn Hunt et.al.,(ed.), The Making of the West: Peoples and Cultures
2. [Thomas Walter Wallbank](#) & [Alastair MacDonald Taylor](#), Civilization: Past and Present

**Module III**

1. Lynn Hunt et.al.,(ed.), The Making of the West: Peoples and Cultures
2. [Thomas Walter Wallbank](#) & [Alastair MacDonald Taylor](#), Civilization: Past and Present
3. Philip Khuri Hitti, The Arabs: A Short History

**Module IV**

1. Lynn Hunt et.al.,(ed.), The Making of the West: Peoples and Cultures
2. [Thomas Walter Wallbank](#) & [Alastair MacDonald Taylor](#), Civilization: Past and Present

## ***HIS4BO6 METHODOLOGY OF HISTORICAL WRITING***

### **Module I Writing Of History**

- ☐ Identification of a Historical Problem
- ☐ Sources and Ancillary Disciplines – Archaeology - Epigraphy- Numismatics - Folklore – Place Names – Literature – Archival Studies
- ☐ Hypotheses and Drafting synopsis – Bibliography

### **Module II History as Scientific Discipline**

- ☐ Collection of Data – Written and Oral
- ☐ Verification and Authenticity of Data – Internal and External Criticism
- ☐ Facts and their Synthesis – Generalisations

### **Module III Forms of Writing and Documentation**

- ☐ Research Paper – Thesis – Oral History – Local History – Micro History

### **Module IV Techniques of Historical Writing**

- ☐ Notes – Footnotes – Endnotes – Text notes
- ☐ Style of Footnoting and Text noting – Ibid. – Op.cit.- pp.
- ☐ Style of Bibliography
- ☐ Appendices – Charts – Tables – Diagrams – Photos – Maps – Glossary – Abbreviations – Index

**NB: Each student should identify and submit the Problem and Preliminary Bibliography for the dissertation at the end of the Semester.**

### **BOOKS FOR STUDY**

#### **Module I**

1. Arthur Marwick, The new nature of History
2. E. H. Carr, What is History
3. Elton G.R., The Practice of History
4. Sharron Sorenson, How to write Research Paper

#### **Module II**

1. Arthur Marwick, The new nature of History
2. G.R.Elton, The Practice of History
3. Sharron Sorenson, How to write Research Paper
4. E. H. Carr, What is History
5. Gottschalk L., Generalisation in the writing of History

#### **Module III**

1. Arthur Marwick, The new nature of History
2. Elton G.R., The Practice of History
3. Sharron Sorenson, *How to write Research Paper*

#### **Module IV**

1. Elton G.R., The Practice of History
2. Joseph Gibaldy, MLA Handbook for the writers of Research papers
3. Sharron Sorenson, How to write Research Paper



## ***HIS5B07 KERALA SOCIETY AND CULTURE: ANCIENT AND MEDIEVAL***

### **Module-I Kerala's Physiographical Features and Early History of the Region**

- ☐ Geographical features-rivers-mountains-passes-lagoons-sea coast-monsoon
- ☐ Early human settlements-Peleolithic, Neolithic Periods
- ☐ Iron Age in Kerala-Megalithic Culture-Megalithic sites
- ☐ Kerala as a part Tamilakam
- ☐ Sangam Literature: Pathittupathu, Akananuru and Purananuru
- ☐ Kerala's maritime contacts-Pattanams (trade centres)-internal trade mechanisms

### **Module-II Polity and Society in the Perumal Era**

- ☐ Sources
  - ☐ Inscriptions- Terisapalli Copper Plate
  - ☐ Literature-Sanakaranarayaneeyam- Tamil Bhakti Literature- Arab Chinese accounts
  - ☐ Monuments-Tiruvanchikulam temple- Cheraman Masjid
- ☐ Brahmin Migration to Kerala
- ☐ Perumals of Mahadayapuram
  - ☐ Features of administration
  - ☐ Trade guilds and land grants –Anchuvannam –Manigramam -Valanchiyar,-

Nannadeshikal- Nuttuvar- Uralar, Karalar.

- ☐ Bhakti saints- Alwars and Nayanars
- ☐ Proliferation of temples-Devadasi system
- ☐ Sankaracharya
- ☐ Disintegration of Perumal kingdom

### **Module-III Age of Naduvazhis**

- ☐ Formation of Nadus and Swarupams- Venad
- ☐ Expansion of agriculture
- ☐ Emergence of village communities
- ☐ Sanketams
- ☐ Manipravalam Literature
  - ☐ Sandeshakavyas- Unnineeli Snadesham
  - ☐ Charitam-Unniyadi Charitam
  - ☐ Champu- Bhasha Naishadham Champu
  - ☐ Lilathilakam

☐ Chinese trade- Arab trade- Medieval Angadies.

### **ModuleIV Advent of Europeans**

- ☐ Situation of Kerala at the time of the coming of Portuguese
  - ☐ Zamorin- Kunjali Marakkar
  - ☐ The Dutch- Hortus Malabaricus- Martanda Varma
  - ☐ The French
  - ☐ The English-
  - ☐ Mysorean Interlude
  - ☐ Subsidiary Alliance
  - ☐ Malavalam Bhakthi Literature and Structuring of Malayalam Language
- Thunchathu Ezhuthachan- Kilippattu Kunchan Nambiar-Thullal, Poonthanam-Jnanapana

**Maps**

1. Important Centres of Megalithic Culture
2. Distribution of the Inscriptions of Perumals
3. Important Nadus
4. Centres of Colonial Settlements

**BOOKS FOR STUDY****Module I**

1. A. Sreedhara Menon, A Survey of Kerala History
2. M. G. S. Narayanan, Foundations of South Indian Society and Culture
3. Elamkulam P.N. Kunjan Pillai, Studies in Kerala history
4. Rajan Gurukkal and Raghava Warriar, *Kerala Charitram*
5. K. N. Ganesh, Keralatthinte Innalekal
6. M. R. Raghava Warriar, Keraleeyatha Charithramanangal
7. Cherian, P.J.,(ed.), *Perspectives on Kerala History*, Trivandrum, 1999.

**Module II**

1. M. G. S. Narayanan, Foundations of South Indian Society and Culture
2. M. G. S. Narayanan, Cultural Symbiosis in Kerala
3. M. G. S. Narayanan, Perumals of Kerala
4. Elamkulam P.N. Kunjan Pillai, Studies in Kerala history
5. Rajan Gurukkal and Raghava Warriar, *Kerala Charitram*
6. K. N. Ganesh, Keralatthinte Innalekal
7. P.J. Cherian (ed.), *Perspectives on Kerala History*, Trivandrum, 1999.
8. Kesavan Veluthatt, Brahmin Settlements in Kerala

**Module III**

1. Elamkulam P.N. Kunjan Pillai, Unnuneelisandesham Charithradrushtiyiloode
2. Rajan Gurukkal and Raghava Warriar, *Kerala Charitram*
3. K. N. Ganesh, Keralatthinte Innalekal
4. M. R. Raghava Warriar, Madhyakaala Keralam
5. Cherian, P.J.,(ed.), *Perspectives on Kerala History*, Trivandrum, 1999.

**Module IV**

1. Rajan Gurukkal and Raghava Warriar, *Kerala Charitram(Part II)*
2. K. N. Ganesh, Keralatthinte Innalekal
3. K. N. Ganesh, Kunchan Nambiyar: Vakkum Samoohavum
4. K. M. Panikkar, History of Kerala
5. A. Sreedhara Menon, A Survey of Kerala History

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## ***HIS5BO8 HISTORY OF MEDIEVAL INDIA***

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**Module I: Delhi Sultanate**

- ☐ Ghorid invasion – Battle of Tarain – Prithviraj Chauhan
- ☐ Delhi as the centre of power – Iltutmish- Balban- Alauddhin Khalji – Mohammed bin Tuglaq – Feroz Shah Tuglaq
- ☐ Nature of State – administration
- † Economic reforms - Iqta – Muqti – revenue reforms – market regulations

**Module II: The Mughals**

- ☐ Establishment of Mughal rule in India – Babur – Shershah – Cultural Synthesis under Akbar- Shahjahan – Aurangzeb ☐ Administration – Features – Rajput policy
- ☐ Mansabdari system – Jagirdari system
- ☐ Marathas – Sivaji – Ashtapradhan

**Module III: Cultural Synthesis**

- ☐ Sufism and Bhakti movement
- ☐ Kabir – Merabai – Surdas – Guru Nanak
- ☐ Art and Architecture
  - ☐ Indo-Saracenic art – Qutb Minar
  - ☐ Indo-Persian art – Taj Mahal – Agra fort
  - ☐ Sharqui architecture
- ☐ Literature – Amir Khusrau – Dara shikoh – *Tuzuk i Babari*

**Module IV: Medieval South India**

- ☐ Pallavas – Cholas – Pandyas
- ☐ Chola administration – Uttaramerur inscription – *Kudavolai* system
- ☐ Vijayanagar and Bahmani kingdoms – Raichur doab
- ☐ Architectural developments
  - ☐ Pallavas – Mahabalipuram
  - ☐ Cholas – Tanjore – Gangaikondacholapuram
  - ☐ Vijayanagar – Hampi ruins
  - † Bahmini-- Gol Gumbuz.

**Maps**

1. Important Centres of Delhi Sultanate
2. Mughal Empire under Akbar
3. Mughal Empire under Aurangzeb
4. Major Chola sites- Tanjore, Gangaikonda Cholapuram, Darasuram, Nagapattinam, Kanchipuram, Vengai, Uttaramerur, Chidambaram

**BOOKS FOR STUDY****Module I**

1. S. A. A. Rizvi, The Wonder That was India Part II
2. Tapan Raychaudhuri et.al., The Cambridge Economic History of India
3. K. A. Nizami, State and Culture in Medieval India
4. Mohammad Habib and K. A Nizami (eds.), A Comprehensive History of India: The Delhi Sultanate (AD 1206- 1526)
5. Satish Chandra, Medieval India: From Sultanate to the Mughals (1206- 1526)

**Module II**

1. S. A. A. Rizvi, The Wonder That was India Part II
2. Tapan Raychaudhuri et.al., The Cambridge Economic History of India
3. K. A. Nizami, State and Culture in Medieval India
4. Satish Chandra, Medieval India: From Sultanate to the Mughals (1526- 1748)
5. Irfan Habib, The Agrarian System of Mughal India: 1556-1707
6. Harbans Mukhia, The Mughals of India

**Module III**

1. S. A. A. Rizvi, The Wonder That was India Part II
2. K. A. Nizami, State and Culture in Medieval India
3. Satish Chandra, Medieval India: From Sultanate to the Mughals (1206- 1526)
4. Satish Chandra, Medieval India: From Sultanate to the Mughals (1526- 1748)

**Module IV**

1. K A N Sastri, A History of South India
2. Satish Chandra, Medieval India: From Sultanate to the Mughals (1206- 1526)
3. Satish Chandra, Medieval India: From Sultanate to the Mughals (1526- 1748)
4. Burton Stein, Peasant State and Society in Early Medieval South India
5. Kesavan Veluthat, Political Structure of Early Medieval South India
6. Kesavan Veluthat, Political Structure of Early Medieval South India

## ***HIS5BO9 HISTORY OF MODERN INDIA***

### Module I: Consolidation of English Power in India

- ☐ Advent of the Europeans – Plassey – Buxar
- ☐ Consolidation of English political power – Carnatic wars – Maratha wars
- ☐ Subsidiary alliance – Native States – Doctrine of Lapse
- ☐ Economic policies of the British – Permanent Settlement – Ryotwari
- ☐ Railways – roads – forest policy
- ☐ Early resistance against the British – Sanyasi rebellion – Santhal, Kol uprisings
- ☐ 1857 – Causes and results – Queen’s proclamation
- ☐ Indigo strike
- ☐ Administrative changes after 1858

### Module II: Social and Political Consciousness in India

- ☐ Socio-religious movements
  - ☐ Brahma Samaj
  - ☐ Arya Samaj
  - ☐ Ramakrishna Mission
  - ☐ Aligarh movement
  - ☐ Satyasodhak movement
  - ☐ Pandita Ramabai
- ☐ Political associations
  - ☐ East India Association
  - ☐ Indian National Congress
- ☐ Rise of nationalism – causes



### Module III: Nationalist Movement – Pre-Gandhian Era

- ☐ Economic critique of colonialism – Dadabai Naoroji – Poverty and Un British rule in India
- ☐ Programmes and Policies of Moderates – Gokhale
- ☐ Partition of Bengal
- ☐ Swadeshi and Boycott movement – Lajpat Rai
- ☐ Home rule movement – Annie Besant – Tilak
- ☐ Lucknow Pact

### Module IV: Indian National Movement – Gandhian Era

- ☐ Gandhian programmes – Satyagraha – Ahimsa – Hartal
- ☐ Early struggles – Champaran – Ahammedabad mill strike – Kheda
- ☐ Rowlatt Act – Jalian Walla Bagh
- ☐ Khilafat – Non-Cooperation movement – causes and results
- ☐ Civil disobedience movement – Gandhi-Irwin Pact – Khan Abdul Gafra Khan
- ☐ Round Table Conferences – Poona Pact

- ☐ Constructive Programmes – Khadi – Caste eradication programmes – Temple entry programmes
- ☐ Critique of Gandhian programmes by Ambedkar
- ☐ Working class movements
- ☐ Socialist movements
- ☐ Indian National Army
- ☐ Separatist movements –Hindu Mahasabha – All India Muslim League- Mohammad Ali Jinnah
- ☐ Quit India movement – Do or die
- ☐ Mountbatten Plan and partition

### Maps

1. Major Sites of 1857 Mutiny: Jhansi, Meerut, Aarah, Delhi, Gwalior, Lucknow, Calcutta, Agra, Allahabad, Ambala, Bulandshahr, Kanpur
2. British India and Princely States in 1858
3. Major Sites of Annual sessions of Indian National Congress- Pune, Bombay, Calcutta, Banaras, Madras, Surat, kakkinada, Lahore, Karachi, Allahabad, Lucknow, Gaya, Belgam, Haripura, Tripura, Meerut, jaipur
4. Major Sites of Civil Disobedience Movement- Ahmadabad, Dandi, Midnapur, Peshwar, Vedaranyam, Dharasana, Allahabad, Kanpur, Payyannur

### BOOKS FOR STUDY

#### Module I

1. Percival Spear, The History India, Vol 2
2. Percival Spear, Oxford History of Modern India 1740- 1947
3. Sekhara Bandyopadhyaya, From Plassey to Partition: A History of Modern India
4. A. R, Desai, Social Background of Indian Nationalism

#### Module II

1. Percival Spear, The History India, Vol 2
2. Percival Spear, Oxford History of Modern India 1740- 1947
3. A. R, Desai, Social Background of Indian Nationalism
4. Bipan Chandra et.al., India's Struggle for Independence

