

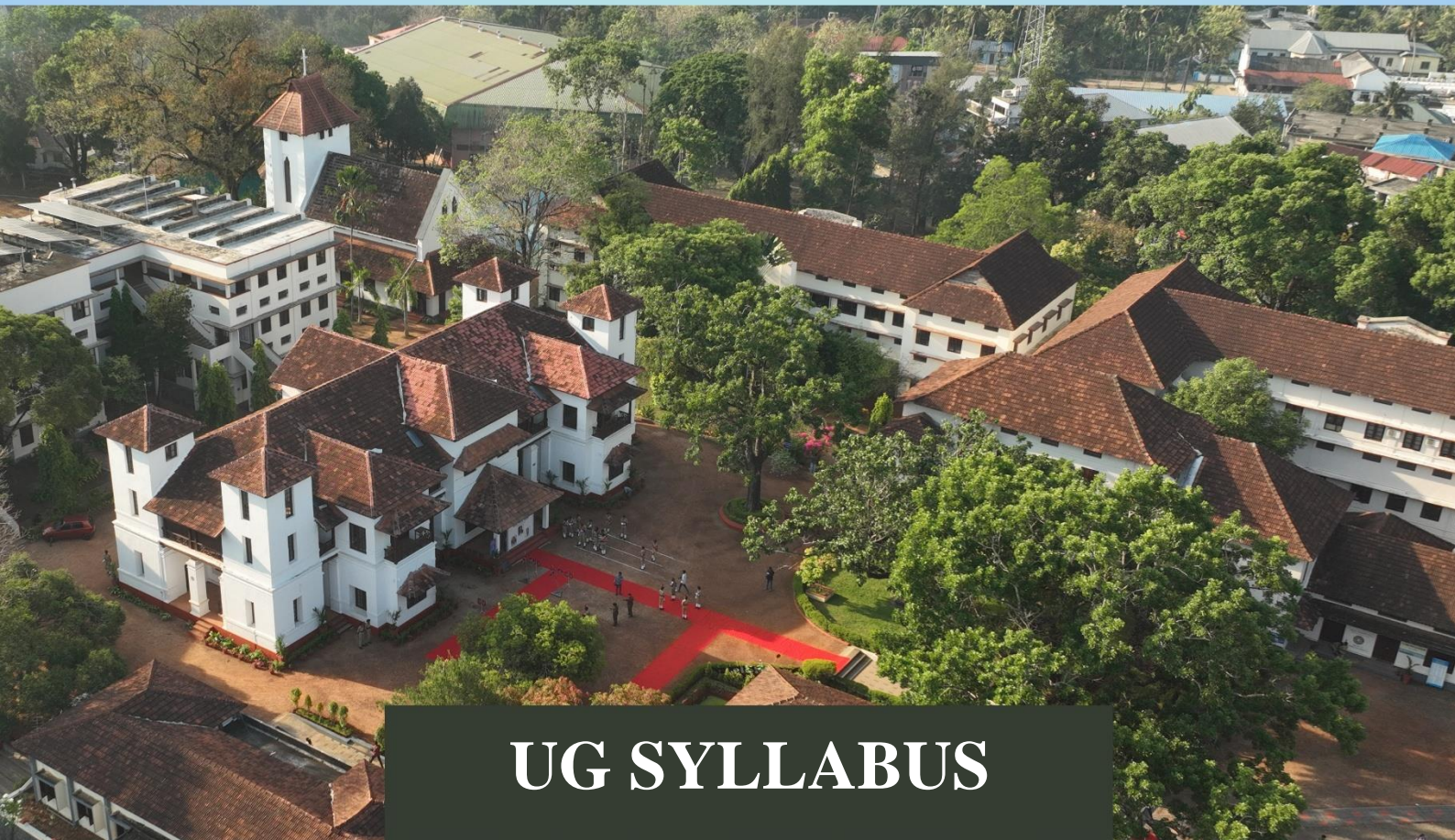


# UNION CHRISTIAN COLLEGE (AUTONOMOUS) ALUVA

Affiliated to Mahatma Gandhi University, Kottayam, India  
NAAC Accredited with A++ Grade in Vth cycle  
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## DEPARTMENT OF HISTORY



## UG SYLLABUS

### UNDERGRADUATE (HONOURS) PROGRAMMES {UCC UGP (HONOURS)}

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Adopted from THE MAHATMA GANDHI UNIVERSITY  
UNDER GRADUATE PROGRAMMES  
(HONOURS) SYLLABUS  
MGU-UGP (Honours)  
(2024 Admission Onwards)

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Est. in 1921



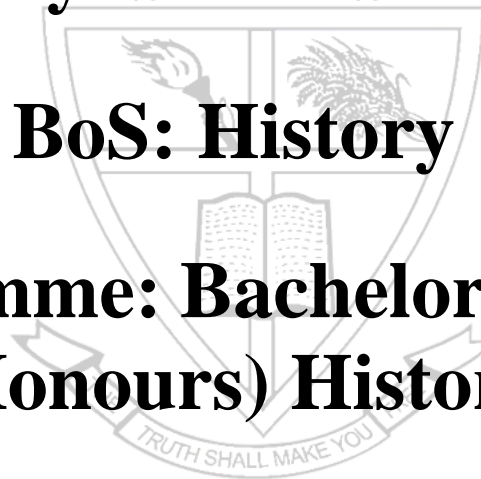
**THE MAHATMA GANDHI UNIVERSITY**  
**UNDERGRADUATE PROGRAMMES**  
**(HONOURS) SYLLABUS**  
**UCU-UGP (Honours)**

**(2025 Admission Onwards)**

**Faculty: Social Sciences**

**BoS: History**

**Programme: Bachelor of Arts**  
**(Honours) History**



# Contents

Sl. No	Title
1	Preface
2	Board of Studies & External Experts
3	Syllabus Index
4	Semester 1
5	Semester 2
6	Semester 3
7	Semester 4
8	Semester 5
9	Semester 6
10	Semester 7
11	Semester 8
12	Internship guidelines and evaluation
13	Project evaluation Guidelines
14	Syllabus Revision Workshop Participants



## Preface

In the robust and dynamic landscape of the twenty-first century, the relevance of history has transcended conventional boundaries, evolving into a pivotal branch of knowledge that attracts a large number of enthusiasts from the public, along with a new spirited academic community. In the previous decades or so, the universe of historians has been expanding at a dizzying rate. From the traditional; chronological, event or individual oriented narratives, it has moved to new vistas of multidisciplinary and interdisciplinary engagements at a global level. The Board of Studies (UG) in History at Mahatma Gandhi University is excited to unveil an innovative four-year undergraduate programme in History, crafted in response to the evolving dynamics within the realm of historical scholarship. This programme is rooted in the profound conviction that a comprehensive historical education is essential for cultivating a scientific grasp of the subject, furthering the progressive humanization of our societies. We also stand for an inclusive History and is unequivocally against distortions and obliterations.

History offers us a window into the past, an era where absolute truth remains tantalizingly out of reach. Historians employ a spectrum of analytical methods to reconstruct what once was, piecing together the intricate puzzle of yesteryears. As students embark on this undergraduate journey in history, they will learn to recognize that everything around them—from objects to ideas and relationships—forms part of a vast tapestry, each thread woven with its own rich history. This understanding encourages a deeper appreciation of how the past shapes our present world.

The philosophy of outcome-based education (OBE) in history centres on the belief that the primary aim of education is to equip students with the knowledge, skills, and competencies necessary to achieve specific, measurable outcomes. In the case of history, OBE emphasizes the development of critical thinking abilities, analytical skills, and a deep understanding of social institutions, processes, subjectivities, and ideologies. Rather than focusing solely on the dissemination of information, OBE prioritizes active engagement, practical application, and the attainment of desired learning outcomes. By emphasizing the acquisition of tangible skills and competencies, OBE in history aims to empower students to become informed, empathetic and engaged members of society capable of effecting positive change in their communities and contributing meaningfully to broader social life.

Technological advancements have sparked revolutionary changes across all domains of knowledge, profoundly affecting the field of historical study. Traditional models have been rendered obsolete, ushering in the need for innovative methodologies to tackle new challenges. In this evolving landscape, the value of history emerges through its ability to arm individuals with the analytical prowess and critical viewpoints essential for navigating a world that is both rapidly changing and deeply interconnected. Through this programme, students will explore the rich, diverse facets of history- from theoretical underpinnings to practical implementations- gaining a deep insight into institutions, power dynamics, and socio-economic developments.

Central to this initiative is the understanding that history acts as a powerful agent for social change. In a time defined by unparalleled global challenges—from climate crises to widening socioeconomic disparities—the demand for ethical and visionary leaders is more urgent than ever. By embracing a multitude of viewpoints and engaging in thorough exploration, students will develop the critical skills and profound insights necessary to make significant contributions to both their local communities and the wider world.

Furthermore, history's inherently interdisciplinary approach links it seamlessly with diverse fields such as economics, philosophy, gender studies, environmental studies, political science, sociology, and technology. This programme champions interdisciplinary dialogue and collaboration, equipping students to tackle complex challenges from various perspectives. By transcending disciplinary silos, it encourages innovative thinking and solutions to the urgent global issues of our time.

Beyond the confines of academia, the study of history plays a crucial role in fostering; critical thinking and analysis, awareness of context and continuity, appreciation of diversity and complexity, empathy and ethical sensitivity, tolerance and conflict resolution, Resilience and perspective, making this world a safer and beautiful place to live in. At a time when disillusionment with societal institutions is widespread, it is critical to nurture an informed and proactive citizenry to sustain the health of democratic societies. Through hands-on learning experiences, community involvement programmes, and internships, students will have the opportunity to apply their historical knowledge in practical scenarios. This approach not only bridges the gap between theory and practice but also deepens their commitment to social justice and the principles of humanity and rationalism.

In conclusion, the introduction of a four-year undergraduate programme in history at the affiliated colleges under Mahatma Gandhi University represents a commitment to

excellence in education and a recognition of the pivotal role that history plays in shaping the 21<sup>st</sup> century. By equipping students with the knowledge, skills, and ethical values needed to navigate complex cognitive and lifeworld landscapes, this programme will empower future historians, activists, changemakers, and individuals with an uncompromising critical historical sense to build a more just, equitable, and sustainable world. Through the courses conceived with the objective of raising a new band of young scholars invested with capital of scientific historical knowledge we intend to build up an intellectual social space for the widening of human mind enmeshed in democratic and humanitarian values. We invite students to embark on this transformative journey and join us in shaping the future of the world we live in.