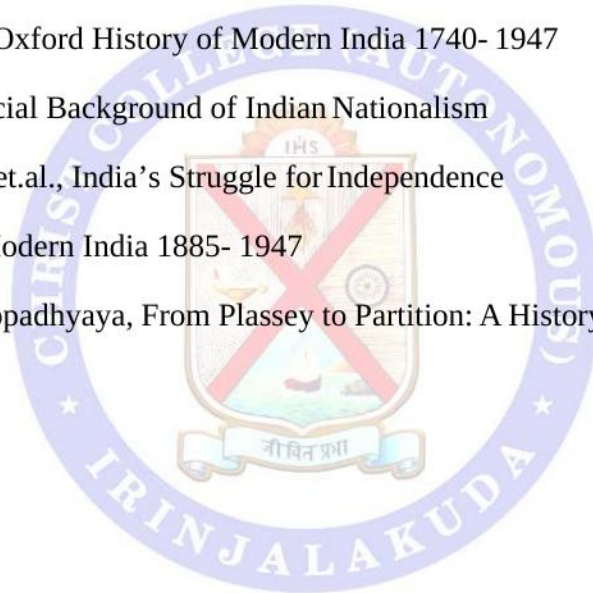
5. Sekhara Bandyopadhyaya, From Plassey to Partition: A History of Modern India

**Module III**

1. Percival Spear, The History India, Vol 2
2. Percival Spear, Oxford History of Modern India 1740- 1947
3. A. R, Desai, Social Background of Indian Nationalism
4. Bipan Chandra et.al., India's Struggle for Independence
5. Sumit Sarkar, Modern India 1885- 1947
6. Sekhara Bandyopadhyaya, From Plassey to Partition: A History of Modern India

**Module IV**

1. Percival Spear, The History India, Vol 2
2. Percival Spear, Oxford History of Modern India 1740- 1947
3. A. R, Desai, Social Background of Indian Nationalism
4. Bipan Chandra et.al., India's Struggle for Independence
5. Sumit Sarkar, Modern India 1885- 1947
6. Sekhara Bandyopadhyaya, From Plassey to Partition: A History of Modern Ind



## ***HIS5B10 HISTORY OF THE MODERN WORLD***

### **Module I Rise of the Modern World**

- 'Renaissance' in Italy – Influence of the Asian World – Literature- Science – Art and Architecture - Political Thought
- Reformation and Counter Reformation – Martin Luther
- Geographical Explorations
- Rise of nation states

### **Module II Growth of Capitalism**

- Scientific Revolution
- Industrial Revolution
- Y Plunder of Colonies – Imperialism

### **Module III Development of Democracy**

- English Revolution – John Locke
- American Revolution – Thomas Jefferson
- French Revolution – Enlightenment Thinkers
- Abolition of Slavery in the U S
- Process of Unifications – Germany and Italy – Herder and Mazzini

### **Module IV 20<sup>th</sup> Century World**

- 20<sup>th</sup> Century World- I World War – Causes and Results
- Russian Revolution –Background, Ideology and Impact
- Y League of Nations – Great Depression – Nazism and Fascism
- II World war - UNO

### **Map Study**

1. Important Oceanic Explorations
2. Europe in 1815
3. Important stages of World War I
4. Important Centres of International Treaties in and after World war II

### **BOOKS FOR STUDY**

#### **Module I**

1. Lynn Hunt et.al.,(ed.), The Making of the West: Peoples and Cultures
2. [Thomas Walter Wallbank](#) & [Alastair MacDonald Taylor](#), Civilization: Past and Present

#### **Module II**

1. Lynn Hunt et.al.,(ed.), The Making of the West: Peoples and Cultures
2. [Thomas Walter Wallbank](#) & [Alastair MacDonald Taylor](#), Civilization: Past and Present

#### **Module III**

1. Lynn Hunt et.al.,(ed.), The Making of the West: Peoples and Cultures
2. [Thomas Walter Wallbank](#) & [Alastair MacDonald Taylor](#), Civilization: Past and Present

#### **Module IV**

1. Lynn Hunt et.al.,(ed.), The Making of the West: Peoples and Cultures
2. [Thomas Walter Wallbank](#) & [Alastair MacDonald Taylor](#), Civilization: Past and Present



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## ***HIS6B11 HISTORY OF MODERN KERALA***

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### **Module-I Early Resistance against British East India Company and Consolidation of Power by the Company**

- ☐ Resistance Movements against the company rule
- ☐ Pazhassiraja
- ☐ Veluthampi Dalawa
- ☐ Kurichiya Revolt
- ☐ Agrarian unrest of 19<sup>th</sup> century in Malabar
- ☐ Colonel Munroe as Resident- Diwan in Travancore and Cochin
- ☐ Reforms of H. V. Canolly in Malabar

### **Module-II Socio Religious Movements and Reforms in Kerala Society**

- ☐ Printing, Press and Education- The role of Missionaries
- ☐ Socio-religious movements
  - ☐ Nature of movements
  - ☐ Spread of education
  - ☐ Changes in family structure
  - ☐ Changes in the System of inheritance
  - ☐ Marriage reforms
  - ☐ Demand for opportunities
- ☐ Sree Narayana Guru
  - ☐ Aruvippuram Prathishta
  - ☐ SNDP Movement
  - ☐ Educational institutions
  - ☐ Kumaranasan
- ☐ Mannath Padmanabhan- NSS
- ☐ Chattampi swamikal- Vedadhikara Niroopanam
- ☐ Ayyankali- Sadhujana Paripalana Yogam
- ☐ Pandit Karuppan- Jathikkummi, Vala Mahasabha
- ☐ Vagabhatanata
- ☐ Poykayil Yohannan- Prathyaksha Raksha Daiva Sabha
- ☐ Makti Thangal
- ☐ Vakkom Abdul Khadar Moulavi
- ☐ V. T. Bhattathirippad- Adukkalayil Ninnu Arangathekkku
- ☐ Chavara Achan- Educational Institutions
- ☐ Arya Pallam- Parvathi Nenminimangalam
- ☐ Kallumala Samaram
- ☐ P. K. Varier and the rejuvenation of Ayurvedic Traditions in Kerala
- ☐ Memorials
  - ☐ Malayali Memorial- G. K. Pillai, C. V. Raman Pillai.
  - ☐ Ezhava Memorial- Dr. Palpu,
- ☐ O.Chandu Menon and K. P. Padmanabha Menon- Marumakkathayam Reports



### Module-III

#### Early Political and Cultural Activities in Kerala

- Early leaders of Indian National congress from Kerala
- Political conferences- Ottapalam, Manjeri, Palakkad and Vadakara
- Khilafat- Malabar Rebellion
- Vaikom Satyagraha
- Non-co-operation movement- Salt Satyagraha
- Guruvayur Satyagraha
- Temple Entry Proclamation
- Quit India Movement- Keezhariyur bomb case

### Module-IV Aikya Kerala Movement

- Impact of Vaikom and Guruvayur Satyagraha Jathas
- Role of K. P. Kesava Menon and K. Kelappan
- Tiru Kochi Merger
- Aikya Kerala Movement
- Sir. C. P. Ramaswami Aiyar's American Model and Punnapra Vayalar Struggle
- Kerala in 1947
- General elections-1952
- Formation of Kerala as a linguistic state

### Map Study

1. Important Centres of Early Resistances
2. Important Centres of Early Political Activities in Kerala
3. Important Centres of Gandhian Programmes in Kerala
4. Important Centres of Aikya Kerala movement

### BOOKS FOR STUDY

#### Module I

1. P. Bhaskaranunni, Pathonpathaam Noottandile Keralam
2. A. Sreedhara Menon, A Survey of Kerala History
3. Panikkar, K.N., *Against Lord and State*
4. Kurup, K. K. N., *Pazhassi Samarangal*
5. William Logan, Malabar manual

#### Module II

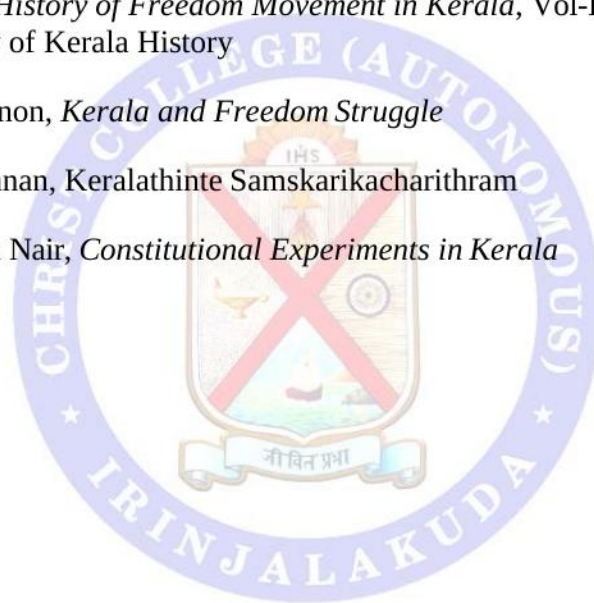
1. P. Bhaskaranunni, Pathonpathaam Noottandile Keralam
2. P. Bhaskaranunni, Keralam Irupathaam Noottandinte Arambhathil
3. A. Sreedhara Menon, A Survey of Kerala History
4. P. K. Gopalakrishnan, Keralathinte Samskarikacharithram
5. Robin Jeffery, *The Decline of Nair Dominance: Society and Politics in Travancore*
6. K. N. Panikkar, Culture, Ideology and Hegemony: Intellectuals and Social Consciousness in Colonial India

**Module III**

1. P.K. K. Menon, *History of Freedom Movement in Kerala*, Vol-I and II
2. P. Bhaskaranunni, *Keralam Irupathaam Noottandinte Arambhathil*
3. A. Sreedhara Menon, *A Survey of Kerala History*
4. A. Sreedhara Menon, *Kerala and Freedom Struggle*
5. P.K. Gopalakrishnan, *Keralathinte Samskarikacharithram*
6. G. K. Pillai, *Congressum Keralavum*
7. Gopalankutty, K., *Malabar Padanaghal*
8. K. K. N. Kurup, *Quit India Samaram Keralathil*

**Module IV**

1. P.K. K. Menon, *History of Freedom Movement in Kerala*, Vol-I and IIA. Sreedhara Menon, *A Survey of Kerala History*
2. A. Sreedhara Menon, *Kerala and Freedom Struggle*
3. P.K. Gopalakrishnan, *Keralathinte Samskarikacharithram*
4. R. Ramakrishnan Nair, *Constitutional Experiments in Kerala*



## ***HIS6B12 HISTORY OF CONTEMPORARY INDIA***

### **Module I: India: The Republic**

- Salient Features of Indian Constitution
- Patel and Integration Process
- Nehruvian era -- Concept of development – Mixed economy -- Large scale industrialization – Big Dams- Green Revolution – principle of unity in diversity – India in the era of cold war.

### **Module II: Changes in the Indian Economy**

- Indira Gandhi – Nationalisation of banks – central PSUs
- Rajiv Gandhi – Technological Innovations
- Narasimha Rao – Liberalisation, Privatisation, Globalisation (LPG) – Manmohan Singh

### **Module III: Challenges within the Nation**

- Partition and its scars
- Naxalbari – Maoist movements
- Emergency in India- Causes and Resistance
- Secessionism – Kashmir – Punjab – Assam
- V. P. Singh and Mandal Commission Report- Anti Mandal Agitation
- Communalism and Violence– Delhi Riots- Babri Masjid issue – Gujarat carnage
- Inter-state water disputes – Cauveri – Mullapperiyar
- Development paradigms and social issues -Chipko movement – Narmada Bachao Andolan – Dalit, Adivasi struggles – Minority rights issues
- Anti-globalisation movements

### **Module IV: Democratic Culture in India**

- Indian democracy in practice – elections – RTI – food safety bill – right to education –
- Democratic expressions in art, literature, films – Mallika Sarabha – Mahasweta Devi – Tarasankar Bandyopadhyaya—Satyajit Rai – Ritwik Ghatak – Girish Kasaravalli

### **Maps**

1. Major Dams and river Projects built in Post Independent India- Bhakra- Nangal dam, Hirakud dam, Damodar Valley Project area, Tilaiya Dam, Maithon Dam, Panchet dam, Nagarjunasagar dam, Sardar Sarovar dam, Tehri dam
2. Major Stages of environmental Movements- Garhwal Himalayas, Silent Valley, Singhbhum, Plachimada, Baliyapal
3. Major Stages of Struggles against MNCs on Land Acquisition, Environmental and Pollution Issues- Bhopal, Kasaragod, Gobindpur, Plachimada, Sivaganga, Vidarbha
4. Major Stages of Communal Violence: Hyderabad, Moradabad, Mandi, Nellie, Delhi, Bhagalpur, Kashmir, Bombay, Babri Masjid, Godhra, Ahmadabad, Naroda, Marad, Kandhmal, Muzaffarnagar

### **BOOKS FOR STUDY**

#### **Module I**

1. Bipan Chandra et. al., India Since Independence
2. Ramachandra Guha, India after Gandhi: The History of World's Largest democracy
3. S. Anand, Thought and Vision of Jawaharlal Nehru
4. Aparna Bharadwaj, Nehru's Vision to Empower Indian Economy
5. Anil Kumar Thakur and Debes Mukhopadhyay, Economic Philosophy of Jawaharlal Nehru
6. Vandana Shiva, Staying Alive: Women, Ecology and Survival in India

7. Vandana Shiva, The Violence of Green Revolution

**Module II**

1. Bipan Chandra et. al., India Since Independence
2. Ramachandra Guha, India after Gandhi: The History of World's Largest democracy
3. T T Ram Mohan, Privatisation in India: Challenging the Economic Orthodoxy
4. Ramanuj Ganguli, Globalisation in India: New Frontiers and Emerging Challenges

**Module III**

1. Bipan Chandra et. al., India Since Independence
2. Bipan Chandra, In the Name of Democracy: JP Movement and the Emergency
3. K. N. Panikkar, Communal Threat, secular Challenge
4. K N Panikkar, Before the Night Falls: Forebodings of Fascism in India
5. K N Panikkar, The Concerned India's Guide to Communalism
6. Ramachandra Guha, India after Gandhi: The History of World's Largest democracy
7. Ramachandra Guha, The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya
8. Ramachandra Guha & Madhav Gadgil, This Fissured Land
9. Vandana Shiva, Staying Alive: Women, Ecology and Survival in India
10. Vandana Shiva, The Violence of Green Revolution
11. Uma Chakravarti and Nandita Haksar, The Delhi Riots: Three Days in the life of a Nation
12. P. Sainath, Everybody loves a Good Drought: Stories from India's Poorest districts
13. Gail Omvedt, Dalit Visions
14. Ashis Nandy et al., Creating a Nationality: Ramajamabhumi Movement and the Fear of the Self
15. Amartya Sen, The Argumentative Indian: Writings on Indian History, Culture and Identity

**Module II**

1. Bipan Chandra et. al., India Since Independence
2. Ramachandra Guha, India after Gandhi: The History of World's Largest democracy
3. Amartya Sen, The Argumentative Indian: Writings on Indian History, Culture and Identity

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## ***HIS6B13 CONTEMPORARY KERALA***

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**Module-I Political Experiences**

- First elections
- Ministry under E M S Nambbodiripad
- Major areas of reforms-Education-land-Liberation struggle
- Coalition politics
- Liberation Struggle
- Emergency and Kerala experiences
- Formation of political fronts- LDF and UDF

**Module-II Kerala Economy**

- Addressing the land issues-Agriculture
- Internal Migration-Agrarian Migration of peasant from Travancore to Malabar- Effects
- External Migration- Gulf and European Countries- Effects
- Development of Service Sector- Kerala Development model- Advantages and disadvantages
- Economic development and its critique

**Module-III Development Model and Discontents**

- Local Development and issues
- Silent valley issue
- Struggle against Mavoor Rayons
- Endosulfan Problem in Kasargod
- Plachimada struggle
- National Highway Expansion and People's Protests
- Western Ghats- Madhav Gadgil & Kastoorirangan Reports
- Social realities- Gender issues- Women in public spaces- Women and child trafficking- Suryanelli Case
- Politicing caste and religion-SRP and NDP
- Adivasi land rights- Muthanga Incident
- Dalit Struggles-Chengara

**Module-IV Kerala Culture**

- Institutionalization of Culture- Kerala Kalamandalam
- Malayalam Literature in National Stage- G. Sankara Kurup, S. K. Pottakkad, Thakazhi Sivasankara Pillai, M. T. Vasudevan Nair, ONV Kurup
- Development in Cinema- Neelakkuyil, Chemmeen, Nirmalyam- Ramu Kariyat Aravindan, Adoor Gopalakrishnan, Padmarajan
- Development of Electronic media- News Channels.