## Board of Studies & External Experts – Union Christian College, Aluva

Sl.No	Name
01	Dr. Jenee Peter, Assistant Professor & HOD, Department of History, Union Christian College, Aluva
02	Ms. Juby John, Assistant Professor, Department of History, Union Christian College, Aluva
03	Ms. Tresa Divya T.J, Assistant Professor, Department of History, Union Christian College, Aluva
04	Dr. Twincy Varghese, Assistant Professor, Department of History, Union Christian College, Aluva
05	Dr. Hanu G Das, Assistant Professor, Department of History, Union Christian College, Aluva
06	Dr. Shela Mary Varghese, Assistant Professor, Department of History, Union Christian College, Aluva

## Board of Studies & External Experts

Board of History (UG), Mahatma Gandhi University, Kottayam

Board of Studies History (UG)		
Sl. No	Name and Designation	Position
1	<b>Dr. Bibin Kuriakose</b> Assistant Professor Department of History Mar Thoma College for women, Perumbavoor	Chairperson
2	<b>Mr. Lijo Sebastian</b> Assistant Professor Department of History, Baselius College, Kottayam	Member
3	<b>Dr. Suneesh KK</b> Assistant Professor Department of History, Pavanatma College, Murickassery	Member
4	<b>Mr. Gigi Joseph</b> Assistant Professor Department of History, St. Mary's College, Manarcad	Member
5	<b>Dr. Deepa Roselin Joseph</b> Assistant Professor Department of History, St. Thomas College, Ranni	Member
6	<b>Mr. K M Vishnu Namboodiri</b> Assistant Professor Department of History Mar Thoma College, Tiruvalla	Member
7	<b>Mr. Raj Mohan M</b> Assistant Professor Department of History NSS Hindu College, Changanacherry	Member



8	<b>Dr. Vinod Kumar Kallolickal</b> Associate Professor, Department of History Maharaja's College, Ernakulam	Member
9	<b>Dr. Jenee Peter</b> Assistant Professor Department of History, UC College, Aluva	Member
10	<b>Dr. Vinod V</b> Assistant Professor Department of History Mar Thoma College for women, Perumbavoor	Member
11	<b>Dr. K S Suresh Kumar</b> Associate Professor Department of History NAS College, Kanjangad	Member
Expert Panel		
Sl. No	Name and Designation	Position
1	<b>Prof. (Dr.) Sanal Mohan P</b> Former Director, Kerala Council for Historical Research & Professor (Rtd.), School of Social Science Mahatma Gandhi University, Kottayam	<b>External Expert</b>
2	<b>Dr. Sebastian Joseph</b> Associate Professor (Rtd.) Department of History Union Christian College, Aluva	<b>External Expert</b>
3	<b>Dr. Krishnakumar MV</b> Assistant Professor Department of History Newman College, Thodupuzha	<b>Internal Expert</b>

## Syllabus Index

**Name of the Major: History**

### Semester: 1

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
UC1DSCHIS100	Introducing History	DSC A	4	5	3		2	
UC1MDCHIS100	Flavours of the Past and Present: Food, Culture and Society	MDC	3	4	2		2	
UC1MDCHIS101	Science and Society	MDC	3	4	2		2	

L — Lecture, T — Tutorial, P — Practicum/Practicum , O — Others

### Semester: 2

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
UC2DSCHIS100	Themes in Global History	DSC A	4	5	3		2	
UC2MDCHIS100	Filmic Approaches to History	MDC	3	4	2		2	
UC2MDCHIS101	Human and Environment	MDC	3	4	2		2	

**Semester: 3**

Course Code	Title of the Course		Type of the Course  DSC, MDC, SEC etc.	Credit	Hours  / week	Hour Distribution /week			
						L	T	P	O
UC3DSCHIS200	Society in Pre-Modern Kerala		DSC A	4	5	3		2	
UC3DSCHIS201	Understanding Early India		DSC A	4	5	3		2	
UC3DSEHIS200	The Ancient Social Formations from Hunter Gatherers to the Classical Antiquity	Choose one course from the bunch	DSE	4	4	4			
UC3DSEHIS201	History of Printing and Publishing in India (Specific to Communication and Publishing Sciences)		DSE	4	4	4			
UC3DSEHIS202	Introducing Archaeology (Specific to Archaeology and Museology)		DSE	4	4	4			
UC3DSC HIS202	Origins of the Modern World		DSC B	4	5	3		2	
UC3MDCHIS200	Germs, Medicine and Society		MDC	3	3	3			
UC3MDCHIS201	From Symbols to Signals: A Brief History of Media		MDC	3	3	3			
UC3MDCHIS202	Archaeology for Beginners		MDC	3	3	3			
UC3VACHIS200	Idea of India		VAC	3	3	3			
UC3VACHIS201	Value and Ethics in Archaeology		VAC	3	3	3			

**Semester: 4**

Course Code	Title of the Course		Type of the Course  DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
						L	T	P	O
UC4DSCHIS200	History of Modern Kerala		DSC A	4	5	3		2	
UC4DSCHIS201	Perspectives on Pre-Colonial India		DSC A	4	5	3		2	
UC4DSEHIS200	World History from Early Medieval to Early Modern Period	Choose one course from the bunch	DSE	4	4	4			
UC4DSEHIS201	History of Publishing in Kerala (Specific to Communication and Publishing Sciences)		DSE	4	4	4			
UC4DSEHIS202	Field Techniques in Archaeology (Specific to Archaeology and Museology)		DSE	4	4	4			
UC4DSC HIS202	Understanding the Modern World		DSC C	4	5	3		2	
UC4SECHIS200	Reading Visuals Historically		SEC	3	3	3			
UC4SECHIS201	Social History of Early Indian Art and Architecture		SEC	3	3	3			
UC4SECHIS202	Desktop Publishing - DTP		SEC	3	3	3			
UC4SECHIS203	Archaeology in Practice		SEC	3	3	3			
UC4VACHIS200	Ambedkar: Life, Politics and Philosophy		VAC	3	3	3			
UC4INTHIS200	Internship		INT	2					

**Semester: 5**

Course Code	Title of the Course		Type of the Course  DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
						L	T	P	O
UC5DSCHIS300	India: Making of the Nation		DSC	4	5	3		2	
UC5DSCHIS301	Historiography I - The Inheritances		DSC	4	4	4			
UC5DSCHIS302	History of Capitalism		DSC	4	4	4			
UC5DSEHIS300	Gender and Indian History	Choose one course from the bunch	DSE	4	5	3		2	
UC5DSEHIS301	Principles and Methods of Publishing Science (Specific to Communication and Publishing Sciences)		DSE	4	5	3		2	
UC5DSEHIS302	Introduction to Museums and Museology (Specific to Archaeology and Museology)		DSE	4	5	3		2	
UC5DSEHIS303	Transition to Contemporary Times	Choose one course from the bunch	DSE	4	4	4			
UC5DSEHIS304	Publishing Management (Specific to Communication and Publishing Sciences)		DSE	4	4	4			
UC5DSEHIS305	Ancient Indian Numismatics (Specific to Archaeology and Museology)		DSE	4	4	4			
UC5DSEHIS306	Development of Archaeological Thought (Specific to Archaeology and Museology)		DSE	4	4	4			
UC5SECHIS300	Doing Oral History		SEC	3	3	3			
UC5SECHIS301	The World of Communication		SEC	3	3	3			
UC5SECHIS302	Museology in Practice		SEC	3	3	3			



**Semester: 6**

Course Code	Title of the Course		Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
						L	T	P	O
UC6DSCHIS300	Historiography II - The Departures		DSC	4	5	3		2	
UC6DSCHIS301	History of Contemporary India		DSC	4	5	3		2	
UC6DSEHIS300	Global History from South	Choose one course from the bunch	DSE	4	5	3		2	
UC6DSEHIS301	Book Production and Management (Specific to Communication and Publishing Sciences)		DSE	4	5	3		2	
UC6DSEHIS302	Sciences in Archaeology (Specific to Archaeology and Museology)	Choose one course from the bunch	DSE	4	5	3		2	
UC6DSEHIS303	Historical Perspectives on Environment		DSE	4	4	4			
UC6DSEHIS304	Publishing Laws and Ethics (Specific to Communication and Publishing Sciences)		DSE	4	4	4			
UC6DSEHIS305	Trends in Mass Communication (Specific to Communication and Publishing Sciences)		DSE	4	4	4			
UC6DSEHIS306	Human Evolution and Material Culture in Archaeology (Specific to Archaeology and Museology)		DSE	4	4	4			
UC6DSEHIS307	Harappa and Its Material Culture (Specific to Archaeology and Museology)		DSE	4	4	4			
UC6SECHIS300	Towards 21st Century History: GIS in Historical Research		SEC	3	3	3			
UC6SECHIS301	Art and Architecture as the Building Blocks of Power		SEC	3	3	3			
UC6VACHIS300	Human Rights in Historical Perspective		VAC	3	3	3			

**Semester: 7**

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
UC7DCCHIS400	Perspectives on State and Society in Early India	DCC	4	4	4			
UC7DCCHIS401	Issues and Debates on Pre-Colonial India	DCC	4	4	4			
UC7DCCHIS402	Research Methodology in History	DCC	4	5	3		2	
UC7DCEHIS400	Pre-Colonial Indian Economy c. CE 1000-1800	DCE	4	4	4			
UC7DCEHIS401	Making of a Colony Indian Experience	DCE	4	4	4			
UC7DCEHIS402	Reflections on Gender and Women in History	DCE	4	4	4			


**Semester: 8**

Course Code	Title of the Course	Type of the Course DSC, MDC, SEC etc.	Credit	Hours/ week	Hour Distribution /week			
					L	T	P	O
UC8DCCHIS400	History and Social Theory	DCC	4	5	3		2	
UC8DCCHIS401	Themes in the Study of Modern Indian History	DCC	4	5	3		2	
UC8DCEHIS400	Social Institutions and Structures of Early India	DCE	4	5	3		2	
UC8DCEHIS401	Understanding Caste in India	DCE	4	5	3		2	
UC8DCEHIS402	Reading Subaltern Studies	DCE	4	5	3		2	
UC8PRJHIS400	Project	PRJ	12					

# **SEMESTER -1**

Est. in 1921



<div>Est. in 1921</div> <div></div>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>Introducing History</b>					
<b>Type of Course</b>	<b>DSC A</b>					
<b>Course Code</b>	<b>UC1DSCHIS100</b>					
<b>Course Level</b>	<b>100-199</b>					
<b>Course Summary</b>	Designed to introduce history, the course through its four modules target building up a student line up with cognitive capacity to understand, analyse and narrate histories in varied forms and style. It opens a window into different courses that come up in future. Further, the course is conceived to generate interest, passion and commitment in scientific history through eliciting different worlds of historians in their global, national and local contexts. Finally, it introduces the use and application of digital technologies for the creation of history content in textual and audio-visual forms in the 21 <sup>st</sup> century.					
<b>Semester</b>	1	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Develop a profound passion for historical studies, characterized by a heightened appreciation for the discipline of history	C, U, I	3, 6, 10