**Map Study**

1. Important Centres of Early Resistances
2. Important Centres of Early Political Activities in Kerala
3. Important Centres of Gandhian Programmes in
4. Important Centres of Aikya Kerala movement

**BOOKS and ARTICLES FOR STUDY****Module I**

1. A. Sreedhara Menon, A Survey of Kerala History

2. Thomas Johnson Nossiter, Communism in Kerala: A Study in Political Adaptation
3. Georges Kristoffel Lieten, The First Communist Ministry in Kerala: 1957-59
4. P. Radhakrishnan, Peasant struggles, Land Reforms and Social Change: Malabar 1836-1982
5. M. A. Oommen, A Study of Land Reforms in Kerala

#### **Module II**

1. Joshy Mathew, Tradition Migration and Transformation: Agrarian Migration to Wayanad-a Socio-Historical Perspective 1928-2000
2. M. A. Oommen, A Study of Land Reforms in Kerala
3. K. S. Mathew, Mahavir Singh and Joy Varkey, Migration in South India
4. P.K. Michael Tharakan, Dimensions and Characteristics of Migration of Farmers from Travancore to Malabar, 1930-1950, Journal of Kerala Studies, Vol.5, Part-2, 1978.
5. Leela Gulati, In the Absence of Their Men: The Impact of Male Migration on Women
6. Zachariah, K. C. and S. Irudaya Rajan, Migration and Development The Kerala Experience
7. K. C. Zachariah, K. P. Kannan and S. Irudaya Rajan, Kerala's Gulf Connection
8. K. N. Ganesh, Kerala Samootha Padanangal

#### **Module III**

1. K.N. Nair & Vineetha Menon, Social Change in Kerala: Insights from Micro Level Studies
2. Bijoy C. R., K. Ravi Raman, *Muthanga-Real Story: Adivasi Movement to Recover Land*, Economic and Political weekly (EPW), Vol. 38, No.20, 2003
3. K. Ravi Raman, Breaking New Grounds: Adivasi Land Struggle in Kerala, Economic and Political weekly (EPW), Vol. 37, No.10, 2002
4. Gabriela Wass, Corporate Activity and Human Rights in India
5. K. T. Rammohan & K. Ravi Raman, Kerala Worker Rises against Indian Big Capital- a Report Unfinished on Rayon Workers Struggle, Economic and Political weekly, July 1988, pp. 1359- 1364
6. K. T. Rammohan & K. Ravi Raman, Mavoor rayons Accord: Kerala Government on its Knees, Economic and Political weekly, 7 January 1989, pp. 16- 17
7. K. Ravi Raman, Development, Democracy and the State: Critiquing the Kerala Model Development
8. K. Ravi Raman, Global Capital and Peripheral Labour: The History and Political Economy of Plantation Workers in India
9. Vandana Shiva, Globalization's New Wars: Seed, Water and Life Forms
10. K. N. Ganesh, Kerala Samoothapadanangal

#### **Module IV**

1. Renu saran, History of Indian Cinema
2. R. Raman Nair (ed.), Information Technology for Participatory Development
3. K.M. George, Sahitya Charitram Prasthanagalilude

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## ***HIS6B14 GENDER STUDIES***

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**Module I Key Concepts and Terminologies**

- ☐ Sex –Sexuality
- ☐ Gender – Gendering – Parenting
- ☐ Patriarchy – Matriarchy – Matriliney – Patriliney
- ☐ Domestic Violence – Household management
- ☐ Wife – Widow
- ☐ Rape- Trafficking- Prostitution
- ☐ Third Gender- Cross Dressers- LGBT

**Module II Gender Studies As A Discipline**

- ☐ Gerda Lerner – The Creation of patriarchy
- ☐ Simon de Bouver – The Second Sex
- ☐ Problem of Invisibility and Marginalisation
- ☐ Women as property of Men

**Module III Gender Studies – The Indian Scenario**

- ☐ Altekarian Paradigm – Critique of Altekarian Paradigm – Brahmanical Patriarchy- Uma Chakravarty
- ☐ Seed and Earth- Leela Dube
- ☐ Food and Caste- Leela Dube
- ☐ Ecological Feminism – Women as creators of Life- Green Revolution and destabilizing the life of Women– Contributions of Vandana Shiva
- ☐ The Subaltern Cannot Speak- Gayatri Chakravorty Spivak
- ☐ Rights over Land– Bina Aggarwal
- ☐ Nature of Rape Trials- Pratiksha Baxi

**Module IV Indian Society through Gender Perspective**

- ☐ Brahmanical Patriarchy – Widowhood
- ☐ Three fold Oppression of Dalit Women
- ☐ Bhakti and Sainthood
- ☐ Caste and Gender

**BOOKS FOR STUDY****Module I**

1. V. Geetha, Gender
2. V. Geetha, Patriarchy
3. Uma Chakravarti, Gendering Caste through a Feminist Lens
4. Richard Ekins and Dave King, Blending Genders: Social Aspects of Cross Dressing and Sex Changing

**Module II**

1. Gerda Lerner, Creation of Patriarchy
2. Simon de Bouver – The Second Sex
3. Stephanie Coontz and Peta Henderson (eds.), Women’s Work, Men’s Property: The



Origins of Gender and Class

**Module III**

1. A. S. Altekar, The Position of Women in Hindu Civilization: From Pre- Historic Times to the Present Day
2. Uma Chakravarti, Gendering Caste through a Feminist Lens
3. Uma Chakravarti, Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient India'
4. Vandana Shiva, Staying Alive: Women, Ecology and Development
5. Vandana Shiva, The Violence of Green Revolution
6. M. N. Srinivas (ed.), Caste: Its Twentieth Century Avatar
7. Leela Dube, Anthropological Explorations in Gender
8. C. Nelson, L. Grossberg (eds.), Marxism and the Interpretation of Culture
9. Bina Agarwal, A Field of One's Own: Gender and Land Rights in South Asia
10. Pratiksha Baxi, Public Secrets of Law: Rape Trials in India

**Module IV**

1. Uma Chakravarti, Gendering Caste through a Feminist Lens
2. Uma Chakravarti, Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient India'
3. Sharmila Rege, Writing Caste/ Writing Gender: Reading dalit Women's Testimonies
4. Sharmila Rege, Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position, *Economic and Political Weekly*, Vol. 33, No. 44 (Oct. 31 - Nov. 6, 1998), pp. WS39-WS46
5. Gopal guru, Dalit women Talk Differently, *Economic and Political Weekly*, Vol. 30, No. 41/42 (Oct. 14-21, 1995), pp. 2548-2550
6. Vijaya Ramaswamy, Walking Naked: Women, Society and Spirituality in South India

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## ***HIS6B15 COURSE WORK- DISSERTATION***

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**Aim of the Course:** The course aims to see the understanding of techniques and methods of presentation in History by the Students.

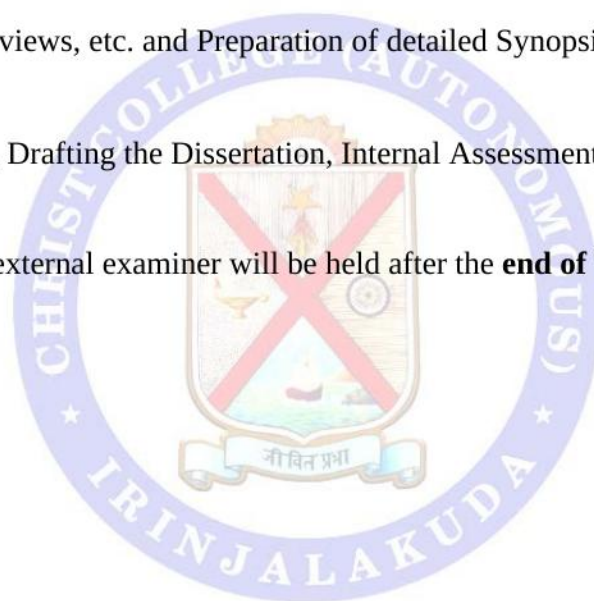
The projects may be on regional or Local History. It may be on local culture, economy, local struggles, land relations, cultural institutions including Folk and the influence of such institutions on society, local movements, institutions having relations with socio- religious movements which have influenced and shaped society deeply, etc. Individual projects should be prepared by the students. The dissertations should follow the writing methodology of History under the guidance of a teacher. The dissertations should have 30-35 pages length, written in Malayalam or in English. The time schedule for preparation of dissertations is given below, which should be maintained.

Identification of Topic, preparation of preliminary bibliography and list of persons to be interviewed- **By the end of IV Semester**

Collection of Data, Interviews, etc. and Preparation of detailed Synopsis: **By the end of V Semester**

Presentation of findings, Drafting the Dissertation, Internal Assessment and evaluation: **VI Semester**

The final evaluation by external examiner will be held after the **end of VI Semester**



**Complementary Courses**  
**MODERN INDIAN HISTORY (1857 TO THE**  
**PRESENT):**  
**HIS1CO1 INDIA UNDER COLONIAL**  
**RULE ANDEARLY RESISTANCES (1857-**  
**1885)**

**Module I India as a Political Entity**

↳ Consolidation of Power by the British – Plassey, Buxar – Carnatic- Maratta – Mysore

↳ Subsidiary Alliance – Doctrine of Lapse

↳ Economic Settlements

**Module II Early Resistances**

↳ Sanyasi- Fakir- Santhal– Pazhsssi Raja

↳ Revolt from native States – Travancore – Veluthampi

**Module III Revolt of 1857**

↳ Causes – Results – Nature

↳ Queen’s Proclamation – Significance

**Module IV Socio- Religious Movements**

↳ Background – Brahma samaj – Arya Samaj– Aligarh Movement- Satyasodhak Samaj– Pandita Rama Bhai– Ramakrishna Mission- Sree Narayana Guru

↳ Emergence of Nationalism

**BOOKS FOR STUDY**

**Module I**

1. Percival Spear, The History India, Vol 2
2. Percival Spear, Oxford History of Modern India 1740- 1947
3. Sekhara Bandyopadhyaya, From Plassey to Partition: A History of Modern India
4. A. R, Desai, Social Background of Indian Nationalism

**Module II**

1. Percival Spear, The History India, Vol 2
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5. Sekhara Bandyopadhyaya, From Plassey to Partition: A History of Modern India
6. Uma Chakravarti, Rewriting History: The Life and Times of Pandita Ramabai
7. A. Sreedhara Menon, A Survey of Kerala Hist



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**MODERN INDIAN HISTORY (1857 TO THE  
PRESENT):**  
**HIS2CO1 INDIAN NATIONAL MOVEMENT -  
FIRST PHASE (1885- 1917)**

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**Module I Emergence of Early Political Organisations**

☐ Surendranath Bannerjee and the East India Association

☐ Indian National Congress

**Module II Economic Critiques**

☐ Drain Theory

☐ Moderate Phase- Prayer – Petition – Protest

☐ G K Gokhale

**Module III Swadeshi Programmes**

**Partition of Bengal – Swadeshi and Boycott Movements**

☐ Surat Split – Lal– Bal – Pal

☐ Minto- Morley Reforms 1909

☐ Revolutionary Activities – Madam Bhikaji Kama

**Module IV Home Rule Movements**

☐ Annie Beasant – Tilak – Role of Newspapers

☐ Identification of Cultural Icons and Programmes

☐ Lucknow pact

**BOOKS FOR STUDY**

**Module I**

1. Percival Spear, The History India, Vol 2
2. Percival Spear, Oxford History of Modern India 1740- 1947
3. Bipan Chandra et.al., India's Struggle for Independence
4. Sumit Sarkar, Modern India 1885- 1947
5. Sekhara Bandyopadhyaya, From Plassey to Partition: A History of Modern India
6. A. R, Desai, Social Background of Indian Nationalism

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3. A. R, Desai, Social Background of Indian Nationalism
4. Bipan Chandra et.al., India's Struggle for Independence
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4. Bipan Chandra et.al., India's Struggle for Independence
5. Sumit Sarkar, Modern India 1885- 1947
6. Sekhara Bandyopadhyaya, From Plassey to Partition: A History of Modern India

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**MODERN INDIAN HISTORY (1857 TO THE  
PRESENT):**  
**HIS3CO1 INDIAN NATIONAL MOVEMENT**  
**– Gandhian Phase (1917- 1947)**

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**Module I Gandhian Tools and Early Struggles**

- ☐ Gandhian Ideology – Satyagraha – Ahimsa
- ☐ Champaran – Ahmadabad Mill Strike – Kheda
- ☐ Rowlatt Act – Hartal – Jallian Walla Bagh
- ☐ Montague- Chelmsford Reforms, 1919

**Module II Gandhian Political Programmes**

- ☐ Non Co operation – Khilafat
- ☐ Civil Disobedience Movement – Salt satyagraha
- ☐ Poona Pact
- ☐ Quit India – Do Or Die

**Module III Gandhian Constructive Programmes**

- ☐ Anti Caste Movements – Temple Entry Programmes
- ☐ Khadi and Village industries
- ☐ Anti Communal Programmes
- ☐ Hindswaraj