2	Draw inspiration from globally renowned historians, enriching their own scholarly pursuits and fostering a broader understanding of the global context within the field of history	A, E	1, 8
3	Demonstrate a heightened capacity for historical thinking and imagination and acquire the capacity to skilfully engage with both primary and secondary sources in the field of history	A, U	1, 2, 10
4	Develop digital literacy for scientific historical knowledge production in the 21 <sup>st</sup> century and inculcate the ability to employ interdisciplinary perspectives in historical research, with a specific emphasis on recognizing and exploring intersections between history and technology	C, A, S	4, 6
5	Develop the skills to identify, articulate, and critically examine research problems rooted in the complexities of everyday life.	C, An	1, 2, 3, 6, 7
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Essentials</b>			
1	1.1	What is History? Definitions of History (Carlyle, Carr, Bloch)	3	1
	1.2	The Past, Present and Future of History- Philosophy of History	3	1
	1.3	Themes of History – Truth in History: Question of Objectivity	3	1
	1.4	History and other Disciplines	2	1
	1.5	Relevance and Utility of History	2	1, 5
	<b>The Matter of Mind</b>			



2	2.1	Development of Social Scientific Thinking	3	1, 3
	2.2	On Developing Historians Mind- Historical Reenactment and Imagination Cognition and Critical Thinking	3	3
	2.3	Scientific and Professional Method	2	3
	2.4	The Field of the Historian	2	5
	2.5	Everyday Histories as Archives  Practicum: Creation of a daily archives register that would include events, personalities, issues and problems, signs and scenes from their daily lifeworld. This report can be submitted in the form of a personal journal (Reflective deeper narrative) with details regarding place, time and individuals and a brief research problem.	10	5
3	<b>The Making of a Historian</b>			
	3.1	Romila Thapar (Read and discuss Lecture 1 in, <i>The Past and Prejudice</i> - see reference)	3	2
	3.2	Fernand Braudel (Read and discuss <i>Personal testimony</i> in <i>The Journal of Modern History</i> – see reference)	3	2
	3.3	K N Panikkar (Read and discuss <i>Kalushithamaya Kalam</i> – see reference)	3	2
	3.4	Practicum: The students will write a biographical review of any of the historians included in the modules and explain why they liked the historian of their choice.	6	2
	<b>21<sup>st</sup> Century History</b>			
4	4.1	Technology and History	2	4
	4.2	Digital History	4	3
	4.3	Artificial Intelligence (AI) and History	2	4
	4.4	History in Media- Illustrated Histories	2	3

	4.5	New Archives and Memory Museums (Read: Pierre Nora's <i>Between Memory and History</i> )	3	3
	4.6	Practicum: The objective of this Practicum is to introduce and familiarise students with select applications in digital history. As part of this the students will record personal testimonies related to historical events, people and problems. Later these recordings will be presented as audio visual data. They can create reels, micro short films etc on select places of historical significance, individuals, events of historical significance like festivals etc. They can also use GIS (HGIS) technology to map historical data, explore spatial relationships with historical relevance from their surrounding locality. Another Practicum activity can be creation of digital photo albums with narrative on their historical significance. The students can opt for any one kind of Practicum activity from the above.	14	3, 4
5	5.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>As the course initiates opening into the world of historical studies, profound lectures that would capture the interest of the students are to be conceived, designed and delivered in all its fineness. Critical as well as imaginative capacity of the students are to be fostered through discussions, debates and reviews of the lives and works of historians. Reviewing the works of selected historians can be opted to make them familiarise with various forms of narration, argumentation and presentation. Hands on training sessions are to be conducted for the units included in the fourth module like digitisation techniques, GIS software and its applications. Students should be given better counselling related to the Practicum work in consultation with experts in the field of digital technology. Motivate and inspire students to create digital exhibits, timelines, maps or multimedia presentations as individual or group activity.</p>
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Assessment Types	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)  Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Computerized Adaptive Testing (in the case of GIS Software and its application), Home Assignments, Written Test, Literature Survey or any other method designed by course faculty/ course coordinator																						
	<b>B. Semester End examination</b>  2 Hours Written Examination of 70 marks <table><tr><th>Question Type</th><th>Number of Questions to be answered</th><th>Answer Word Limit</th><th>Marks</th></tr><tr><td>Short Answer Questions</td><td>10 out of 12</td><td>50 words</td><td>10 x 2 = 20</td></tr><tr><td>Short Essay Questions</td><td>6 out of 10</td><td>150 words</td><td>6 x 5 = 30</td></tr><tr><td>Essay Questions</td><td>2 out of 4</td><td>300 words</td><td>2 x 10 = 20</td></tr><tr><td colspan="3">Total</td><td>70</td></tr></table>				Question Type	Number of Questions to be answered	Answer Word Limit	Marks	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30	Essay Questions	2 out of 4	300 words	2 x 10 = 20	Total		
Question Type	Number of Questions to be answered	Answer Word Limit	Marks																				
Short Answer Questions	10 out of 12	50 words	10 x 2 = 20																				
Short Essay Questions	6 out of 10	150 words	6 x 5 = 30																				
Essay Questions	2 out of 4	300 words	2 x 10 = 20																				
Total			70																				

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 <p>Est. in 1921</p>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>			
<b>Programme</b>				
<b>Course Name</b>	<b>Flavours of the Past and Present: Food, Culture and Society</b>			
<b>Type of Course</b>	MDC			
<b>Course Code</b>	<b>UC1MDCHIS100</b>			
<b>Course Level</b>	<b>100-199</b>			
<b>Course Summary</b>	The course intends to provide a comprehensive understanding of the significance of food in shaping human history, culture, and modern food systems in India. The course will provide them with the necessary tools and perspectives to assess food culture critically and make well-informed and sustainable decisions related to food consumption in the past and contemporary times.			
<b>Semester</b>	1	<b>Credits</b>		3
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum
		2		1
<b>Pre-requisites, if any</b>				

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To develop a historical perspective on food cultures and trends	U, S, I	1, 3
2	To examine the impact of colonization and globalization on food practices and systems	A	1, 3, 6
3	To analyse the role of food in cultural identity and religious practices	An, Ap	1, 3, 6, 7

4	To examine the development of various syncretic food culture	An, S	5, 6, 7, 8
5	To interpret the role played by food in relation with power, capital, gender and technology	An, Ap	2, 4, 7, 8, 10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transactions (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Historical Antecedents</b>			
1	1.1	Early Food Choices of Humans	2	1
	1.2	Representation of Food in Early Indian Literature and Material Remains	4	1
	1.3	Syncretic Evolution of Dietary Traditions in Pre-Colonial India	4	3, 4
	1.4	European and Colonial Culinary Influences on Indian Diet and Culture: Beverages and Appetites ( <b>Practicum:</b> Identify the European culinary influence on the diet and kitchen of Kerala and prepare and submit a report on it)	10	5
	<b>From Regional to Global Food Patterns</b>			
2	2.1	Food History of Kerala: What did Kerala eat in the previous centuries: Caste, Community and Geography in diet choice	5	1, 4
	2.2	Food and the Emergence of Public Sphere: Coffee Houses, Clubs and Parlours	3	5
	2.3	Emergence of Sugar and Chocolate Complex of Taste	2	2, 5
	2.4	Food in the age of Globalization: Advertisement, Technology, Visual Culture and Gig Economy of Food Delivery	10	2

		( <b>Practicum:</b> Conduct a survey and submit a report or a video content (5-7 minutes) on the changing food consumption pattern in society. Students can conduct the study or video creation either from campus or public)		
	<b>Food as Metaphor</b>			
3	3.1	Food and Power: Politics of Vegetarianism – Religion and Caste Consideration – Purity and Pollution and Taboos	4	1, 3
	3.2	Gender Roles in Kitchen and Food Preparation	2	5
	3.3	Ethics and Psychology of Food Consumption – Hunger Index	2	3, 5
	3.4	The Free Time Chewing Culture: Bubble Gum and Pan	2	2
	3.5	History of Brewing and Cultural Insignia associated with Alcohol ( <b>Practicum:</b> Prepare a report (10-13 pages) or create a video content (5-7 minutes) on the dietary practices existed in Kerala by interviewing grandparents or aged people and submit)	10	2
4	4.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>The course will conduct as a combination of lecture and Practicum mode. The Teaching Learning Process shall emphasise the interconnectedness of themes within the different rubrics to build a holistic view. The process shall consistently underline the ways in which various macro and micro-level developments can be viewed through a historical lens.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p>Continuous Comprehensive Assessment (CCA): 25 Marks</p> <p>(Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty</p>

	<p>member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)</p> <p>Faculty member in charge of the course can make use of following methods of evaluation; Self and Peer Assessment, Written Test, Literature Survey, Interview, In-class Discussion, Studio Activity, Case Study Report or any other method designed by course faculty/ course coordinator</p>																						
	<p><b>B. Semester End examination</b></p> <p>1½ Hour Written Examination of 50 marks</p> <table border="1"> <thead> <tr> <th>Question Type</th><th>Number of Questions to be answered</th><th>Answer Word Limit</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>Short Answer Questions</td><td>5 out of 8</td><td>50 words</td><td>5 x 2 = 10</td></tr> <tr> <td>Short Essay Questions</td><td>4 out of 7</td><td>120 words</td><td>4 x 5 = 20</td></tr> <tr> <td>Essay Questions</td><td>2 out of 4</td><td>250 words</td><td>2 x 10 = 20</td></tr> <tr> <td colspan="3"><b>Total</b></td><td><b>50</b></td></tr> </tbody> </table>			Question Type	Number of Questions to be answered	Answer Word Limit	Marks	Short Answer Questions	5 out of 8	50 words	5 x 2 = 10	Short Essay Questions	4 out of 7	120 words	4 x 5 = 20	Essay Questions	2 out of 4	250 words	2 x 10 = 20	<b>Total</b>			<b>50</b>
Question Type	Number of Questions to be answered	Answer Word Limit	Marks																				
Short Answer Questions	5 out of 8	50 words	5 x 2 = 10																				
Short Essay Questions	4 out of 7	120 words	4 x 5 = 20																				
Essay Questions	2 out of 4	250 words	2 x 10 = 20																				
<b>Total</b>			<b>50</b>																				

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### Module 3

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<div>Est. in 1921</div> 	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>						
<b>Course Name</b>	<b>SCIENCE AND SOCIETY</b>					
<b>Type of Course</b>	MDC					
<b>Course Code</b>	<b>UC1MDCHIS101</b>					
<b>Course Level</b>	<b>100-199</b>					
<b>Course Summary</b>	The course is designed to foster in students a respect for science as well as a scientific temperament and perspective. In a broad sense the course covers the emergence and institutionalization of science, its various sources of origins and ethical aspects. Here science is presented as a cognitive field of study having connections to all facets of society and the human experience. The course uses to critically situate science's knowledge foundations in relation to the complexities of social life, while acknowledging the essential role that science has played in the gradual advancement of human history.					
<b>Semester</b>	1	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		2		1		
<b>Pre-requisites, if any</b>						

#### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the epistemological, methodological and institutional developments in modern science	U	1, 2
2	Analyse the non-European roots of scientific traditions	An	1, 2, 6, 7