**Module IV Critique of Gandhi**

- ☐ Tagore
- ☐ Ambedkar and His programmes
- ☐ Subash Chandra Bose and His 'Mission'
- ☐ Jawaharlal Nehru – Congress socialists

**BOOKS FOR STUDY**

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2. Percival Spear, Oxford History of Modern India 1740- 1947
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4. Bipan Chandra et.al., India's Struggle for Independence

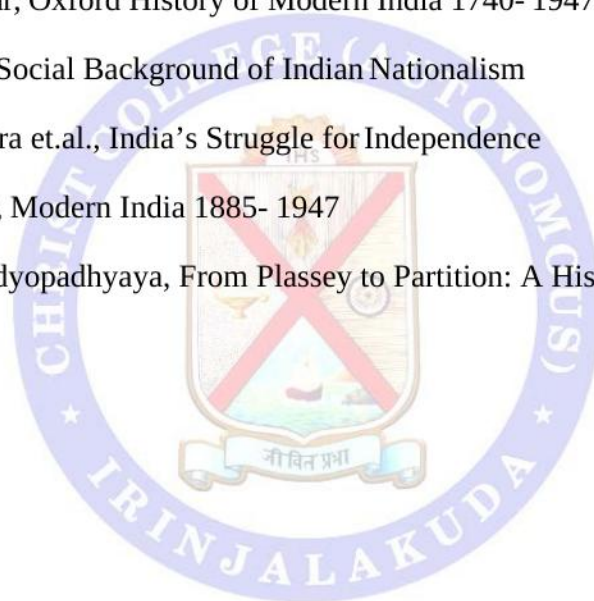
5. Sekhara Bandyopadhyaya, From Plassey to Partition: A History of Modern India

### Module III

6. Percival Spear, The History India, Vol 2
7. Percival Spear, Oxford History of Modern India 1740- 1947
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9. Bipan Chandra et.al., India's Struggle for Independence
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9. Sekhara Bandyopadhyaya, From Plassey to Partition: A History of Modern India

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4. Bipan Chandra et.al., India's Struggle for Independence
5. Sumit Sarkar, Modern India 1885- 1947
6. Sekhara Bandyopadhyaya, From Plassey to Partition: A History of Modern India



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**MODERN INDIAN HISTORY (1857 TO THE  
PRESENT):  
HIS4CO1 SELECTED THEMES IN  
CONTEMPORARY INDIA**

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**Module I INDIA: The Republic**

- Indian constitution – Act of 1935- Rights and Duties
- Federal Structure – Re- Organisation of Linguistic states
- Emergency

**Module II Mixed Economy to Liberalization**

- Mixed economy – Nehruvian Economics
- Green Revolution Strategies – Problem of Development
- Violence against Nature– Soil – Women
- New Economic Zones – Land Grabbing - Developments in Technology – Science
- Liberalisation –Privatisation –Globalisation –Narasimha Rao – Man Mohan Singh

**Module III Critique of Development Programme**

- Dalit – Adivasi Uprisings – Chipko Movement- Narmada Bachao Andolan – Struggle against MNCs – Plachimada
- Anti Land Acquisition Movements

**Module IV Communal Politics and Secular Response**

- Delhi Riots- Rama Janma Bhoomi issue- Gujarat – Marad

**BOOKS FOR STUDY**

**Module I**

1. Bipan Chandra et.al., India after Independence
2. Bipan Chandra et.al., India's Struggle for Independence
3. Bipan Chandra, In the Name of Democracy: JP Movement and the Emergency
4. Sumit Sarkar, Modern India 1885- 1947
5. Ramachandra Guha, India after Gandhi: The History of World's Largest democracy

**Module II**

1. Bipan Chandra et.al., India after Independence
2. Ramachandra Guha, India after Gandhi: The History of World's Largest democracy
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4. Aparna Bharadwaj, Nehru's Vision to Empower Indian Economy
5. Vandana Shiva, Staying Alive: Women, Ecology and Survival in India
6. Vandana Shiva, The Violence of Green Revolution
7. T T Ram Mohan, Privatisation in India: Challenging the EconomicOrthodoxy
8. Ramanuj Ganguli, Globalisation in India: New Frontiers and Emerging Challenges



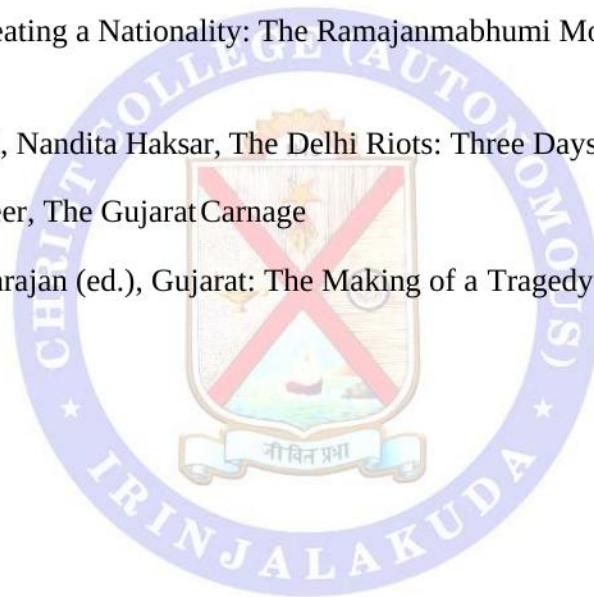
### Module III

16. Bipan Chandra et. al., India Since Independence
17. Ramachandra Guha, India after Gandhi: The History of World's Largest democracy
18. Ramachandra Guha, The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya
19. Ramachandra Guha & Madhav Gadgil, This Fissured Land
20. Vandana Shiva, Staying Alive: Women, Ecology and Survival in India
21. Vandana Shiva, The Violence of Green Revolution
22. P. Sainath, Everybody loves a Good Drought: Stories from India's Poorest districts
23. Gail Omvedt, Dalit Visions

### Module IV

#### 10. Achin Vanaik, The Furies of Indian Communalism: Religion, Modernity and Secularization

11. K. N. Panikkar, Before the Night Falls: Forebodings of Fascism in India
12. Ashis Nandy, Creating a Nationality: The Ramajanamabhumii Movement and Fear of the Self
13. Uma Chakravarti, Nandita Haksar, The Delhi Riots: Three Days in the Life of a Nation
14. Asgharali Engineer, The Gujarat Carnage
15. Siddharth Varadarajan (ed.), Gujarat: The Making of a Tragedy



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***MODERN WORLD HISTORY FROM AD 1500:  
HIS1C02 MODERN WORLD IN TRANSITION-  
FROM 1500 A.D***

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**Module I Transitions from Medieval to Modern**

Decline of Feudalism– Growth of trade and towns– development of science and technology– emergence of national consciousness

Renaissance– causes- humanism– features– Influence on science, literature, art, architecture

Reformation– Lutheranism– Anglicanism–Counter-Reformation

Geographical Explorations– major explorations– Impact on world politics, economy and culture

**Module II Developments in Politics and Economy**

Growth of nation-states– development of absolute monarchies– divine right theory of kingship- Louis XIV

European trading Companies in the East and Americas– Mercantilism–Commercial Revolution

**Module III: Dawn of Rationalism and Democracy**

The English Revolution of 1688 – The Bill of Rights

The Enlightenment movement – Francis Bacon – Locke

The American Revolution – Declaration of Independence

**Books for Reading**

**Module I**

1. Michael Beard, A History of Capitalism
2. Wallbank and Taylor, Civilization: Past and Present
3. C D M Ketelby, A History of Modern Times
4. Wallerstein Emmanuel, The Modern World System
5. Mark Ferrow, Colonialism: A World History

**Module II**

1. Michael Beard, A History of Capitalism
2. Wallbank and Taylor, Civilization: Past and Present
3. C D M Ketelby, A History of Modern Times
4. Wallerstein Emmanuel, The Modern World System
5. Mark Ferrow, Colonialism: A World History
6. E. J. Hobsbaum, The Age of Capital
7. E. J. Hobsbaum, Nation and Nationalism Since 1780

**Module III**

1. Michael Beard, A History of Capitalism
2. Wallbank and Taylor, Civilization: Past and Present
3. C D M Ketelby, A History of Modern Times
4. Wallerstein Emmanuel, The Modern World System
5. Mark Ferrow, Colonialism: A World History
6. E. J. Hobsbaum, The Age of Capital
7. E. J. Hobsbaum, Nation and Nationalism Since 1780

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***MODERN WORLD HISTORY FROM AD 1500:***

## ***HIS2C02 CONSOLIDATION OF THE MODERN WORLD***

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### **Module I Intellectual Foundations of Modern Era**

The French Revolution – Intellectuals - Rousseau – Montesquieu – Voltaire – Diderot – Declaration of the Rights of Man – End of Feudalism  
Napoleon Bonaparte – His Wars – Civilian Works  
Vienna Congress

### **Module II Emergence of Political and National Unification Movements**

Parliamentary Reforms in England  
Civil War in America – Causes – Emancipation Proclamation Unification of Italy – Mazini – Garibaldi – Cavour – Charles Albert Unification of Germany – Blood and Iron policy – Bismark

### **Module III Economic Revolutions and Colonial Plunder**

The Industrial Revolution– Growth of factory system– Inventions in textiles industries, transport and power– Impact on European economy and society  
The Agrarian Revolution- the agricultural capitalism- Colonial Plunder and accumulation of wealth  
New trends and Ideas: Laissez-faire, Socialism, Communism, and Chartism

### **Books for Reading**

#### **Module I**

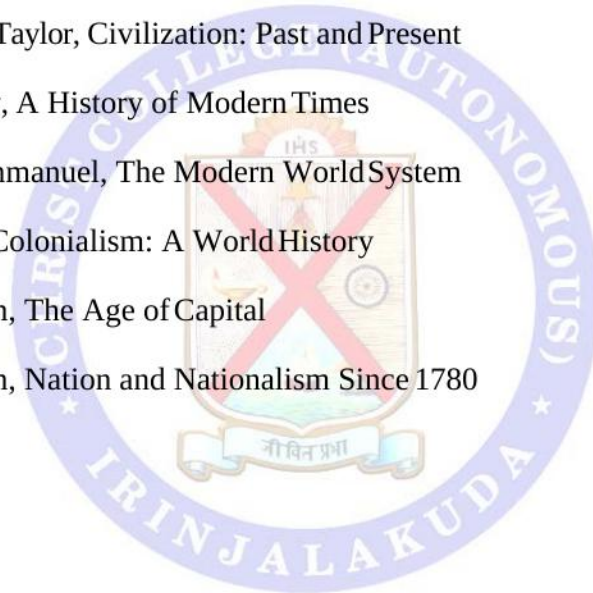
1. Michael Beard, A History of Capitalism
2. Wallbank and Taylor, Civilization: Past and Present
3. C D M Ketelby, A History of Modern Times
4. Wallerstein Emmanuel, The Modern World System
5. Mark Ferrow, Colonialism: A World History
6. George Rude, The Crowd in History: A Study of Popular Disturbances in France and England- 1730- 1848
8. George Rude, The French revolution
9. E. J. Hobsbaum, The Age of Capital
10. E. J. Hobsbaum, Nation and Nationalism Since 1780

**Module II**

1. Michael Beard, A History of Capitalism
2. Wallbank and Taylor, Civilization: Past and Present
3. C D M Ketelby, A History of Modern Times
4. Wallerstain Emmanuel, The Modern World System
5. Mark Ferrow, Colonialism: A World History
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**Module III**

1. Michael Beard, A History of Capitalism
2. Wallbank and Taylor, Civilization: Past and Present
3. C D M Ketelby, A History of Modern Times
4. Wallerstain Emmanuel, The Modern World System
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**MODERN WORLD HISTORY FROM AD 1500:  
HIS3C02 IMPERIALIST ONSLAUGHTS  
AND RESISTANCE MOVEMENTS**

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**Module I Afro- Asian Experiences**

Colonialism in India – Anti Colonial Struggles- The Revolt of 1857 – Indian National Congress – Gandhi and freedom struggle

Western encroachments in China – Opium Wars – Boxer Rebellion – Tai-ping Rebellion – The Revolt of 1911

The Scramble for Africa

**Module II The First World War and Peace Processes**

The First World War – Political Crises – course – Wilson’s Points – the Paris Peace Conference

The League of Nations – Structure – Functions – Achievements and Failures The

Russian Revolution – establishment of the U.S.S.R – Lenin – N.E.P – Stalin **Module**

**III The Second World War and Peace Processes**

Fascism in Italy – Nazism in Germany – Socio-political changes

The Second World War – course – Impact – Destruction of Colonial powers

The U.N.O – structure – Functions – Achievements and Failures – Specialized agencies

**BOOKS FOR STUDY**

**Module I**

1. Percival Spear, The History India, Vol 2
2. Percival Spear, Oxford History of Modern India 1740- 1947
3. Bipan Chandra et.al., India’s Struggle for Independence
4. Sumit Sarkar, Modern India 1885- 1947
5. Sekhara Bandyopadhyaya, From Plassey to Partition: A History of Modern India
6. A. R, Desai, Social Background of Indian Nationalism

**Module II**

1. Michael Beard, A History of Capitalism
2. Wallbank and Taylor, Civilization: Past and Present
3. C D M Ketelby, A History of Modern Times
4. Wallerstein Emmanuel, The Modern World System
5. Mark Ferrow, Colonialism: A World History
6. E. J. Hobsbaum, The Age of Capital
7. E. J. Hobsbaum, The age of Revolutions

**Module III**

1. Wallbank and Taylor, Civilization: Past and Present
2. C D M Ketelby, A History of Modern Times
3. Wallerstein Emmanuel, The Modern World System
4. Mark Ferrow, Colonialism: A World History
5. E. J. Hobsbaum, The Age of Capital
6. E. J. Hobsbaum, The age of Revolutions

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**MODERN WORLD HISTORY FROM AD 1500:  
HIS4C02 NEO-COLONIALISM:**

## **CHALLENGES AND RESPONSES**

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### **Module I Post War Developments**

The Super Powers – Cold War – containment of Communism – Marshal Plan – Truman Doctrine – Warsaw Pact

Military Alliances – NATO – SEATO – Baghdad Pact – Cominform  
 erlin after 1945 – the importance of Berlin Wall – Re-unification

### **Module II Contemporary South Asia**

Neo-colonialism in South-Asian countries – Korean War – Vietnam War

The Political Unrest in West Asia – the creation of Israel – Arab- Israeli wars – Suez crisis – P.L.O – al-Fatah – Hamas

The Gulf Wars – Iran- Iraq War of 1980 – The Kuwait War of 1990 – Attack on World Trade Centre in U.S.A – Occupation of Afghanistan