3	Assess the way in which the science looked at the social structures and institutions in Western world and colonies	E	1, 3, 6, 7, 8
4	Generate scientific temper among students to counter unscientific and mythicised interpretations of past	I	1, 4, 5, 9, 10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Emergence of Science as Knowledge</b>			
	1.1	Philosophy and Epistemology of Science	2	1
	1.2	Science as Method: Descartes and Francis Bacon	2	1
	1.3	Scientific Revolution in Europe: Astronomy, Natural History and Plant Biology, and Natural Science <b>Practicum:</b> i. Read Rene Descartes <i>First Meditation: On What can be called into Doubt</i> ii. Read Chapter IV, <i>Natural Selection: or the Survival of the Fittest</i> in Charles Darwin's <i>The Origin of Species</i> and submit a Reflection Paper on the influence of Social Darwinism in contemporary society	12	1, 3
	1.4	Newtonian Synthesis	2	1
	1.5	Institutionalization of Science	3	1
2	<b>Science as Social Construct</b>			
	2.1	Science and Social Structure	2	3

	2.2	Emergence of Positivist logic and its influence on social science	2	2
	2.3	Modern Science as Eurocentric Discourse	2	3, 4
	2.4	Non-European Roots of Science: Arab, India and Chinese (Practicum – Examine the non-European roots of science giving special significance to the Indian roots and prepare and submit a paper (10-12 pages) on the universality of knowledge systems)	12	2
	2.5	Science as Imperial Discipline	3	3
3	Social World of Science			
	3.1	Social Function of Science – Ethics (Practicum: Analyse and submit a Reflection Paper on the importance of ethics in science and scientific profession in two for three pages. The students shall go through the article of Albert Einstein, selected pages of the work of Gary Werskey's <i>The Visible College</i> – find in reference section)	6	4
	3.2	Race and Gender in Science	3	3, 4
	3.3	Literature, Post Modernity and Science	2	4
	3.4	Mythification of Scientific Knowledge and Tradition	4	4
	3.5	Science as Social Movement	3	1, 4
4	4.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Lecturing method can provide solid factual knowledge on the areas which the syllabus covering. Brainstorming sessions and seminars shall foster the student engagement through interactive class discussions. Course Delivery Method
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	includes lecture by using boards and LCD projectors, seminar presentations on assigned themes and peer group discussions. While module 1 is aimed at imparting knowledge on the evolution of modern science and its methods, module 2 tries to make a paradigmatic analysis on the roots and nature of the epistemological foundations of science. Module 3 is an open session to explore the students critical thinking capacity for concrete opinion expression and creation. The course shall be delivered in a way pointing towards the universality and interconnectedness of all forms of knowledge irrespective of the compartmentalised nature.		
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 25 Marks  (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)  Faculty member in charge of the course can make use of following methods of evaluation; Literature Survey, Written Test, Reflection Paper Writing, Home Assignment, In-class Discussion or any other method designed by course faculty/course coordinator		
	<b>B. Semester End examination</b>  1½ Hour Written Examination of 50 marks		
	Question Type	Number of Questions to be answered	Answer Word Limit
	Short Answer Questions	5 out of 8	50 words
	Short Essay Questions	4 out of 7	120 words
	Essay Questions	2 out of 4	250 words
	<b>Total</b>		<b>50</b>

## References

### Module 1

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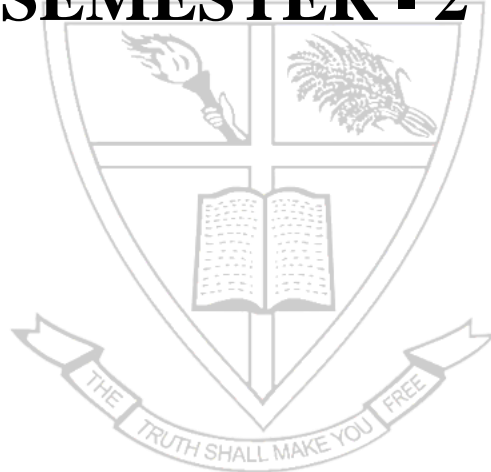
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Est. in 1921

# **SEMESTER - 2**



<div><p>Est. in 1921</p></div>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>Themes in Global History</b>					
<b>Type of Course</b>	<b>DSC A</b>					
<b>Course Code</b>	<b>UC2DSCHIS100</b>					
<b>Course Level</b>	<b>100-199</b>					
<b>Course Summary</b>	The course provides a comprehensive exploration of key historical themes that have shaped societies worldwide. This course delves into significant processes, movements, and cultural developments that have influenced the course of human history on a global scale. By examining diverse regions and time periods, students gain a nuanced understanding of the interconnectedness of historical processes.					
<b>Semester</b>	2	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others (Seminar)	
		3		1		
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Locate the relevance of the concepts of time and space, including environmental factors in the shaping of history	U, Ap	1, 2, 10
2	Understand and analyse the role of social institutions in the making of global history	U, An	1, 6, 7

3	Assess the influence of technology in human history	An	1, 3
4	Evaluate the evolution of political, economic and social structures	U, E	1, 6, 7
5	Analyse the structural changes induced by machines and capital	An	1, 3, 7
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Time, Stone and Grains</b>			
	1.1	Time in History: Does Chronology Matter? Is Time Linear or Cyclical?	3	1
	1.2	Does Geography determine Our existence? (Practicum: Examine the role of geographical factors in the formation of your society and surroundings and submit a report on it)	6	1
	1.3	Origin of our Species: Cognitive Evolution	3	1
	1.4	Role of Stone in the Making of Humans	3	1
	1.5	Agricultural Revolution: History's Biggest Fraud?	3	1
2	<b>Metals, Empires and Philosophers</b>			
	2.1	Nature and Iron: Ecological impact of metals	3	2
	2.2	Iron and Power: Emergence of Empires	3	4
	2.3	Labour and Empires: Slaves and Tenants	3	2, 4
	2.4	Living on Surplus: Emergence of Gods and Philosophers	3	2, 4
	2.5	Towards Family: Gender Roles and Private Property	8	2

		(Practicum: Analyse the asymmetrical distribution of property and work in family and society and submit a self-Reflection Paper on the same)		
3	<b>Money, Machines and Violence</b>			
	3.1	Money as Value and Wealth: Metamorphism of Capital	3	5
	3.2	Machines replacing Muscles: Industrial Revolution and Class Society (Practicum: Submit a report on the change in human life following the Industrial Revolution)	8	5
	3.3	Emergence of Nation and Nationalism	3	4
	3.4	Violence in Human History	4	4
4	<b>Virus, Gadget and Anthropocene</b>			
	4.1	Defining our age as Anthropocene: Climate in History	4	1
	4.2	Human History and Pandemics	4	1
	4.3	Gadgetization of Humans / Humanization of Gadgets (Practicum: Submit a Reflection Paper on the influence of machines in the human society)	8	3
	4.4	Post Human Future of Humans	3	3
5	5.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Course shall be delivered in lecture and Practicum mode. Since one credit devoted to Practicum the course coordinator and students should give sufficient attention to the fulfilment of Practicum as it is envisaged. Students have to prepare and submit a report on the assigned Practicum themes in the first and third modules. The Practicum assigned in the second and fourth modules shall be presented in the form of seminars. These Practicum can be conduct either individually or as group activity (not more than five members in a group) as per the choice of students.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>

	<p>Continuous Comprehensive Assessment (CCA): 30 Marks</p> <p>(Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)</p> <p>Faculty member in charge of the course can make use of following methods of evaluation; Reflection Paper Writing, Home Assignment, In-class Discussion, Quiz, Written Test or any other method designed by course faculty/ course coordinator</p>																						
	<p><b>B. Semester End examination</b></p> <p>A 2-Hour Written Examination of 70 marks</p> <table border="1"> <thead> <tr> <th>Question Type</th><th>Number of Questions to be answered</th><th>Answer Word Limit</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>Short Answer Questions</td><td>10 out of 12</td><td>50 words</td><td>10 x 2 = 20</td></tr> <tr> <td>Short Essay Questions</td><td>6 out of 10</td><td>150 words</td><td>6 x 5 = 30</td></tr> <tr> <td>Essay Questions</td><td>2 out of 4</td><td>300 words</td><td>2 x 10 = 20</td></tr> <tr> <td colspan="3"><b>Total</b></td><td><b>70</b></td></tr> </tbody> </table>			Question Type	Number of Questions to be answered	Answer Word Limit	Marks	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30	Essay Questions	2 out of 4	300 words	2 x 10 = 20	<b>Total</b>			<b>70</b>
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Short Essay Questions	6 out of 10	150 words	6 x 5 = 30																				
Essay Questions	2 out of 4	300 words	2 x 10 = 20																				
<b>Total</b>			<b>70</b>																				

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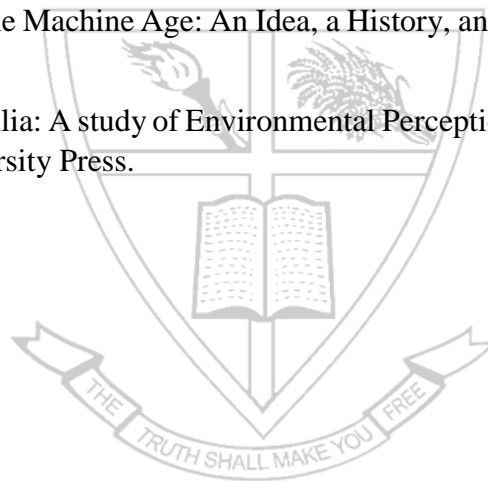
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 <p>Est. in 1921</p>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>				
<b>Programme</b>					
<b>Course Name</b>	<b>Filmic Approaches to History</b>				
<b>Type of Course</b>	MDC				
<b>Course Code</b>	<b>UC2MDCHIS100</b>				
<b>Course Level</b>	100-200				
<b>Course Summary</b>	Studying Film history helps in developing cultural understanding, historical insights, appreciation of art, critical thinking abilities, exploration of the history of a place/individual/ process, and knowledge of entertainment industry.				
<b>Semester</b>	2	<b>Credits</b>			<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	
		2		1	60
<b>Pre-requisites, if any</b>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To Comprehend different approaches to film and history	U	3, 4
2	To compare nuances of historiography and historiophoty	E	1,2,3
3	To analyse problems of historical representation in text and moving images	E	3,4,6,7,8
4	To capacitate students in the textual analysis of visual representations of history	A	1,2,3,10
5	To examine how a film can be considered as a historical film	An	1,2,3
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1. <b>Approaches to Film and History</b>	1.1	What is Cinema? Cinema as representation of the Past – Concept of reenactment	4	1
	1.2	Post Modern Approaches to Film History – Three Genres: History of Films, Film as Historical Text, Historical Film – Historiophoty – Emplotment	5	1, 2
	1.3	Major Film Historians – Robert Rosenstone, Natali Zemon Davies, Marc Ferro, Pierre Sorline	4	2, 3
	1.4	Influence of Film on Society and vice versa	2	4
2. <b>Film as History</b>	2.1	Creation of Historical Films: Epic Film, Costume Drama, Biopics, Period Films	4	1, 3
	2.2	The question of Imagination – Differences from Textual Representations	3	3
	2.3	Problem Centric Historical Films – <i>Elipathayam</i> and <i>Oridathu</i>	5	3, 4
	2.4	Film in/and National Imagination	3	3, 4
3. <b>Practicing Film History Approach</b>	Module 3 arranged in the form of practical, where the students analyse and determine the historicity presented in the films cited below and prepare reviews			
	3.1	<i>Chemmeen / Neelakkuyil</i>	6	5
	3.2	<i>Kerala Varma Pazhassi Raja / Oru Vadakkan Veeragadha</i>	7	5
	3.3	<i>Iyyobinte Pusthakam / Bhramayugam / Vidheyan</i>	7	5
	3.4	<i>Thuramukham / 1956, Central Travancore</i>	7	5
	3.5	Read and discuss excerpts from MSS Pandian's <i>The Image Trap: M.G. Ramachandran in Film and Politics (chapter 15 to chapter 20)</i>	3	5
4	4.1	Teacher Specific Content (To be valued internally)		

Teaching and Learning Approach	<b>Classroom Procedure (Mode of transaction)</b>  The course will transact in a combination of lecture and practical modes. Discussions on various aspects and themes of the syllabus is a mandatory. Supporting audio visual aids like projector and film screening apparatus will be used where necessary. Screening of the movies mentioned in third module is mandatory. Students have to submit a review on these movies.																			
Assessment Types	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 25 Marks  (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)  Faculty member in charge of the course can make use of following methods of evaluation; Studio Activity, In-class Discussion, Reflection Writing Assignment, Written Test or any other method designed by course faculty/ course coordinator																			
	<b>B. Semester End examination</b>  1½ Hour Written Examination of 50 marks																			
	<table><tr><td>Question Type</td><td>Number of Questions to be answered</td><td>Answer Word Limit</td><td>Marks</td></tr><tr><td>Short Answer Questions</td><td>5 out of 8</td><td>50 words</td><td>5 x 2 = 10</td></tr><tr><td>Short Essay Questions</td><td>4 out of 7</td><td>120 words</td><td>4 x 5 = 20</td></tr><tr><td>Essay Questions</td><td>2 out of 4</td><td>250 words</td><td>2 x 10 = 20</td></tr><tr><td colspan="3">Total</td><td>50</td></tr></table>	Question Type	Number of Questions to be answered	Answer Word Limit	Marks	Short Answer Questions	5 out of 8	50 words	5 x 2 = 10	Short Essay Questions	4 out of 7	120 words	4 x 5 = 20	Essay Questions	2 out of 4	250 words	2 x 10 = 20	Total		
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Total			50																	

## References

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1957, Central Travancore - <https://youtu.be/LxizUMIAkvQ>



<div>Est. in 1921</div> 	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>						
<b>Course Name</b>	<b>Human and Environment</b>					
<b>Type of Course</b>	<b>MDC</b>					
<b>Course Code</b>	<b>UC2MDCHIS101</b>					
<b>Course Level</b>	<b>100-199</b>					
<b>Course Summary</b>	The course aims to provide insight into the age-old relationship between humans and the environment. The critical role of various environmental factors in the shaping of human society and the making of history will be discussed. The course will enable the student to create a perspectival understanding that corrects preconceived notions about human-environment relations. The Practicums are designed to transact the same and are intended to create experiential knowledge.					
<b>Semester</b>	2	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others (Seminar)	
		2		1		60
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
1	Construct perspectival understanding about the environment and relationship between human and environment	C, S, Ap	1, 2, 3, 6, 8, 10
2	Understand and analyse the trajectories of transition in the approach towards environment from pre-modern periods to contemporary times in India	U, An	1, 3, 6, 8
3	Evaluate the contemporary development paradigms and resource use and its impact on environment	A, S, I, E	2, 3, 6, 8, 10

4	Assess the impact of various environmental changes and hazards on the community	E, S, Ap	2, 3, 5, 6, 7, 8, 9, 10
5	Discuss and analyse contemporary debates on environment and develop thoughtful insights	C, An, Ap	1, 3, 7, 8, 10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Locating the Environment</b>			
1	1.1	Why a study on environment matters? – Do environmental history is all about trees?	2	1
	1.2	Human perception on environment in pre modern times - Was the pre modern human great conservators of environment?	3	1
	1.3	How the environment shapes life and societies: Mode of resource use	3	1, 3
	1.4	Is climate change a modern phenomenon?	2	4, 5
	1.5	Practicum: Examine and prepare a report on the resource utilization in a selected locality and if possible, suggest methods of prudent resource utilization or conduct a survey among students of the institution or selected locality on an environmental disaster or problem they are facing/ experienced and prepare a report on the same	14	3, 4
	<b>Interaction between Human and Environment in India</b>			
2	2.1	From Origins to the Age of Metals	2	1, 2
	2.2	From Mauryan period to Early Medieval Period	2	1, 2
	2.3	From Early Medieval Period to the Colonial Times	3	1, 2
	2.4	Environment and the Colonial Regime – Scientific Discourses on Environment	3	1, 2

	2.5	Post Colonial Approach to Environment and Development Paradigms (Practicum: Examine and prepare a report on the nature of post-world war global environmental policy)	8	2, 3, 4
3	<b>The Planetary Consciousness and Global Environment</b>			



	3.1	Colonialism is Environmental too: Columbian Exchange and Ecological Imperialism	3	4
	3.2	Capital and Environment: Cities, Industries and impact on Environment	3	3, 4
	3.3	Debate on: Green Revolution and Impact (See suggested basic readings in the 3 <sup>rd</sup> module reference)	2	4, 5
	3.4	Modern Dams: Silencing people and rivers	2	3, 4
	3.5	(Practicum: Examine and prepare a report on the popular environmental movements in India, its nature and later evolutions)	8	1, 2, 3, 4
4	4.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom teaching supported by group discussions on assigned and specific themes of choice. These interactive sessions shall be used to enable unlearning of prevailing misconceptions about the human – environment interaction. Audio-visual aids like online archival sources, documentaries and presentations will be used where necessary.</p>			
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p>Continuous Comprehensive Assessment (CCA): 25 Marks (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)</p> <p>Faculty member in charge of the course can make use of following methods of evaluation; Field Study, Reflection Paper Writing, Home Assignment, In-class Discussion, Written Test or any other method designed by course faculty/ course coordinator</p>			
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## References

### Module – 1

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### Module 2

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## SEMESTER - 3



 <p>Est. in 1921</p>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>				
<b>Programme</b>	<b>BA (Hons) History</b>				
<b>Course Name</b>	<b>Society in Pre-Modern Kerala</b>				
<b>Type of Course</b>	<b>DSC A</b>				
<b>Course Code</b>	<b>UC3DSCHIS200</b>				
<b>Course Level</b>	<b>200-299</b>				
<b>Course Summary</b>	This Course offers a critical understanding of sources and historical studies on the various social, economic, and cultural factors that defined the ‘evolution’ of micro-region of Kerala. While maintaining a historical close ties with Tamil macro-region, a separate regional identity evolved in Kerala by the medieval period. This course aims to make an understanding about the forces and process that operated in the making or evolution of Kerala society and history.				
<b>Semester</b>	3	<b>Credits</b>		4	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	
		3		1	75
<b>Pre-requisites, if any</b>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Outline the various sources to reconstruct the history of pre-modern Kerala	K, U	1,3,10
2	Develop the ability to critically analyse historical perspectives, theories, and key events that have shaped the evolution of the state throughout history	C	1, 2
3	Examine the transition of agrarian structure and trade relations in pre-modern period	An	1, 3, 6

4	Present an idea of the social, political, economic and religious life in Pre-modern Kerala	A	2, 3, 6
5	Critically analyse and interpret the intersections between social hierarchies and knowledge systems, fostering a comprehensive grasp of the cultural and intellectual dynamics of pre-modern Kerala	C, E	1, 3, 4, 10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
		<b>Frames of Past</b>		
1	1.1	Environment and Human: Topography of Kerala	3	1
	1.2	Source for Reconstructing Kerala History: Archaeological Remains, Archival Material, Literary Sources, Folklore, Travellers accounts, Legends and Mythical Traditions (Practicum: Prepare a paper on the sources for reconstruction of Kerala history)	8	1
	1.3	Practicum: Survey on Historiography of Kerala History	4	1
	1.4	Prehistory of Kerala: Stone Tool Typology – Transition to Neolithic Age and Beginning of Agriculture	3	2
	1.5	Early Iron Age: Economy and Society – Megaliths: Typology and Distribution	3	4
		<b>Towards Historical Period</b>		
2	2.1	Kerala as part of <i>Tamilakam</i> : Tinai: Multiple Subsistence forms and Social Relations – Exchange Relations: Gift and Trade – Maritime Exchange and Debate over Indo-European Trade	4	4
	2.2	Political Organization: Kilar, Velir, Mannan and Ventan – Cheras in Patiruppattu – Raids and redistribution – Cult of Heroism and Ideology of the time	4	4

	2.3	Extension of Agriculture – Locating Primary Producers – Formation of Urs, kutis and Nadus – Consolidation of	4	3
		Agrarian Hierarchy: Paniyalar, Karalar, Uralar – Tenurial Control – Subjugation and Slavery		
	2.4	Conceptualizing Early Medieval: Monarchical State, Brahminical Society, Caste Formation, Regional Identity (Prepare a paper by analysing any of the historiographical position on conceptualizing Early medieval)	6	2
	<b>Polity, Economy and Society in Early Medieval Kerala</b>			
	3.1	Expansion of Wetland Agriculture – Brahmin Settlements – Non-Brahmin Villages – Caste Formation – Agrarian Relations – Temples and Alvar and Nayanar Bhaktis	4	3
	3.2	Exchange: Redistribution of Produce – Merchant Communities and Guilds – Overland Exchange – Overseas Trade and Ports	4	3
	3.3	Perumāls of Makōtai: Power Structure – Nature of Polity – Natus and Natuvalis and Nuttuvars – Kollam Era	4	4
3	3.4	Religions: Dravidian Cults, Shramanic Sects, Jews, Christianity, Islam, Brahminical Hinduism (Practicum: Prepare a Reflection Paper based on the arguments of UCS Narayanan's <i>Cultural Symbiosis in Kerala</i> )	6	4
	<b>Society and Economy in Medieval Kerala</b>			
	4.1	Expansion of Agriculture – <i>kāṭu-paṛambu-purayīṭam</i> – Agricultural Production and Agrarian Relations – Social Stratification and Hierarchy: Proliferation of <i>jati</i> and Gender Relations – Institution of Temple	5	3
	4.2	Landlordism – Emergence of <i>Swarūpams</i> --- administration and power structure – Law and Justice: Trail and Ordeal systems – Customs and Practices – Art Forms	4	4
	4.3	Overland and Overseas Trade – Chinese and Arab Trade – Medieval Coins – Urban Experience	3	3
4	4.4	Literature and Culture – Codification and Circulation of Knowledge Systems – Evolution of Regional identity	6	5

		(Practicum: Prepare a paper on the social and cultural milieu of medieval Kerala reflected in the literature of the period)		
5	5.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Students need to read the book chapters and articles given in the reference section of the corresponding modules. The course coordinator should assist the students in identifying the readings. Since the course is dealing with a micro-region of Kerala, it shall be conceived as a part of a larger macro-social formation process while appreciating the regional uniqueness at the same time.			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)  Faculty member in charge of the course can make use of following methods of evaluation; Reflective Assignment Writing, Home Assignment, Literature Survey, Written Test or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b>  A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	<b>Total</b>			<b>70</b>