### **Module III Changing World**

Emergence of People's Republic of China – Mao-Tse-Tung

Nationalist movement in Africa – Egypt – Nasar – Algeria – Congo – Forces against African Unity – African National Congress – Mandela – Struggle against Apartheid Globalization – Multi National Companies

### **BOOKS FOR STUDY**

#### **Module I**

1. Wallbank and Taylor, Civilization: Past and Present
2. C D M Ketelby, A History of Modern Times
3. Wallerstain Emmanuel, The Modern World System
4. Arrighi, The Long 20<sup>th</sup> Century
5. Peter Calvorressi, World Politics Since 1945
6. D F Fleming, Cold Wars and Origins
7. L J Halle, The Cold war as History
8. E J Hobsbaum , The Age of Extremes

#### **Module II**

1. Wallbank and Taylor, Civilization: Past and Present
2. C D M Ketelby, A History of Modern Times
3. Wallerstain Emmanuel, The Modern World System
4. Arrighi, The Long 20<sup>th</sup> Century
5. Peter Calvorressi, World Politics Since 1945
6. D F Fleming, Cold Wars and Origins
7. L J Halle, The Cold war as History

8. E J Hobsbaum , The Age of Extremes

**Module III**

1. Wallbank and Taylor, Civilization: Past and Present
2. C D M Ketelby, A History of Modern Times
3. Wallerstein Emmanuel, The Modern World System
4. Arrighi, The Long 20<sup>th</sup> Century
5. Peter Calvorressi, World Politics Since 1945
6. D F Fleming, Cold Wars and Origins
7. L J Halle, The Cold war as History
8. E J Hobsbaum , The Age of Extremes
9. Harold M Vinacke, A History of Far East in Modern Times



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***SOCIAL AND CULTURAL HISTORY OF BRITAIN:  
HIS1C03 SOCIAL AND CULTURAL HISTORY OF  
BRITAIN (ANCIENT AND MEDIEVAL PERIOD)***

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**Module I – Early History**

British Isles - Geographical features – Early invasions and settlements – Cultural relics  
– Roman conquest – Advent of Christianity

Formation of England: Anglo-Saxon period – Society, culture, literature – advent of the Danes –  
Norman conquest – Anglo-Norman government – Church – Norman brand of feudalism – Oath  
of Salisbury – Domesday Book – Earldom

**Module II- Medieval History**

Medieval social formations – Manorial system – Church mechanism – Magna Carta – Crusades  
– Hundred Years War – Decline of Feudalism

New social changes – Black Death – Peasant’s Revolt – Development of trade – its impact

**Module III – New Trends in Medieval England**

Intellectual development – role of Universities – anti-clerical movements – John Wycliffe  
Middle English language and literature – John Gower – Chaucer – William Langland Epic and  
Romance – courtly literature – lyrics – spiritual writings – secular prose – Recardian poetry

**Books for Reading****Module I**

1. G. M. Travelyan, A Social History of England, Vol. I
2. G. M. Travelyan, Illustrated English Social History
3. Carter and Mears, A History of England
4. H. A. L. Fischer, History of Europe

**Module II**

1. G. M. Travelyan, A Social History of England, Vol. I
2. G. M. Travelyan, Illustrated English Social History
3. Carter and Mears, A History of England
4. H. A. L. Fischer, History of Europe
5. Will Durant, Age of Faith

**Module III**

1. G. M. Travelyan, A Social History of England, Vol. I
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3. Carter and Mears, A History of England
4. H. A. L. Fischer, History of Europe
5. Will Durant, Age of Faith



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***SOCIAL AND CULTURAL HISTORY OF BRITAIN:  
HIS2C03 HISTORY OF TUDORS AND STUARTS***

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**Module I Transition from Medieval period to Modern Age**

Establishment of Tudor monarchy – features – Rise and growth of new middle classes – Elizabethan Era – Overseas trade – Spanish Armada – Mercantilism – Trading Companies –

**Module II Age of Reformation and Renaissance**

Reformation – Humanism – Thomas More – Francis Bacon – University Wits – Marlowe – Ben Johnson – John Lyle – William Shakespeare – Roger Ascham – Philip Sydney – Edmund Spenser – Walter Raleigh – Development of Science – Isaac Newton

**Module III England under Stuarts**

Growth of Royal absolutism – Civil War – Puritan Revolt – Oliver Cromwell – Puritan Literature – Milton – Bunyan – Metaphysical Poets – John Donne – Cowley – Robert Burton – Thomas Browne

Restoration – Theatre – Satire – Political pamphleteering – John Dryden – Joseph Addison – Steele – Jonathan Swift – Alexander Pope – John Gay – Daniel Defoe

**Books for Reading**

**Module I**

1. G. M. Travelyan, A Social History of England, Vol. I
2. G. M. Travelyan, Illustrated English Social History
3. Carter and Mears, A History of England
4. H. A. L. Fischer, History of Europe

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1. G. M. Travelyan, A Social History of England, Vol. I
2. G. M. Travelyan, Illustrated English Social History
3. Carter and Mears, A History of England
4. H. A. L. Fischer, History of Europe
5. Will Durant, Age of Faith

**Module III**

1. G. M. Travelyan, A Social History of England, Vol. I
2. G. M. Travelyan, Illustrated English Social History
3. Carter and Mears, A History of England
4. H. A. L. Fischer, History of Europe
5. Will Durant, Age of Faith

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***SOCIAL AND CULTURAL HISTORY OF BRITAIN:***

**HIS3C03 HISTORY OF REVOLUTIONS  
AND ERA OF COLONIALISM**

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**Module I Era of Revolutions**

Glorious Revolution – the philosophy of Locke – constitutional monarchy – Hanoverian Succession – The American Revolution – Thomas Paine – Neo Classicism – Dr. Johnson – Oliver Goldsmith – Impact of French Revolution – Edmund Burke – Thomas Carlyle – Romantic Revival – William Blake – Wordsworth – Coleridge – Lord Byron – Shelley – John Keats – Charles Lamb – Walter Scot – Jane Austen

**Module II The Consolidation of the British Empire**

Colonialism and Imperialism – Ideology and Implementation – Major trends and Writings – Oriental Despotism – Mission of Civiliatrix – Whiteman’s Burden – Manifest Destiny – Orientalism – Utilitarianism – Jeremy Bentham – J.S.Mill – Evangelicals – Rudyard Kipling – Asiatic Society of Bengal – William Joans

**Module III Age of Industrialism**

New technology – Agrarian, Industrial and Commercial Revolutions – Factory System – William Pitt – Trade Unionism - Robert Owen – Chartism – Development of party system – the co-operative movement – Laissez-faire – English Economists – Methodism – Corn Laws – Gladstone and the Liberal policy – Disraeli and Conservatism

**Books for Reading**

**Module I**

1. G. M. Travelyan, A Social History of England, Vol. I
2. G. M. Travelyan, Illustrated English Social History
3. Carter and Mears, A History of England
4. H. A. L. Fischer, History of Europe

**Module II**

1. G. M. Travelyan, A Social History of England, Vol. I
2. G. M. Travelyan, Illustrated English Social History
3. Carter and Mears, A History of England
4. H. A. L. Fischer, History of Europe
5. E J Hobsbaum, Age of Capital
6. E J Hobsbaum, Age of Empire

**Module III**

1. G. M. Travelyan, A Social History of England, Vol. I
2. G. M. Travelyan, Illustrated English Social History
3. E J Hobsbaum, Age of Capital
4. H. A. L. Fischer, History of Europe
5. G. B. Adams, Constitutional History of England
6. E J Hobsbaum, Age of Empire

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**SOCIAL AND CULTURAL HISTORY OF BRITAIN:  
HIS4C03 HISTORY OF VICTORIAN AND POST-  
COLONIAL DEVELOPMENTS**

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**Module I The Victorian Age: society, culture and achievements**

Nature of Victorian society – Religion – Impact of Social Darwinism – Literary developments – John Ruskin – John Newman – John Clare – Alfred Tennyson – Robert Browning – Mathew Arnold – Oxford Movement – Liberalism – A.C.Swinburne – Charles Dickens – Thackeray – George Eliot – Late Victorian Literature – Thomas Hardy – Henry James – Aestheticism – Walter Pater – Oscar Wilde – G.B.Shaw

**Module II Age of Socialism**

Socialist movement – Ideology and practice – Christian socialism Marxian socialism – Fabian socialism – Communism – Impact – Liberal party – Labour Party – England after the World Wars – Nationalism – War poetry – De-colonization – Post-war socio- economic problems – Concept of welfare state – Important thinkers and writers: Russel, Huxley, H.G.Wells, E.M.Foster, Toyenbee, W.B.Yeats Modernism – D.H. Lawrence – James Joyce – T.S.Eliot – W.H.Auden – George Orwell – Dylan Thomas – Samuel Becket – the context of postmodernism – Aspects of contemporary culture and society – popular culture – Globalization – New World order – Terrorism – Feminism – Gender issues

**Module III Britain and the World**

The concept of British Commonwealth – foundation and history – Introduction of western education in India – Educational controversies – Mecauly's Minutes – Woods Despatch – Impact – Rise and growth of Middle class Intelligentsia – Raja Ram Mohan Roy – The beginning of Indian Writing in English – Toru Dutt – R.C.Dutt – Sri Aurobindo – Rabindranath Tagore – Mahatma Gandhi – Nehru – Sarojini Naidu – Mulkraj Anand – R.K.Narayan – Kamala Das

**Books for Reading****Module I**

1. G. M. Travelyan, A Social History of England, Vol. I
2. G. M. Travelyan, Illustrated English Social History
3. Carter and Mears, A History of England
4. H. A. L. Fischer, History of Europe

**Module II**

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6. E J Hobsbaum, Age of Revolutions

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3. Carter and Mears, A History of England
4. H. A. L. Fischer, History of Europe
5. E J Hobsbaum, Age of Empire
6. E J Hobsbaum, Age of Revolutions
7. Bipan Chandra, et. al., India's Struggle for Independence
8. Sumit Sarkar, Modern India 1885- 1947
9. Shekhar Bandhyapadhyaya, From Plassey to Partition

**WEST ASIAN STUDIES HIS1C04 WEST ASIA  
IN TRANSITION**

**Module PHYSICAL FEATURES**

- Nomenclature – Middle East – West Asia
- Geography – Resources
- Historic and Strategic Importance
- Importance of Regional Studies
- Major Countries

**Module II 19<sup>TH</sup> CENTURY –THE PERIOD OF RESURGENCE**

- Islamic Resurgence Movements
- Wahabi Movement
- Jamaludhin Afghani- Pan Islamic Movement
- Rashid Ridha, Mohammed Abdu

**Module III PERIOD OF EUROPEAN IMPERIALISM**

- Construction of Suez Canal
- Revolt of Arabi Pasha in Egypt
- Turkey –the Sick man Of Europe
- Young Turk Movement and the Revolution of 1908
- Impact of W W I on Turkey –Khilafat Movement
- Musthafa Kamal Pasha – Reform Movements in Turkey
- British Occupation of Palestine – Impact and Rebellions
- Mandatory System in Palestine

**READINGS**

**Module I**

Majeed Akhtar; West Asia –An introduction Lowis

Bernard ; The Middle east and the West Fisher S N ;

Middle east: A History

H. Albert ; A History of the Arab People

Cleveland W L; A History of the Modern Middle East Module

II

Ahmad Talmiz ; Reform in the Arab World Armajani

Yahya ; Middle east : Past and Present

Binder Leonard ; The Ideological revolution in the Middle East Sharbi

Hisham ; Nationalism and revolution in the Arab World **Module III**

Peretz Don ; The Middle East Today Hiro

Dilip ; Inside the Middle East

Brown Laniel ; Rethinking Tradition in Modern Islamic Thought Esposito J L;  
Voices of Resurgent Islam Mac Donald D; Palestine and Israel

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**WEST ASIAN STUDIES**  
**HIS2C04 EMERGENCE OF MODERN WEST ASIA**

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**Module I EMERGENCE OF ARAB NATIONALISM**

- ☐ Emergence of Arab Nationalism – Ai-Fatah – Arab National Congress
- ☐ Emergence of nation states – Iraq- Intrusion of Western Powers – Conquest by Britain – British Mandate – Anti British Agitations – Establishment of Arab Government
- ☐ Accession of Amir Faisal and Complete Independence of Iraq
- ☐ Iran – Persia becomes Iran – Accession of Rasa Khan Shah to Power – Influence of Occident – Reforms of 1923 – Mohammed Rasa Pahalavi – Tehran Conference
- ☐ Problems of Kurds – Kurd Republic in 1946 Module II

**JEWISH NATIONAL MOVEMENT**

- ☐ Problem of Jews – Origin – Flight of Jews from Palestine from 1<sup>st</sup> Century AD onwards – Islamic Govt. in Palestine – Turkish Rule in Palestine
- ☐ Growth of Anti Semitic Feelings among European Countries – Political Zionism – World Zionist Conference (1897) – Theodor Herzl – Support from USA
- ☐ Emigration of Jews into Palestine – Stages – British Attitude towards Jews

**Module III FORMATION OF ISRAEL**

- ☐ Balfour Declaration – Response of Palestine – Jewish Agency
- ☐ Chim Wizmann – Jewish Investments in Palestine – Arab Protest and Marginalisation of the Arabs – British attitudes and Policies
- ☐ Anti Jewish Rebellion and Haj Amin – Suppression by Britain
- ☐ Royal Commission – William Peel
  - ☐ Zionist Terrorists- Activities and Problems – End of Mandates- Intervention of UN – UNSCOP – Plan for Partition
- ☐ W W II and the Formation of the state of Israel READINGS

**Module I**

Agwani MS; Contemporary West Asia Antonio

George ; The Arab Awakening

Cleveland W L; A History of the Modern Middle East Majeed

Akhtar; Encyclopaedia of West Asia

Agwani MS; Politics in the Gulf

## **Module II**

Cobban H; Palestine Liberation Organisation Said

Edward; The Question of Palestine Leonard B ; The

Study of the Middle East Esposito J L; Voices of

Resurgent Islam **Module III**

Esposito J L; Voices of Resurgent Islam

Cobban H; Palestine Liberation Organisation Armajani

Yahya ; Middle east : Past and Present

Lenczowski George ; The Political Awakening in the Middle East

## ***WEST ASIAN STUDIES***

### ***HIS3C04WEST ASIA IN CRISES***

#### **Module I ARAB NATIONAL MOVEMENT**

☐ Egypt – Free Officers and the Revolution of 1952 – Establishment of Egyptian Republic