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### Module 2

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### Module 4

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<div><p>Est. in 1921</p></div>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>Understanding Early India</b>					
<b>Type of Course</b>	<b>DSC A</b>					
<b>Course Code</b>	<b>UC3DSCHIS201</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	The course aims to offer a general understanding on the history of early India and familiarize the students with the processual transformation occurred in this phase of history in the subcontinent. This course covers themes from pre historic origins to the transitionary phase of early medieval period in Indian history. The course will equip the students to analyse the development of social institutions and politico-economic transitions along with cultural aesthetics of the period and region under study.					
<b>Semester</b>	3	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others (Seminar)	
		3		1		
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand and evaluate the spatial distribution of early Indian people and their history	U, E, S, I	1, 2, 3
2	Examine the evolution of political structures in early India	An	1, 6, 8
3	Analyse the processual transformations in the social institutions and philosophical traditions of early India	An, E	1, 3, 5, 8
4	Appraise and compare the cultural developments in art, architecture and literature	E, Ap, S, I	4, 7, 8, 10
5	Estimate the economic transition happened during the ancient period and identify its relation to society and polity	A, E, C	1, 2, 6
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Pre-Historic Beginning: From Stone to Bronze Age</b>			
1	1.1	Physical features and Natural Environment of the Subcontinent (Practicum: Examine the topographical features of the subcontinent – 2 hours)	3	1
	1.2	Human Evolution in the Subcontinent	1	1
	1.3	Palaeolithic, Mesolithic and Neolithic ages: Locations – Tool tradition and Subsistence Pattern – Art and Cults (Practicum: Spot the stone age locations on map and analyse the typological variations in tools- 4 hrs)	6	1, 3, 4
	1.4	Indus Civilization: Origins - Locations – Society and Economy: Production, Exchange, Script and Seals, Question of State, Cults – Urban nature – Decline (Practicum: Spot the Indus Valley sites on map and analyze the extension of civilization – examine the seal verities and findings on seals and script- 4 hours)	8	1, 2, 3, 4, 5
	1.5	Chalcolithic Age: Locations – Tool tradition and Subsistence Pattern – Cults – Malwa and Jorwa Cultures – South Indian sites (Practicum: spot the chalcolithic age sites on the map and identify the characteristic features of each site – 2 hours)	4	1, 3, 4
	<b>From Pastoral Tribe to Chiefdoms and Kingdoms</b>			
2	2.1	Arrival of the Indo Aryans – Aryan Debate - Expansion from North West to Doab Region (Practicum: Locate the expansion of Indo-Aryan peoples geographical movement to the Doab region – 2 hours)	4	1, 3
	2.2	Context and Societies in the Vedic Literature: Subsistence Pattern: Pastoral to Sedentary Life – Social Organization and Differentiation: Emergence of Varna and Gender Hierarchies – Rituals - Philosophy	4	3, 4
	2.3	Political Organization: Assemblies: Changing character of <i>Sabha</i> , <i>Samiti</i> , <i>Vidhata</i> – Resource Extraction: Tribal conflicts and Booty Redistribution -From Voluntary to Obligation: <i>Bhaga</i> , <i>Bali</i> , <i>Vishti</i> – Polity: from <i>Jana</i> to <i>Janapada</i>	3	2, 3, 5

	2.4	Iron technology in Subcontinent and Impact – Megaliths of South (Practicum: Using GIS technology spot the early iron age sites distribution and identify the characteristic features – 2 hours)	3	1
3	<b>Towards Complex Structures</b>			
	3.1	Material Culture during 6 <sup>th</sup> century BCE – Second Urbanization - <i>Mahajanapda</i> : Kingdoms and <i>Ganasanghas</i> – Prominence of Magadha - Jati and Gender Hierarchies – Emergence of Heterodox Sects: <i>Ajivika</i> , <i>Charvakas</i> , Jainism and Buddhism (Practicum: Read excerpts from <i>Maha Parinibbana Sutta</i> – find in module 3 reference – 2 hours)	8	1, 2, 3
	3.2	Emergence of Maurya: Foundation – Expansion to an Empire – Administration – State in <i>Arthashastra</i> – Society and Political Economy – Society in <i>Indica</i> – Ashoka's Dhamma – Decline (Practicum: Locate the spatial distribution of Asokan edicts and identify the extent of administrative domain – Read the Major Rock Edicts of Asoka and prepare a Reflection Paper on Asoka's politico-moral policy of Dhamma (find in the 3-module reference - 4 hrs)	8	1, 2, 3, 5
	3.3	Polities in North: Sungas, Indo-Greeks, Shakas, Parthians and Kushanas – Sathavahanas of Deccan – Polities in the South	3	1, 2
	3.4	Merchants and Expansion of Trade in the Subcontinent	3	5
4	<b>Age of Transition</b>			
	4.1	Age of Guptas and successors: Political Processes and Structures – Crystallization of Jati and Gender Hierarchies - Systems of Knowledge and Literature	4	2, 3
	4.2	Shiva and Vaishnava pantheons – Bhakti Movement in South – Developments in Buddhism and Jainism	2	3
	4.3	(Practicum: Examine the particular features and peculiarities of art and architectural traditions given below and prepare a report with illustrations– 8 hours) Art and Architecture: Viharas, Stupas, Cave Art - Mauryan Art - <i>Gandhara</i> and <i>Mathura</i> Schools - Temple Architecture: <i>Nagara</i> , <i>Vesara</i> , <i>Dravida</i> styles – Andhra School of Art	8	3, 4
	4.4	Changing Political Economy: Nature of land ownership - Feudalism Debate	3	2, 5
5	5.1	Teacher Specific Content (To be valued internally)		

Teaching and Learning Approach	<b>Classroom Procedure (Mode of transaction)</b>  Classroom transaction shall be supported by lectures and discussions and Practicum on assigned and specific themes. Since one credit is distributed as Practicum, the active participation of the students in the Practicum work is mandatory. Course in charge should capacitate students to make use of GIS technology to analyze prehistoric site studying. Course coordinator shall make the conduct of Practicum fruitful by providing necessary materials and interactive facilities.																				
Assessment Types	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)  Faculty member in charge of the course can make use of following methods of evaluation; Computer Adaptive Testing, Literature Survey, Written Test, Reflection Paper Writing, Home Assignment, In-class Discussion, Field Visit or any other method designed by course faculty/ course coordinator																				
	<b>B. Semester End examination</b>  A 2 Hour Written Examination of 70 marks <table><tr><th>Question Type</th><th>Number of Questions to be answered</th><th>Answer Word Limit</th><th>Marks</th></tr><tr><td>Short Answer Questions</td><td>10 out of 12</td><td>50 words</td><td>10 x 2 = 20</td></tr><tr><td>Short Essay Questions</td><td>6 out of 10</td><td>150 words</td><td>6 x 5 = 30</td></tr><tr><td>Essay Questions</td><td>2 out of 4</td><td>300 words</td><td>2 x 10 = 20</td></tr><tr><td colspan="3">Total</td><td>70</td></tr></table>	Question Type	Number of Questions to be answered	Answer Word Limit	Marks	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30	Essay Questions	2 out of 4	300 words	2 x 10 = 20	Total			70
Question Type	Number of Questions to be answered	Answer Word Limit	Marks																		
Short Answer Questions	10 out of 12	50 words	10 x 2 = 20																		
Short Essay Questions	6 out of 10	150 words	6 x 5 = 30																		
Essay Questions	2 out of 4	300 words	2 x 10 = 20																		
Total			70																		

## References

### Module – 1

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## Module 2

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## Module 3

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<div></div> <div>Est. in 1921</div>	<div>UNION CHRISTIAN COLLEGE, ALUVA</div> <div>AUTONOMOUS</div>					
Programme	BA (Hons) History					
Course Name	The Ancient Social Formations: From Hunter-Gatherers to the Classical Antiquity					
Type of Course	DSE					
Course Code	UC3DSEHIS200					
Course Level	200-299					
Course Summary	This course explores the transformation from pre-historic times to the social, political and economic crisis during the fall of the Roman Empire. Moreover, the course provides a comprehensive overview of the complex biological and cultural evolution processes, economic and political systems and social divisions.					
Semester	3	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others (Seminar)	
		4				
Pre-requisites, if any						

### COURSE OUTCOMES (CO)

After the completion of the course, the student should be able to

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Develop the ability to analyse and interpret the key factors, transitions, and dynamics that have shaped the multifaceted development of human communities throughout history	U, An	3,6,7,8,10
2	Gain valuable insights into diverse social, economic, and political processes	E	1,2,3,4
3	Develop a deep appreciation for the material and intellectual development spanning the period from hunting-gatherers to classical antiquity	A, An, Ap	1, 2, 3, 8, 10

4	Perceive cultural continuities and breaks across different historical periods	I, E, Ap	1, 2, 3, 6, 7, 8, 10
5	Demonstrate proficient written and communication skills in both classroom discussions and presentations	C, S, I	4
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transactions (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Human Origins and Stone Age Cultures</b>			
	1.1	Biological Evolution – Environmental Context of Evolution	3	1
	1.2	Palaeolithic Cultures: Social Organization, Technology and Resource Utilization of Early Humans	4	2, 3
	1.3	Mesolithic Cultures: Mesolithic as Transitional Stage – Social Organization, Tool Tradition and Resource Utilization	3	2, 3
	1.4	Neolithic Cultures: Complex Society, Settlement Patterns, Tool Tradition and Technology – Manifestations of Stone Age Arts	5	2, 3
2	<b>Bronze Age Civilisations</b>			
	2.1	Conceptualizing Civilization, Urban Revolution and State in Bronze Age	3	1, 2
	2.2	Environmental Setting of Bronze Age Cultures - Diffusion v/s Independent Origin Debates	3	3
	2.3	Social Organization: Complex Social Relations - Gender	3	3
	2.4	Technology and its Impact – Development of Script and Writing	2	4
	2.5	Case Studies: Egyptian, Mesopotamian, Indus Valley and Chinese Civilizations	4	5

<b>3</b>	<b>Iron Age and State Formation</b>			
	3.1	Conceptualizing Pastoral Nomadism – Nomadic Groups	3	1, 2
	3.2	Global Distribution and Significance of Iron technology	2	3
	3.3	Pre-Archaic and Archaic periods in Greece	2	2, 4
	3.4	Political Transformation in Greece: Athenian Democracy, Military State in Sparta- Delian and Peloponnesian League- Macedonian Supremacy and Hellenistic Period	4	2
	3.5	Slavery: Economy and Society and Religion – Mediterranean Trade	4	3, 4
<b>4</b>	<b>The Classical Antiquity</b>			
	4.1	Cultural influence of Greek Civilization	2	2, 4
	4.2	Rome from Republic to Principate and Empire	3	2
	4.3	Society: Slavery – Roman Mob - Culture and Religion in Rome	4	3, 4
	4.4	Agrarian Economy: Latifundia – Trade and Urbanization	3	3
	4.5	Crisis and Decline: Political and Economic Crisis, Social Tensions and Tribal Invasions	3	4
<b>5</b>	5.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Course shall be proceeded in lecture mode. Since the course covers a vast geographical area audio-visual supporting aid shall be used. Adequate introduction from the part of course coordinator is necessary since the course covers areas less familiar to the students.
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<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> Continuous Comprehensive Assessment (CCA): 30 Marks
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	Faculty member in charge of the course can make use of following methods of evaluation; Open Book Test, Quiz, Home Assignment, In-class Discussion or any other method designed by course faculty/ course coordinator.			
	<b>A. Semester End examination</b>			
	A 2 Hour Written Examination of 70 marks (MCQ of 10 marks and Descriptive Answer Questions of 60 marks). Option of Open Book Examination is here.			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Multiple Choice Questions	10 out of 12	NA	10 x 1 = 10
	Short Answer Questions	5 out of 8	50 words	5 x 2 = 10
	Short Essay Questions	4 out of 7	150 words	4 x 5 = 20
	Essay Questions	2 out of 4	450 words	2 x 15 = 30
	<b>Total</b>			<b>70</b>
Books allowed:				
i) Anderson, P. (1988). <i>Passages from Antiquity to Feudalism</i> . London and New York: Verso				
ii) Farooqi, Amar (2001). <i>Early Social Formations</i> . New Delhi: Manak Publishers				
iii) Kumar, Rakesh (2018). <i>Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism</i> . New Delhi: Sage				

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## Module II

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## Module IV

Anderson, P. (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, pp. 53-103, 107-127.