☐ Gamal Abdul Nazar and his Reforms – Nationalisation of Suez Canal

☐ Baa’thism in Iraq and Syria

☐ Arab Socialism – Communist Movements in West Asia

☐ Cold War and West Asia – Arms Race

☐ Organisation of Al –Fatah – PLO

☐ Turkey and the NATO

☐ Iraq Becomes a Republic – General Abdul Kareem Kasim **Module II**

#### **ARAB –ISRAELI CONFLICT**



▣ Background of the Conflicts – Yasar Arafat and PLO

▣ War of 1948 – Intervention of UNO – Development of Fidayeen

▣ The Arab Israeli War of 1956 – Decline of British influence in West Asia

▣ The Six Day War of 1967 – Baath Party

▣ New Govt. in Iraq – Influence of Baath under Al Becker – Socialist Republic in Iraq – Saddam Hussein becomes the President

▣ Arab –Israeli War of 1973 Module III

ERA OF NEGOTIATIONS

▣ Camp David Agreement – Black September – Intifadah

▣ Reagan Plan

▣ Madrid Negotiations

▣ Oslo Peace Process – Gaza – Jericho Fast

▣ Mediatory Efforts of Bill Clinton –George Bush – Towards a Palestine State

READINGS

**Module I**

Agwani MS; Contemporary West Asia Antonio

George ; The Arab Awakening

Cleveland W L; A History of the Modern Middle East Majeed

Akhtar; Encyclopaedia of West Asia

Agwani MS; Politics in the Gulf

**Module II**

Guandt W B; Camp Dard and Politics Mac

Donald D; Palestine and Israel Peretz Don;

The Middle East Today

Hiro Dilip; Inside the Middle east

**Module III**

Esposito J L; Voices of Resurgent Islam Cobban H;

Palestine Liberation Organisation

Armajani Yahya ; Middle east : Past and Present

Lenczowski George ; The Political Awakening in the Middle East Ahmad Talmiz;

Reform in the Arab World

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**WEST ASIAN STUDIES**

## *HIS4C04 CONTEMPORARY WEST ASIA*

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### Module I CHANGING WEST ASIA

- ▣ Nationalisation of Oil Companies – Saudi Arabia- OAPEC
- ▣ Formation of Gulf Co operation Council – Muslim World League
- ▣ Islamic Revolution in Iran – Ayatollah Khomeini – Resurgence of Islam
- ▣ Iranian Oil Industry after Revolution Module

### II AGE OF CRISES

- ▣ Iran –Iraq war
- ▣ Gulf war of Kuwait - Intervention of the US
- ▣ Gulf War of Iraq – Fall of Saddam Hussein
- ▣ Taliban in Afghanistan

### Module III INDIA AND WEST ASIA

- ▣ India and the Palestine Question
- ▣ Indian Labour force In the Gulf Nations
- ▣ Migration Trends and Remittances
- ▣ Impacts of Gulf Money on the Society, Economy, Culture and History of Kerala

### READINGS

#### **Module I**

Esposito J L; Voices of Resurgent Islam Cobban H;

Palestine Liberation Organisation

Armajani Yahya ; Middle east : Past and Present

Lenczowski George; The Political Awakening in the Middle East Ahmad Talmiz;

Reform in the Arab World

#### **Module II**

Peretz Don; The Middle East Today Hiro

Dilip; Inside the Middle east

Cleveland W L; A History of the Modern Middle East Majeed

Akhtar; Encyclopaedia of West Asia

Agwani MS; Politics in the Gulf

### **Module III**

Cleveland W L; A History of the Modern Middle East Majeed

Akhtar; Encyclopaedia of West Asia

Agwani MS; Politics in the Gulf

B A Prakash ; Kerala economy and



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**ARCHAEOLOGY IN INDIA**  
**HIS1C05 PRINCIPLES AND METHODS OF**  
**ARCHAEOLOGY**

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Module I INTRODUCTION

▣ Definition – Scope, importance and Theme

▣ Nature – Interdisciplinary – Relation with History, Anthropology, Heritage Studies etc – Archaeology as a source of History

▣ Relation with Biological Sciences and Physical Sciences- Dependence on Physics and Chemistry

▣ Archaeology and Auxiliary Sciences - Epigraphy and Numismatics

Module II  
BASIC CONCEPTS

▣ Artefacts – Assemblage – Industry – Culture – Tell – Stratigraphy - Layer – Trenching

▣ Fossils

▣ Field Laboratory - Conservation

Module III METHODS OF EXPLORATION AND EXCAVATION

▣ Identification of Site –Field Survey and Sampling Techniques – Application of Scientific Methods

Methods of Excavation – Vertical and Horizontal –Trenching –

Gridding –Excavation of Pits – Stone Walls – Unit Method and Locus Method – Site and Off Site

Readings

Module I

Rajan K; Archaeology: Principles and Methods Raman K.V;

Principles and Methods in Archaeology

Chakrabarthy D.K; Theoretical Perspectives in Indian Archaeology

Module II  
Rajan K; Archaeology: Principles and Methods Raman K.V;

Principles and Methods in Archaeology Basker P; Techniques of Archaeological Excavation

Module III  
Rajan K; Archaeology: Principles and Methods Raman K.V;

Principles and Methods in Archaeology Atkinson RJC; Field

Archaeology

## **ARCHAEOLOGY IN INDIA HIS2CO5**

### **HISTORY OF ARCHAEOLOGY**

#### **Module I BEGINNINGS OF ARCHAEOLOGY**

- ▣ Beginnings – King Nabonidus
- ▣ Antiquarianism – Medieval Attitudes to Antiquity
- ▣ Excavation in Indian Mounds in Virginia by Thomas Jefferson
- ▣ Exploration connected with Napoleonic wars in Egypt
- ▣ Influence of Humanism – Charles Darwin and the Theory of Evolution

#### **Module II DEVELOPMENT OF SCIENTIFIC ARCHAEOLOGY**

- ▣ Development of Scientific Techniques
- ▣ Achievements of Early Scientific Archaeology – Discovery of Stone Age Cultures of the World
- ▣ Discovery of Ancient Civilisations – Flinders Petrie and Pitt Rivers
- Excavation in Egypt – Henrich Schliemann – Excavation of Troy – Robert Bruce Foote –South Indian Excavations –Leonard Wolley and Rawlinson – Mesopotamian Cities –Gordon V Childe

#### **Module III SPECIALISED AREAS OF ARCHAEOLOGY**

- ▣ Ethno Archaeology
- ▣ Salvage Archaeology
- ▣ Marine Archaeology
- ▣ Concept of New Archaeology
- ▣ Processual Archaeology
- ▣ Cognitive Archaeology Readings

#### **Module I**

Rajan K; Archaeology, Principles and Methods Raman K V;

Principles and Methods in Archaeology Himanshu P.Ray;

Colonial Archaeology in South Asia

**Module II**

Rajan K; Archaeology, Principles and Methods Raman K V;

Principles and Methods in Archaeology Agarwal D P ;

Archaeology in India

Chakrabarti D K ; A history of Indian Archaeology

**Module III**

Rajan K; Archaeology, Principles and Methods Raman K V;

Principles and Methods in Archaeology Ghosh A

;Encyclopedia of Indian Archaeology Basker P;Technique of

ArchaeologicalExcavations

Aiken M J ; Science Based Dating in Archaeology

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**ARCHAEOLOGY IN INDIA**  
**HIS3CO5 ARCHAEOLOGICAL EXCAVATIONS IN**  
**INDIA**

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**Module I BEGINNINGS OF ARCHAEOLOGY IN INDIA**

- ☐ Colonial Mode of understanding India - Surveys – Mckenzie Collections – Survey of Ancient Monuments – Cunningham
- ☐ Asiatic Society of Bengal and Its Functioning
- ☐ Treasure Trove Act

**Module II ARCHAEOLOGICAL SURVEY OF INDIA**

- ☐ Establishment and early Activities
- ☐ Accidental Discovery of Harappan Civilisation – Explorations of Dayaram Sahni – R D Banerjee – John Marshall
- ☐ Excavations of Mackay
- ☐ Mortimer Wheeler and Discovery of Graeco- Roman Contacts – Arecamedu
- ☐ Pre historic Cultures in India – Palaeolithic Culture – Mesolithic Culture – Neolithic Culture – Chalcolithic Cultures – Bronze Age and the Indus Civilisation
- ☐ Megalithic Culture in south India

**Module III ARCHAEOLOGICAL EXCAVATIONS AND EXPLORATIONS IN KERALA**

- ☐ Excavations under the Department of Archaeology , Cochin State
- Find Spots of Roman Coins – Excavations of B K Thapar Megalithic Sites – Faucett and Edakkal Caves – Recent Excavations at Pattanam – Excavation at Anakkara

**READINGS**

**Module I**

Agarwal D P ; Archaeology in India

Chakrabarti D K ; A history of Indian Archaeology H D

Sankalia ; Indian Archaeology Today **Module II**

Chakrabarti D K ; A history of Indian Archaeology H D

Sankalia ; Indian Archaeology Today

Allchin Bridget and Raymond Allchin; Rise of Civilisation in India and Pakistan

Rajan K; Archaeology, Principles and Methods Raman K V;

Principles and Methods in Archaeology **Module III**

Ghosh A; Encyclopedia of Indian Archaeology

Atkinson RJC ; Field Archaeology

Suart Piggot; Pre Historic india

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**ARCHAEOLOGY IN INDIA**  
**HIS4CO5 MODERN TECHNIQUES IN**  
**ARCHAEOLOGY**

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**Module I DATING TECHNIQUES IN ARCHAEOLOGY**

☐ Relative Techniques – Stratigraphy

☐ Absolute Dating Methods – Carbon 14 – Fluorine – Potassium Argon –  
Limitations of Carbon 14

☐ Dendrochronology – Pollen Analysis – Petrology

☐ Thermo luminescence

☐ Typology – Terracotta, Metallic, Stone, Sarcophagi

**Module II POST EXCAVATION ACTIVITIES**

☐ Collection and Classification of Artefacts

☐ Field Laboratory

☐ Services of Curator

☐ Preservation of the Finds

☐ Preparation and Publication of Archaeological Report

☐ Conservation and Exhibition of Artefacts – Methods of  
Conservation – Organic Objects – Various kinds of Metallic objects – Need and  
Importance

☐ Archaeological Museums of India

**Module III RECENT TRENDS IN INDIAN ARCHAEOLOGY**

☐ Underwater Archaeology – S R Rao – Indian Institute of  
Oceanography, Goa – Recovery of submerged Sites – Dwaraka

☐ Environmental Archaeology

**READINGS**

**Module I**

Rajan K; Archaeology, Principles and Methods Raman K V;  
Principles and Methods in Archaeology Atkinson RJC ; Field  
Archaeology

**Module II**

Atkinson RJC ; Field Archaeology

Rajan K; Archaeology, Principles and Methods Raman K V;  
Principles and Methods in Archaeology

**Module III**

Rajan K; Archaeology, Principles and Methods Raman K V;  
Principles and Methods in Archaeology

Chakrabarti D K ; Theoretical Perspectives in Indian Archaeology



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**HISTORY OF JOURNALISM**  
**HISC06 EARLY HISTORY OF JOURNALISM**

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**Module I INTRODUCTION**

- ☐ Journalism Defined – Nature and Scope – Principles and functions
- ☐ Journalism and Mass Communication Media
- ☐ Concept of Fourth Estate
- ☐ Democracy and the Press – Freedom of Press
- ☐ Early Forms of Mass Communication – Use of Symbols and Signs  
– Messengers – Dutas – Proclamations – Use of animals and birds – Use of Writing  
– Edicts of Asoka – Twelve Tables
- ☐ Primitive Types of Journalism – Practices in Rome and Ancient China – War Reports under the Mughals – Manuscript Newspapers under Akbar – Bulletins on the newly discovered regions – Bulletin of Venice

**Module II EMERGENCE OF MODERN JOURNALISM**

- ☐ Print Media – Printing in China – Significance of Print Revolution – Beginning in Strassburg – in Britain and Holland
- ☐ Early Newspapers – *Relation* from Strassburg
- ☐ Early Newspapers in Britain – *Weekly News* of England (1622) – Work of Nicholas Burne – Milton and freedom of Press
- ☐ Early Newspapers in USA
- ☐ Genesis of Modern Indian Press – Printing – Portuguese Machineries – Beginnings of the Press in Bengal- James Hicky – Buckingham – Raja ram Mohun Roy

**Module III DEVELOPMENT OF POPULAR PRESS**

- ☐ Development of Education during the last decades of the 19<sup>th</sup> Century
- ☐ Newspapers in the West – Joseph Pulitzer – William Randolph Herst – Lord North Cliff
- ☐ Intervention of the Press in Specific Historical Context – American revolution and French Revolution
- ☐ Popular Newspapers – Working Class Newspapers – Herald – London Times – Guardian – Advertising and Journals – Cost of Production – Purchasing power of Laymen
- ☐ Newspaper Magnates – Corporate Bodies – New York Times
- ☐ Collection of News – Early Modes – Telegraphic Communication – Morse Code – Radio – Electronic Revolution – Online Journalism

**READINGS**

**Module I**

- Agee, Ault & Emery; Introduction to Mass Communication
- Asa Briggs; A Social History of Media From Gutenberg to the Internet
- Gardiner Lambert; A History of Media

## **Module II**

Kamath M V ; Professional Journalism

Gardiner Lambert; A History of Media

Agee.Ault &Emery;Introduction to Mass Communication

## **Module III**

Agee.Ault &Emery;Introduction to Mass Communication

Asa Briggs; A Social History of Media From Gutenberg to the Internet

Gardiner Lambert; A History of Media

Keval J.Kumar; Mass Communication In India



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***HISTORY OF JOURNALISM***  
***HIS2C06 HISTORY OF JOURNALISM IN INDIA***

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**Module I BEGINNINGS OF MODERN INDIAN PRESS**

- Pioneering Attempts – James Hicky – Bengal Gazette – Early Publications from Bengal – Calcutta Gazette – Bengal Journal – Oriental Magazine and Calcutta Chronicle
- James Silk Buckingham and the Calcutta Journal – Contents of the Early English Journals
- Freedom of Press – Attitude of English East India Company – Measures Against Hicky and Buckingham – Anti Indian Press Regulation of Lord John Adams – Critique by Ram Mohun Roy – Repeal of the Regulation by Charles Metcalf
- Ram Mohun Roy and the Indian Press – Brahmanical Magazine , Persian Weekly, Sambad Kaumudi – Aspects of Acculturation
- Beginnings of Newspapers in Indian Languages - Gangadhar Bhattacharya - Works of Serampur Missionaries – The Dig Darshan – Bombay Samachar in Gujarati – Sayyad Un Akbar in Urdu – Rast Gofthar – Madras Courier – Kannada Newspapers from Bangalore
- Aims and Objectives of the early Newspapers
- Role of Press in the 19<sup>th</sup> Century Social reform Movements and Anti British Struggles – Press and the Revolt of 1857 – Impact of the Revolt on the Press- Press Censorship of Lord Canning – The Hindoo Patriot and the Peasant Movements