Scarre, C. and B. Fagan. (2008). *Ancient Civilisations*. New Jersey: Pearson, pp. 278-303.

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Croix, de Ste, GME (1981). The Class Struggle in the Ancient Greek World. New York: Cornell University Press

### **Suggested Readings**

Farooqi, Amar (2001). Early Social Formations. New Delhi: Manak Publishers.

Kumar, Rakesh (2018). Ancient and Medieval World: From Evolution of Humans to the Crisis of Feudalism. New Delhi: Sage



<div>Est. in 1921</div> 	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>History of Printing and Publishing in India</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>UC3DSEHIS201</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	This course prides an in-depth exploration of the history of printing and publishing in India, tracing the evolution of written communication from ancient manuscript to modern digital publishing. Students will examine the cultural, social and political impact of print the role of key figures and institutions, and the transformation of the publishing landscape over time.					
<b>Semester</b>	3	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others (Seminar)	
		4				
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To understand the historical development of printing and publishing in India.	U	1,2
2	To analyze the cultural, social and political implications of the introduction of print	An	6
3	To explore the role of key individuals, communities and institutions in shaping India's printing history.	E	6,9

4	To investigate the influence of technological advancements on publishing practices.	C	2,9
5	To examine the relationship between print culture and societal change in India.	An	6
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Overview of ancient Indian writing systems	4	1
	1.2	Development of paper	3	1
	1.3	Early history of printing	3	1
	1.4	Technological developments in printing	3	4
2	2.1	Early history of printing in India	6	1
	2.2	Introduction of the printing press	4	2
	2.3	Impact of printing on the dissemination of knowledge	3	5
	2.4	Role of printing in colonial education and administration	4	5
3	3.1	Emergence of newspapers and periodicals	5	2
	3.2	Contributions of pioneers	4	2
	3.3	Freedom movement and the press	3	3
	3.4	Gandhi as a journalist	2	3
4	4.1	Publishing Industry after independence	4	3
	4.2	Major public sector publishing houses in India	6	3
	4.3	Major private publishers in India	3	3

	4.4	Major Cooperative societies in India	3	3
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Lecture			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> Continuous Comprehensive Assessment (CCA): 30 Marks  Faculty member in charge of the course can make use of following methods of evaluation; Written Test, Home Assignment, In-class Discussion or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b> A 2 Hour Written Examination of 70 marks (MCQ of 10 marks and Descriptive Answer Questions of 60 marks)			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Multiple Choice Questions	10 out of 12	NA	10 x 1 = 10
	Short Answer Questions	5 out of 8	50 words	5 x 2 = 10
	Short Essay Questions	4 out of 7	150 words	4 x 5 = 20
	Essay Questions	2 out of 4	450 words	2 x 15 = 30
	<b>Total</b>			<b>70</b>

## References

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 <p>Est. in 1921</p>	<p style="text-align: center;"><b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b></p>				
<b>Programme</b>	<b>BA (Hons) History</b>				
<b>Course Name</b>	<b>Introducing Archaeology</b>				
<b>Type of Course</b>	<b>DSE</b>				
<b>Course Code</b>	<b>UC3DSEHIS202</b>				
<b>Course Level</b>	<b>200-299</b>				
<b>Course Summary</b>	<p>This course is designed to provide students with a nuanced understanding of archaeological practices, methodologies, and their interdisciplinary connections. It provides students with a solid foundation in archaeology, covering theoretical concepts, Practicum methodologies, and specialized areas, fostering a holistic understanding of the discipline. Students will gain the skills needed to analyse, interpret, and contribute to the field of archaeology</p>				
<b>Semester</b>	3	Credits			4
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others
		4	--	--	--
<b>Pre-requisites, if any</b>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Familiarize the nature, aim, scope, and evolution of Archaeology	U	3, 7, 10
2	Distinguish artifacts and Eco-facts	A, An	2, 3, 8
3	Assess the evolution of archaeological field techniques	E	1, 2, 3

4	Understand the relationship between archaeology and other disciplines	U	1, 2, 8
5	Conceptualize Post excavation analysis, recording and interpretation of data	U	1, 2, 6, 7, 8, 10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Definition, nature, aims, scope and relevance	1	1
	1.2	Stages of Archaeology	2	1
	1.3	Archaeology and its relation with other subjects; Anthropology, History, Geology and Natural Sciences.	5	1, 2
	1.4	Branches of Archaeology; Prehistoric, Historic, Proto historic, Early Historic and Medieval	2	1
2	2.1	Ethno Archaeology	2	3
	2.2	Environmental Archaeology	4	3
	2.3	Marine Archaeology	3	4
	2.4	Salvage Archaeology	2	3
	2.5	Environmental Archaeology	2	3
	2.6	Industrial Archaeology	3	4
3	3.1	Archaeological Site and Record	4	5
	3.2	Archaeological Context and Matrix	5	5,
	3.3	Artefact, Eco fact and Cultural Features	2	5
	3.4	Assemblage, Industry and Culture	5	5

4	4.1	Mound, Stratigraphic Sequence	5	3, 4
	4.2	Site Formation Process	2	5,4
	4.3	Cultural and Natural Transformation	7	5
	4.4	Distribution of Archaeological Sites	4	5
5	5.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Lecture																										
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b> Continuous Comprehensive Assessment (CCA): 30 Marks Faculty member in charge of the course can make use of following methods of evaluation; Lab Activity Report, Field Work, Written Test, Home Assignment or any other method designed by course faculty/ course coordinator																										
	<b>B. Semester End examination</b> A 2 Hour Written Examination of 70 marks (MCQ of 10 marks and Descriptive Answer Questions of 60 marks) <table border="1"> <thead> <tr> <th>Question Type</th><th>Number of Questions to be answered</th><th>Answer Word Limit</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>Multiple Choice Questions</td><td>10 out of 12</td><td>NA</td><td>10 x 1 = 10</td></tr> <tr> <td>Short Answer Questions</td><td>5 out of 8</td><td>50 words</td><td>5 x 2 = 10</td></tr> <tr> <td>Short Essay Questions</td><td>4 out of 7</td><td>150 words</td><td>4 x 5 = 20</td></tr> <tr> <td>Essay Questions</td><td>2 out of 4</td><td>450 words</td><td>2 x 15 = 30</td></tr> <tr> <td colspan="3"><b>Total</b></td><td><b>70</b></td></tr> </tbody> </table>			Question Type	Number of Questions to be answered	Answer Word Limit	Marks	Multiple Choice Questions	10 out of 12	NA	10 x 1 = 10	Short Answer Questions	5 out of 8	50 words	5 x 2 = 10	Short Essay Questions	4 out of 7	150 words	4 x 5 = 20	Essay Questions	2 out of 4	450 words	2 x 15 = 30	<b>Total</b>			<b>70</b>
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- Jim, Grant, Sam Gorin and Neil Fleming. 2008. *The Archaeology Course book*, Third Edition, London: Routledge.
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## SUGGESTED READINGS

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- Agrawal, O. P. 1993. *Preservation of Art Objects and Library Materials*. New Delhi: National Book Trust India.
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- Fagan, Brian M. and Nadia Durrani. 2016. *Archaeology A Brief Introduction*. London and New York: Routledge Taylor and Francis Group.
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<div><div>Est. in 1921</div><div></div></div>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>						
<b>Course Name</b>	<b>Origins of the Modern World</b>					
<b>Type of Course</b>	<b>DSC B</b>					
<b>Course Code</b>	<b>UC3DSCHIS202</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	The course focuses on Europe's transition from feudalism to capitalism, examining economic, political, and socio-cultural changes from the late medieval period to the eighteenth century. It critically assesses power dynamics within Europe, including interactions with the non-European world and the exploitation of indigenous and slave labour. An analysis of non-European social formations is there. Students will also analyse continuities and changes in intellectual, artistic, religious, and political realms.					
<b>Semester</b>	3	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others (Seminar)	
		3		1		
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Evaluate the historical factors, socio-economic changes, and political developments that contributed to the decline of feudalism in Europe	An, E, U	1, 2
2	Comprehend the diverse manifestations of feudalism, considering regional variations, cultural contexts, and historical specificities in non-European societies	An, E	1, 2

3	Analyse the complex dynamics of social transition, considering the influences of the Renaissance, Reformation, and Enlightenment on European societies	K, An, U, E	1, 2, 7, 8,
4	Critically assess the influences of diverse ideologies and revolutionary movements on social structures, cultural dynamics, and political systems across the globe	E, U, Ap	1, 2, 6, 7, 8
5	Comprehend the complexities of colonial economic systems, fostering a nuanced understanding of how capitalism influenced and transformed societies in colonial contexts globally	E, U, A	1, 6, 7, 8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>From Pre-Modern World</b>			
1	1.1	Decline of Feudalism in Europe: Feudal Society and Economy – Transformation in European Society and Economy: Emergence of Traders, Towns, Independent Peasants, Craftsmen- Rising Power of Kings - Enclosure Movement and Putting Out System	5	1
	1.2	Locating Non-European Societies: India and Asiatic Mode – Segmentary Model on Africa – Asian Feudalism Model on Japan – Prebendal and Patrimonial Societies	5	2
	1.3	Tributary Paying Societies as Universal Mode	2	2
	1.4	Transition Debate: From Feudalism to Capitalism	3	1
	<b>Society in Transition</b>			
2	2.1	European Renaissance: Origins– Cities, Popes, Art and Architecture – Renaissance Humanism (Practicum: Prepare and submit a report on the Renaissance Art and Architecture)	10	3
	2.2	Reformation: Material Milieu – Pre-Lutheran attempts on Reformation – Luther and Zwingli and Calvin and Institutionalization of Protestantism – English	5	3