**Module II DEVELOPMENTS IN THE SECOND HALF OF THE 19<sup>th</sup> CENTURY**

- New Publications from Bombay – Calcutta – Allahabad and Madras
- Repressive Measures of the Colonial Govt. – Vernacular Press Act of Lord Lytton- Repeal of the Act by Lord Ripon
- Impact of Technological Development – Telegraph – Roeter Telegrams – Establishment of the Associated Press of India – Free Press of India – New Agency – United Press of India

**Module III PRESS AND THE NATIONAL MOVEMENT**

- Nationalist Press – Cultural Awakening – Media as Agency and the Instrument of Propaganda – Social Change – Pamphlets – Journals – Newspapers – Role Played by Libraries and Clubs
- Important Newspapers – Kesari and MARATHA OF Tilak – Spectator – The

Press and the Partition of Bengal – Annie Beasant and the Common Wheel -  
Gandhiji and the Press – Harijan and Young India – Leader – Bombay Chronicle  
– Hindustan Times – Swarat – Matrubhumi and Bhaji Bharatam from Kerala  
☐ Indian Press Act of 1931 – Hindustan Standard and Yugandhar – Revolutionary  
Terrorists

☐ Nehru and the National Herald

☐ Quit India Movement and the Press

#### READINGS

##### **Module I**

Agee, Ault & Emery; Introduction to Mass Communication

Asa Briggs; A Social History of Media From Gutenberg to the Internet

Gardiner Lambert; A History of Media Natarajan S ;

A History of the Press in India **Module II**

Raghavan G NS ; The Press in India Raghavan

G NS; Broadcasting in India Rivers William

; Mass Media and Society Vijayan K P;

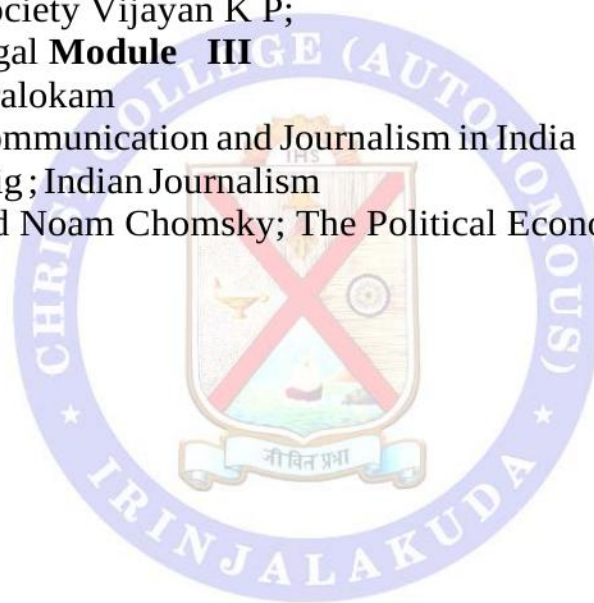
Patrangal Vichitrangal **Module III**

Venugopalan T; Patralokam

Mehta D S; Mass Communication and Journalism in India

Krishnamurthy Nadig ; Indian Journalism

Herman Edward and Noam Chomsky; The Political Economy of Mass Media



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***HISTORY OF JOURNALISM***  
***HIS3C06 JOURNALISM IN KERALA***

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Module IBEGINNINGS OF MODERN JOURNALISM IN KERALA

- Introduction of Printing
- Early Journals of Kerala – Basel Evangelical Missionaries – Rajya samacharam – Pascchimodayam – Herman B Gundert
- First Magazine – Jnana Nikshepam from Kottayam – CMS Missionaries – Benjamin Bailey – Objectives of early Journalism
- Development in the 19<sup>th</sup> Century – Western Star, the First English Newspaper – Malabar Spectator and West Coast Express
- Malayalam Dailies – Santishta Vadi – Travancore Herald – Satyananda Kahalam and the Criticism of Travancore Govt. – Kerala Mitram - Devji Bhimji –Kerala Patrika and C Kunhirama Menon – Kerala Kesari and Poovadan Ravunni – Malayali- K Ramakrishna Pillai – K G Sankar – E Krishna Pillai and Kerala Sanchari – Vidya Vilasini – Sujana Nandini Malayala Manorama and Kandathil Varughese Mappilai
- The Press and the Development of Language and Literature Module II

NATIONALIST MOVEMENT AND THE PRESS IN KERALA

- Development of English Education –Nationalist Movement
- Freedom of Press – Swadesabhimani Ramakrishna Pillai – Vakkom Abdul Khadar Moulavi – Moorkoth Kumaran and Mitavadi – C V Kunhuraman and Kerala Kaumudi – T K madhavan and Desabhimani – Al –Ameen and Muhammad Abdu Rahiman
- Impact of New trends in Society – Samadarsi –Vivekodayam – Prabhatam – Matrubhumi – K P Kesava Menon – Gomati – Kesari Balakrishna Pillai – Desabhimani – Chandrika – Ideologies and the Press
- Library Movement and the Press
- Press and Progressive Movement in Kerala – Nambootiri Yogakshema Sabha – Yogakshemam – Unni Nambootiri – Vagbhatananda and

Atmavidyakahalam- Nayar – Service

☐ Women magazines

☐ Press and National Agitation – Lokamanyam –Swarat – Matrubhumi –Ai-Ameen –Bhaje Bharatam

☐ Press regulation in Tiruvitamkur -1926

☐ K G Sankar and Malayala Rajyam- Express and Navajeevan from Thrissur

Module III KERALA PRESS TODAY

☐ Press and Day today Life in Kerala – Role in Literacy

☐ Establishment of Press Academy

Increasing Circulation – Competition

☐ Important Journals, Weeklies and Newspapers

☐ Editionalising

☐ Advertising

**READINGS**

**Module I**

Menon SK; Swale

Raghavan Puthupally; Malayala Patraprvarthana Charitram Sam N;

Malayala Patrapravarthanam Pathompatam Nuttandil **Module II**

Krishnamurthy Nadig; Indian Journalism

Natarajan S; A History of Press in India

Venugopalan T; Patralokam

Raghavan Puthupally; Malayala Patraprvarthana Charitram

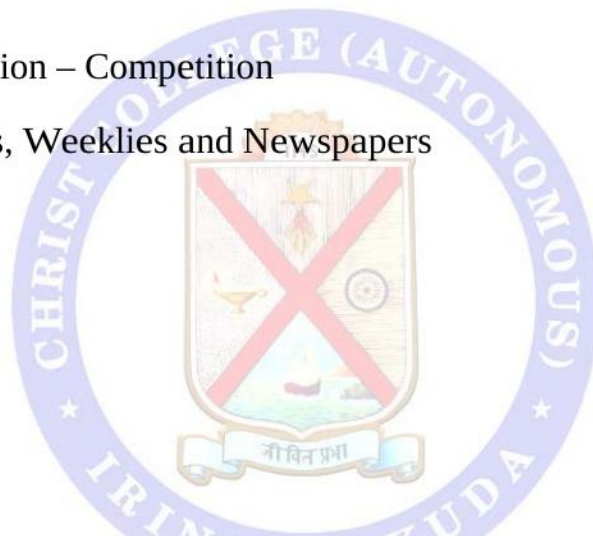
**Module III**

Vijayan K P; Patrangal Vichitrangal

Ramakrishna Pillai K; Vritanta Patrapravarthanam Menon

S K; Swale

Natarajan S; A History of Press in India



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***HISTORY OF JOURNALISM***  
***HIS4C06 JOURNALISM IN THE***  
***CONTEMPORARY WORLD***

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**Module I INDEPENDENCE AND CHANGING PRESS**

- ☐ Changes in the Outlook of the Press
- ☐ Political Changes and the Changes in the Ownership of Press
- ☐ Press Commission of 1947
- ☐ Report of the Commission

**Module II DEVELOPMENT OF PRESS IN THE POST INDEPENDENT PERIOD**

- ☐ Constitution and the Freedom of the Press – Limitations of the Freedom of the Press – Organisational Aspects – Indian Federation of Working Journalists- Indian Newspaper Society
- ☐ Press Acts – Working Journals Act of 1955 – Delivery of Books and Newspapers Act etc
- ☐ Indian Language Newspaper Association
- ☐ Press Council of India -1966- Aims and Objectives
- ☐ Nehruvian Era and the Strengthening of the Freedom of the Press
- ☐ Major New Establishments

**Module III RECENT TRENDS**

- ☐ Press during the Emergency
- ☐ Development in the Post Emergency – Investigative Journalism – Social Journals – Exposive Journalism – Role of Periodicals – Full time News Channels – Commercialisation – Sensationalisation – Networking – Media sensitivity Issues – Communal Violence , Terrorism etc
- ☐ Newspaper Magnates – Corporate Bodies – New York Times
- ☐ News Agencies – International Agencies – Reuters – AP, UPI, AFP, Shinghua – Indian News Agencies – PTI, UNI, Hindustan Samachar, Samachar Bharati etc
- ☐ Changes in the Editionalising of Newspapers
- ☐ Changes in Printing Techniques – Offset – DTP – Digitalisation

Module I

Asa Briggs ; A Social History of Media from Gutenberg to the Internet

Gardiner Lambert; A History of Media

Herman Edward and Nom Chomsky ; The Political Economy of Mass Media

Module II

Gardiner Lambert; A History of Media

Keval J.Kumar; Commuication and Journalism in India

Krishnamurthy Nadig; Indian Journalism

Natarajan S; A History of Press in India

Raghavan G.N.S; The Press In India Module

III

Mudhukar J P; Press Laws

Keval J.Kumar; Commuication and Journalism in India

Krishnamurthy Nadig; Indian Journalism

Natarajan S; A History of Press in India

Raghavan G.N.S; The Press In India

Raghavan Puthupalli ; Malayala Patrapravarthana Charitram Raghavan

N S; Broadcasting in India

Ramakrishna Pillai K; Vritanta Patrapravarthanam Rivers

Williams; Mass Media and Society Venugopalan T

; Patralokam

Vijayan K P; Patrangal Vichitrangal





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**Open Courses**  
**HIS5D01 HERITAGE STUDIES**

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**Module I INTRODUCING HERITAGE STUDIES**

- ☐ Meaning and Definition of Heritage
- ☐ Types of Heritage – Natural and Cultural – Tangible and Intangible
- ☐ Conservation of Heritage – Archaeology – Museology – Archives – Folklore – Fine Arts
- ☐ Cultural Tourism

**Module II HERITAGE AND LAW**

- ☐ Law against Vandalism and Plunder
- ☐ Archaeological Survey of India
- ☐ Rescue and salvage Archaeology
- ☐ International Organisation for Preserving Heritage- Role of UNESCO – ICOMOS – ICOM-ICCROM – State Departments- International Organisations – Smuggling and Antiquities

**Module III INDIAN HERITAGE**

- ☐ Indian Heritage defined – Perspectives from Above and Perspectives from Below – Locating Folk and Tribal Culture

**Module IV HERITAGE DESTINATIONS OF INDIA**

- ☐ Selected World Heritage Monuments of India – Ajanta – Ellora – Taj Mahal – Badami – Fatehpur Sikri – Sanchi – Mahabalipuram and Hampi
- ☐ Pilgrim Centres
- ☐ Archaeological Sites – Nagarjuni Konda – Lothal – Arikamedu – Bhimbetka – Edakkal – Pattanam
- ☐ Important Museums of India
- ☐ Heritage Destinations of Kerala – Natural Heritage – Bekal Fort – Jain Temple, Sulthan Bathery – Palakkad Fort – Jewish Synagogue, Mattanchery – Dutch Palace – Mural Paintings of Siva Temple, Kottakkal

**Book list****Module I:**

1. Henry Cleere (ed.), Approaches to Archaeological Heritage
2. S P Gupta, Cultural Tourism

**Module II**

1. Henry Cleere (ed.), Approaches to Archaeological Heritage
2. H Sarkar, Museums and Protection of Monuments and Antiquities in India
3. UNESCO; Museums and Monuments – Organisation of Museums: Practical Advise
4. Michael A Fopp, Managing Museums and Galleries

**Module III**

1. UNESCO; Museums and Monuments – Organisation of Museums: Practical Advise
2. Michael A Fopp, Managing Museums and Galleries

**Module IV**

1. Rajan Gurukkal and M R Raghava Varier (ed.), Cultural History of Kerala, Vol.I
2. A Sreedhara Menon, Cultural Heritage of Kerala

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***HIS5D02 HISTORICAL TOURISM***

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**Module I Historicising Travel in India**

- ☐ Travelogues – Ancient – Megasthenese- Pliny – Fa –Hsien
- ☐ Medieval – Marcopolo – Ibn Batuta-
- ☐ Modern – Ralf Fitch –Buchanan

**Module II Emergence of Destinations**

- ☐ Religious Destinations – Puri, Haridwar, Ajmir ,Sabarimala , Sravanabelgola, Malayattur
- ☐ Cultural Destinations – Santinekethan , Wardha, Thunchan Paramba
- ☐ Historical Destinations – Udayagiri, Khandagiri Caves , Mahabalipuram, Hampi, Ajanta Ellora
- ☐ Festival Destinations – Prayag, Thrissur, Kannur
- ☐ Landscape Destinations – Shimla, Ooty, Alappuzha
- ☐ Sanctuary Destinations – Vedantangal, Gir, Silent Valley

**Module III Tourism as Industry**

- ☐ Components of Tourism – Locale- Accommodation- Transport- Hospitality Homestay – Food –
- ☐ Varieties of Tourism
- ☐ Eco Tourism

**Module IV Kerala and Her Tourist Potential**

- ☐ Natural and Cultural heritage – Hill Stations – Sanctuaries
- ☐ Thiruvananthapuram – Pathanamthitta- Calicut – Malappuram

**Book list**

**Module I:**

1. Viswanath Ghosh, Tourism and Travel Management
2. S.P Gupta, Cultural Tourism

**Module II**

1. Ratan Deep Singh, Infrastructure Tourism in India
2. Salini Modi, Tourism and Society

**Module III**

1. Ratan Deep Singh, Dynamics of Modern Tourism
2. Kunol Chattopadhyaya, Tourism Today- Structure, Marketing and Profile

**Module IV**

1. Ratan Deep Singh, Economic Impact of Tourism development: An Indian Experience
2. A Sreedhara Menon, Cultural Heritage of Ker



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***Elective Courses***  
***HIS6E01 PRINCIPLES AND METHODS OF***  
***ARCHAEOLOGY***

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**Module I: Phases in the Evolution Of Archaeology**

## ☐Definitions

☐Antiquarianism – Discoveries of civilizations – Scientific archaeology – New/ Processual archaeology – post processual archaeology – Indian archaeology in colonial era – Indian archaeology in independent India

☐Pitt Rivers – Flinders Petrie -- Gordon Childe – Cunningham – John Marshall – Sankhalia -- Mortimer Wheeler- Bridget and Raymond Allchins- S. R Rao – David L Clarke – Lewis R Binford – Colin Renfrew -- Ian Hodder – Trigger – Michael Schiffer

**Module II: Terms and Concepts in Archaeology (Not for Essay Questions)**

☐Site – Site formation process– on-site – off-site -deposit – Tells – Mounds – artefact – assemblage – industry –culture-features-cultural process-cultural evolution

☐Kinds of archaeology- Ethno archaeology- Settlement archaeology and special analysis- Salvage /rescue archaeology – Environmental archaeology – Gender archaeology – Marxist Archaeology -- Geo archaeology – Behavioural archaeology --Industrial archaeology – Experimental archaeology – Symbolic archaeology – Contextual archaeology – Cognitive archaeology – Under water Archaeology

**Module III: Archaeological Exploration**

☐Identification of a site

☐Field walking and survey

☐Aerial photography

☐sampling techniques

☐Instruments used in exploration

**Module IV: Excavation and Dating Techniques**

☐Excavation of mounds – excavation of burials – open-area excavation- Grid excavation

– Quartering – Trench excavation- Sieving — stripping- stratigraphy and law of superposition--- Mapping of sites- Excavation reports – Interpretation of archaeological data – Preservation and conservation of archaeological sites and materials -- archaeological museums.

☐Absolute and relative dating techniques – Dendro chronology – Radio carbon dating - Luminescence dating -- Electro spin resonance dating – fission track – Amino acid racemization – obsidian (glass) hydration – flourine, Uranium, nitrogen dating – varve analysis -- superposition – seriation -- Archaeo-magnetic dating — Uranium series dating

**Map Study**

1. Important Paleolithic and Neolithic Sites
2. Major NPW Sites
3. Major Buddhist Centres of India
4. Important Megalithic Centres of South India

## Books for Reading

### Module I

1. Rajan K, Archaeology, Principles and Methods
2. Raman K V., Principles and Methods in Archaeology
3. Ghosh A., Encyclopaedia of Indian Archaeology
4. Agarwal. D. P., Archaeology in India
5. Dilip K. Chakrabarthy, Theoretical Perspectives in Indian Archaeology

### Module II

1. Rajan K, Archaeology, Principles and Methods
2. Raman K V., Principles and Methods in Archaeology
3. Ghosh A., Encyclopaedia of Indian Archaeology
4. Agarwal. D. P., Archaeology in India
5. Dilip K. Chakrabarthy, Theoretical Perspectives in Indian Archaeology

### Module III

1. R. J. C. Atkinson, Field Archaeology
2. Rajan K, Archaeology, Principles and Methods
3. Raman K V., Principles and Methods in Archaeology
4. Ghosh A., Encyclopaedia of Indian Archaeology
5. Agarwal. D. P., Archaeology in India
6. M. J. Aiken, Science Based Dating in Archaeology
7. P. Basker, Techniques of Archaeological Excavation
8. Dilip K. Chakrabarthy, Theoretical Perspectives in Indian Archaeology

### Module IV

1. Rajan K, Archaeology, Principles and Methods
2. Raman K V., Principles and Methods in Archaeology
3. Ghosh A., Encyclopaedia of Indian Archaeology
4. Agarwal. D. P., Archaeology in India
5. M. J. Aiken, Science Based Dating in Archaeology
6. P. Basker, Techniques of Archaeological Excavation
7. Dilip K. Chakrabarthy, Theoretical Perspectives in Indian Archaeology

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## ***HIS6E02 INDIAN EPIGRAPHY***

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### **MODULE I: EVOLUTION OF INDIAN EPIGRAPHIC STUDIES**

#### ▣ Definitions

▣ Key concepts – epigraphy – palaeography – scripts – era – decipherment – bi-lingual inscriptions

▣ James Princep – Decipherment of Asokan inscriptions

▣ Indus script – Heras – Iravatham Mahadevan -- Asko Parpola

▣ Collections of inscriptions during Colonial Period

▣ Corpus Inscriptionum Indicarum

▣ Epigraphia Indica

▣ Indian Antiquary

▣ South Indian inscriptions

▣ Travancore Archaeological Series

▣ Ramavarma Research Institute Bulletin

### **MODULE II: ASPECTS OF INSCRIPTIONS**

▣ Scripts- Brahmi – Kharoshti – Vattezhuttu – Kolezhuttu – Grantha

▣ Eras – Kali era – Saka era – Vikrama era – Kollam era

▣ Medium of inscriptions – Bhurjapatra – palm leaves – copper plates – silver – walls of caves

▣ Nature of inscriptions – Memorials- Labels- land grants – prasastis – renovation works

### **MODULE III: Epigraphic Study- Methodology**

▣ Presentation of Text

▣ Translation and Interpretation

▣ Authentication

▣ Dating

### **MODULE IV: Inscriptions- Specific studies**

▣ Asokan inscriptions – Major Rockedict 13

▣ Uttaramerur

▣ Tarisappalli copper plate

### **Map Study**

1. Important Centres of Memorial Inscriptions
2. Important Centres of Prasastis
3. Important Centres of inscriptions related to Renovation Works
4. Distribution of Chola inscriptions

### **BOOKS FOR STUDY**

#### **Module I**

1. D. C. Sarkar, Indian Epigraphy
2. Georg Buhler, Indian Paleography, From about B C 350 to about AD 1300

3. Richard Solomon, Indian Epigraphy: A Guide to the Study of Sanskrit, Prakrit and other Indo Aryan Languages
4. Shereen Ratnagar, Understanding Harappa
5. A. C. Burnell, An Introduction to the Study of South Indian Inscriptions and MSS
6. K V Subrahmanya Aiyar, Travancore Archaeological series, Vol I

**Module II**

1. D. C. Sarkar, Indian Epigraphy
2. Richard Solomon, Indian Epigraphy: A Guide to the Study of Sanskrit, Prakrit and other Indo Aryan Languages

**Module III**

1. D. C. Sarkar, Indian Epigraphy
2. Richard Solomon, Indian Epigraphy: A Guide to the Study of Sanskrit, Prakrit and other Indo Aryan Languages

**Module IV**

1. Romila Thapar, Asoka and the Decline of Mauryas
2. M. R. Raghava Warier, Asokante Shasanangal
3. Alexander Cunningham, Corpus Inscriptionum Indicarum, Vol I- Inscriptions of Asoka
4. K. A. N. Sastri, The Cholas
5. M. G. S. Narayanan, Cultural Symbiosis
6. Raghava Warrier & Kesavan Veluthat, Tarisappalli Chepped

### Module I Relevance and Key Concepts

- ☐ Significance in the Study of History – Kosambi– P L Gupta
- ☐ Numismatics – Medallions –Minting- Obverse- Reverse – Legends

### Module II Early Coins☐Early Coins – Literary references in the Vedas

- ☐ Trade guilds and Punch marked Coins
- ☐ Cut Coins– Satavahana Coins
- ☐ Central Asian Coins- Indo Bactrian Coins – Kushana Coins –IndoGreeks
- ☐ Gupta Coins – The Myth of Golden Age
- ☐ Chera, Cola, Pandya and Pallava Coins

### Module III Medieval Coins

- ☐ Delhi Sultanate – Coins of Iltutmish – Ala-ud-din Khalji- DraryaPareeksha
- ☐ Token Currency – Muhammad Bin Tughluq –Reasons for failure
- ☐ Mughal Coins – Dinars- Tanka
- ☐ Coins if Bahmani Sultans –Vijayanagara Coins
- ☐ Kerala Dynastic Coins – Puthan - Chakram – Rasi

### Module IV Coins As Evidence for Foreign Contacts

- ☐ Roman Coins –Roman Trade
- ☐ Arab and Chinese Coins
- ☐ European Coins –Portuguese-Dutch –French –English

### Map Study

1. Distribution of Punch marked coins
2. Distribution of Roman Coins
3. Distribution of Satavahana and Indo Greek Coins
4. Distribution of Gupta Coins

### Book List

#### Module I

1. Philip Grierson, Numismatics
2. D. D. Kosambi, Indian Numismatics
3. P.L. Gupta, Early Coins of Kerala

#### Module II

1. A. Cunningham, Coins of Ancient India from the Earliest Times down to the 7<sup>th</sup> Century A.D
2. J. Allan, Catalogue of the Coins of Ancient India
3. D R Bhandarkar, Lectures on Ancient Indian Numismatics
4. D C Sircar, Studies in Indian Coins
5. D D Kosambi., Indian Numismatics
6. P L Gupta, Early Coins of KeralaPrashant Srivastava, Aspects of Ancient Indian Numismatics



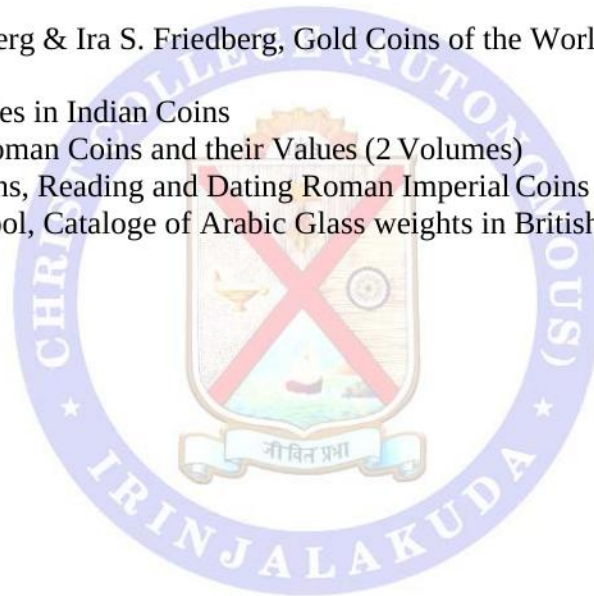
7. David William MacDowall, Savita Sharma, Sanjay Garg (ed.), Indian Numismatics: History, Art, and Culture

### Module III

1. S A A Rizvi, The Wonder That Was India, Vol: II
2. Leo Ary Mayer, Bibliography of Moslem Numismatics
3. David William MacDowall, Savita Sharma, Sanjay Garg (ed.), Indian Numismatics: History, Art, and Culture
4. V. K. Narasimha Murthy, Coins and Currency System in Vijayanagara Empire
5. Dr. Girijapathy, The Coinage and History of Vijayanagara
6. P L Gupta, Early Coins of Kerala

### Module I

1. M. G. S Narayanan, Foundations of the South Indian Society and Culture
2. Philip Grierson, Numismatics
3. Arthur L. Friedberg & Ira S. Friedberg, Gold Coins of the World: From Ancient Times to the Present
4. D C Sircar, Studies in Indian Coins
5. David R Sear, Roman Coins and their Values (2 Volumes)
6. Zander H Clawans, Reading and Dating Roman Imperial Coins
7. Stanley Lane- Pool, Catalogue of Arabic Glass weights in British Museum





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## ***HIS6E04 HISTORY OF HUMAN RIGHTS***

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### **Module I: Basic Concepts and Origin of the of Human Rights**

1. Basic Concepts- Human Rights – human rights culture- Crimes against humanity- Genocide– Racism – Slavery– Apartheid—Torture- Right to food, education, health, housing, work – Discrimination- Equality– Trafficking – Migrant workers – Death penalty- Displacement
2. Magna Carta – The Bill of Rights, 1689 – John Locke’s Second Treatise of Government, 1690 – The Social Contract, 1762– United States Declaration of Independence, 1776– Declaration of the Rights of Man and of the Citizen, 1789 – Thomas Paine and The Rights of Man, 1791– Vindication of the Rights of Woman, 1792.

### **Module II: World Wars and the Historical Development of International Human Rights**

1. Fight for Right Movement, 1915 – Fourteen points of President Wilson, 1918- League of Nations – League Covenant
2. H G Wells and the Rights of Man, 1940— Charter of the United Nations, 1945-- The Universal Declaration of Human Rights, 1948 – UN Human Rights Commission – International treaties and measures for the protection of human rights- Martin Luther King’s ‘I have a Dream’

### **Module III: Human Rights in Practices and Major Incidents of Violation**

1. Legal restrictions on freedom– Limitations on politics and expression– Amnesty International– Human Rights Watch
2. Abu Gharib prison- Privacy of the individual –Human rights violations in Sri Lanka.

### **Module IV: Human Rights Situation in India**

1. Indian constitution- Fundamental Rights
2. Discrimination on the grounds of caste– minority rights issues– Delhi Riots- Gujarat carnage- Teesta Setalwad- Irom Sharmila- Displacement due to the process of development- Adivasis’ plight.

### **Book list**

#### **Module I:**

1. Andrew Clapham, Human Rights A Very short introduction, Oxford, 2007 (for the first three chapters)
2. Andrew Fagan, Human Rights: Confronting Myths and Misunderstandings
3. Andrew Fagan, The Atlas of Human Rights: Mapping Violations of Freedom around the Globe

4. Bertrand G. Ramcharan, Contemporary Human Rights Ideas, Routledge, 2008
5. Brayan S Turner, Vulnerability and Human Rights: Essays on Human Rights
6. Charles R Beitz, The Idea of Human Rights
7. Robert F Gorman & Edward S. Mihalkanin, Historical Dictionary of Human Rights and Humanitarian Organizations

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7. Robert F Gorman & Edward S. Mihalkanin, Historical Dictionary of Human Rights and Humanitarian Organizations
8. Roger Hormand and Sarah Zaidi, Human Rights at the UN: The Political History of Universal Justice

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1. Andrew Clapham, Human Rights A Very short introduction, Oxford, 2007 (for the first three chapters)
2. Andrew Fagan, The Atlas of Human Rights: Mapping Violations of Freedom around the Globe
3. Brayan S Turner, Vulnerability and Human Rights: Essays on Human Rights
4. Robert F Gorman & Edward S. Mihalkanin, Historical Dictionary of Human Rights and Humanitarian Organizations
5. Thomas G. Weiss et. al.,(eds.), Wars on Terrorism and Iraq: Human Rights, Unilateralism and US Foreign Policy

**Module IV:**

1. A.R.Desai(ed.), Violations of Democratic Rights in India
2. Teesta Setalvad, Gujarat: Behind the Mirage
3. V. B. Mishra, Evolution of the Constitutional History of India (1773- 1947)
4. Ashis Nandy, et.al., Creating a Nationality: Ramjanmabhumi Movement and the fear of the Self
5. Asghar Ali Engineer(ed.), The Gujarat Carnage
6. Harsh Mander, Cry, My Beloved Country: Reflections on the Gujarat Carnage 2002 and its Aftermath
7. Uma Chakravarti, Nandita Haksar, The Delhi Riots: Three Days in the Life of a Nation
8. Deepti Priya Mehrotra, Burning Bright: Irom Sharmila and the Struggle for Peace in Manipur
9. Sanjukta Das Gupta, Raj Sekhar Nasu (eds.), Narratives from the Margins: Aspects of Adivasi History in India
10. Daniel Rycroft, Sangeeta Dasgupta (eds.), The Politics of Belonging in India: Becoming Adivasi