		Experience - Catholic Response: Counter Reformation – Inquisition and Witch Hunting		
	2.3	Enlightenment: Logic of Enlightenment – English, French and German Enlightenments – Socio-Cultural Life during Enlightenment: Public Spaces, Women, Print and Arts	5	3
3	<b>Revolutions and Ideas</b>			
	3.1	Scientific Revolution: Astronomy – Medicinal Science – Biological Science – Natural Science – New Methodology: Beacon and Descartes – Newtonian Synthesis (Practicum: Prepare and submit a report on the Non-European Roots of Modern Science)	10	4
	3.2	Industrial Revolution: Why England – Technological advancement – New Sources of Energy – Class Formation - Appraisal	4	4
	3.3	Ideas: Democracy, Liberalism, Socialism, Nationalism	4	4
	3.4	French Revolution: Origins and Impact	4	4
4	<b>Political Economy and Colonialism</b>			
	4.1	Development of Capitalism: Mercantilism and Commercial Capitalism – Character of Capitalism and Commodity Production	4	5
	4.2	European Colonization of Americas, Africa and Asia – Atlantic Slavery (Practicum: Locate the navigational routes and European colonial encounters with Non-European populations and regions)	8	5
	4.3	Intervention in Colonies: Missionaries and Education – Civilizing Mission – Socio-Economic Transformations in Colonies	4	5
	4.4	Immanuel Wallerstein and Development of Capitalism as a World System (Practicum: Prepare a report on the growth of capitalism as a world system based on Wallerstein's theoretical framework)	2	5
5	5.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Classroom teaching supported by group discussions on assigned and specific themes of choice. These interactive sessions shall be used to enable unlearning of prevailing misconceptions about the historical developments in the post-colonial period. Audio-visual aids like online archival sources, documentaries and presentations will be used where necessary.																						
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)  Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Written Test, Case Study Report, Home Assignment, In-class Discussion or any other method designed by course faculty/course coordinator																						
	<b>B. Semester End examination</b>  A 2 Hour Written Examination of 70 marks <table border="1"> <thead> <tr> <th>Question Type</th><th>Number of Questions to be answered</th><th>Answer Word Limit</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>Short Answer Questions</td><td>10 out of 12</td><td>50 words</td><td>10 x 2 = 20</td></tr> <tr> <td>Short Essay Questions</td><td>6 out of 10</td><td>150 words</td><td>6 x 5 = 30</td></tr> <tr> <td>Essay Questions</td><td>2 out of 4</td><td>300 words</td><td>2 x 10 = 20</td></tr> <tr> <td colspan="3"><b>Total</b></td><td><b>70</b></td></tr> </tbody> </table>			Question Type	Number of Questions to be answered	Answer Word Limit	Marks	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30	Essay Questions	2 out of 4	300 words	2 x 10 = 20	<b>Total</b>			<b>70</b>
Question Type	Number of Questions to be answered	Answer Word Limit	Marks																				
Short Answer Questions	10 out of 12	50 words	10 x 2 = 20																				
Short Essay Questions	6 out of 10	150 words	6 x 5 = 30																				
Essay Questions	2 out of 4	300 words	2 x 10 = 20																				
<b>Total</b>			<b>70</b>																				

## References

### Module – 1

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## Module 2

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## Module 3

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#### Module 4

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#### SUGGESTED READINGS

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- Burbank, Jane and Frederick Cooper. (2010). *Empires in World History - Power and Politics of Difference*. Princeton: Princeton University Press.
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- Fitzpatrick, Martin et al ed. (2004). *The Enlightenment World*. London: Routledge.
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- Scammell, G.V. (1989). *The First Imperial Age: European Overseas Expansion 1400-1715*. London/New York: Routledge.
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<div>Est. in 1921</div> 	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>						
<b>Course Name</b>	<b>Germes, Medicine and Society</b>					
<b>Type of Course</b>	MDC					
<b>Course Code</b>	<b>UC3MDCHIS200</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	The course explores the historical and contemporary development of epidemics and the diverse responses devised to mitigate them in India. Drawing from critical thinking, scientific reasoning and a multidisciplinary approach, the course will analyse the occurrence of epidemics and the evolution of epidemic responses throughout history.					
<b>Semester</b>	3	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3				45
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand and critically analyse and reflect upon the various social, cultural and political dimensions of epidemic and pandemic diseases	U, An	1,3
2	Trace the history of pandemics and the historical impact of pandemics on human society and environment	An, E	1,2,3,6,7,8

3	Examine the development of various medical systems and their encounters with diseases	An, Ap	1,2,4,5,6,7,8,10
4	Engage in informed discussions about the ethical considerations, challenges, and lessons learned	S, I	4,5,6,7,8,10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Conceptualizing Disease</b>			
	1.1	Introducing Disease, Epidemic, Pandemic and Endemic	3	1, 2
	1.2	Indian and Western Tradition of Medical Practices: Ayurveda, Yunani, Siddha - Indian roots of Homeopathy, Modern Medicine	5	1, 3
	1.3	Evolution of the Western concepts on disease- Humoral, Miasma and Germ.	3	1, 3
	1.4	Epidemic Orientalism	2	1
	1.5	Epidemic Occidentalism	2	1
2	<b>Epidemics and Empire</b>			
	2.1	Pre-colonial Outbreaks of epidemic diseases	4	1, 3, 4
	2.2	Cholera, Plague and Influenza Pandemics	5	1, 3, 4
	2.3	Lunatic asylums in Colonial India – Leprosy and Sanitoriums	4	3, 4
	2.4	Colonial Medical Responses and Preventive Practices	5	3, 4

3	<b>Disease and Responses</b>			
	3.1	Metaphysical Responses	3	1, 4
	3.2	Epidemic and the 'Other': Creation of scapegoats	4	1, 2, 4
	3.3	Capital and Ecology of Disease	2	4
	3.4	Ethics and Generic Medicine	1	4
	3.5	Medicine and Body: Ontological Perspectives	2	4
4	4.1	Teacher specific content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> The course will be in lecture mode. Supporting audio visual aids like documentaries and power point presentations will be used where necessary. Group discussions and case studies will enrich the learning process.			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>B. Continuous Comprehensive Assessment (CCA)</b> Continuous Comprehensive Assessment (CCA): 25 Marks Faculty member in charge of the course can make use of following methods of evaluation; Written Test, Problem based Assignment, In-class Discussion, Quiz or any other method designed by course faculty/ course coordinator			
	<b>C. Semester End examination</b> 1½ Hour Written Examination of 50 marks (MCQ of 10 marks and Descriptive Answer Questions of 40 marks)			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Multiple Choice Questions	10 out 12	NA	10 x 1 = 10

	Short Answer Questions	5 out of 8	50 words	5 x 3 = 15
	Short Essay Questions	3 out of 6	120 words	3 x 5 = 15
	Essay Question	1 out of 3	250 words	1 x 10 = 10
	<b>Total</b>			<b>50</b>

## References

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<div><p>Est. in 1921</p></div>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>						
<b>Course Name</b>	<b>From Symbols to Signals: A Brief History of Media</b>					
<b>Type of Course</b>	<b>MDC</b>					
<b>Course Code</b>	<b>UC3MDCHIS201</b>					
<b>Course Level</b>	<b>200 -299</b>					
<b>Course Summary</b>	The course focuses on the development of media and communication through different ages in human history. Indeed, human history is the history of the development of human communication, which made human life possible in the world. The course will provide the students with an opportunity to gain exposure to various nuances of communication and media from a global perspective.					
<b>Semester</b>	3	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3				
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Develop a basic understanding on evolution of media and able to critically analyse the impact of media on society	An	1, 4
2	Demonstrate a higher level of social consciousness and responsibility in using media	U	6, 8
3	Make use of media for social education and opinion formation	A	8, 10
4	Develop a skill for moral and ethical reasoning of social media content	A, Ap	7, 87
<i>Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			



Module	Units	Course description	Hrs	CO No.
1	1.1	Concept of Media and Communication	2	1
	1.2	Evolution of Communication- signs, symbols, verbal communication - art of writing- manuscripts	3	1
	1.3	Invention of Printing – Chinese contribution in 7 C E Printing in Europe – Religious Texts	4	1
	1.4	Spread of Knowledge – Print media - Newspapers, Magazines – Science societies	3	1
2	2.1	Radio – Invention of Radio – initial use – Development – Origin of broadcasting	3	1
	2.2	Cinema – origin – silent movie – technological development -	3	2
	2.3	Categories of Films – thematic varieties – (Film Review can be given as Practicum work)	4	3
	2.4	Television- Invention – technological developments – varieties of programs – infotainment – Educational uses- social awareness	4	3
	2.5	Socio cultural and political influence on society – Advertisements and its impacts (Discussion method can be followed)	3	4
3	3.1	Internet – ICT – Computer –Laptop – Tablet – Mobile	2	2
	3.2	Pager – Email – SMS – Chats	2	1
	3.3	Era of information explosion – Evolution of Social Media – Networking - blog – vlog – chat rooms – twitter – linked in – Academic Networks – Use of A I Tools	4	4
	3.4	Cyber Laws and Media Ethics – Acculturation – media and international politics (Debate on Cyber crimes)	3	4
	3.5	Media and Corporate influence – Media and opinion formation	3	4
	3.6	Ideology of Communication	2	2, 4
4	4.1	Teacher specific content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  The course will be delivered in lecture format. However, based on the theme transacting in the class room discussions and debates can be used for attaining the cited course outcome. Supporting audio-visual aids like documentaries and power point presentations will be used where necessary.		
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 25 Marks  Faculty member in charge of the course can make use of following methods of evaluation; Written Test, Problem based Assignment, In-class Discussion, Case study Reports or any other method designed by course faculty/ course coordinator		
	<b>B. Semester End examination</b>  1 <sup>1/2</sup> Hour Written Examination of 50 marks (MCQ of 10 marks and Descriptive Answer Questions of 40 marks)		
	Question Type	Number of Questions to be answered	Marks
	Multiple Choice Questions	10 out of 12	10 x 1 = 10
	Short Answer Questions	5 out of 8	5 x 3 = 15
	Short Essay Questions	3 out of 6	3 x 5 = 15
	Essay Question	1 out of 3	1 x 10 = 10
	<b>Total</b>		<b>50</b>

## References

### Module 1

Guntasha K. Tulsi and Nidhi Madan ed., *Media and Communication A handbook for students*, Perfect Paperbacks

Understanding Media and Culture: *An Introduction to Mass Communication*, University of Minnesota Libraries Publishing, 2016

William J. Bernstein, *Masters of the Word: How Media Shaped History*, Grove Books, 2013

Elizabeth L. Eisenstein, *Print Media and Gutenberg Press*

Elizabeth L. Eisenstein, *The Printing Press as an Agent of Change: Communications and Cultural Transformations in Early-Modern Europe (Volumes 1 and 2 in One)*

John Man, *The Gutenberg Revolution*, RandomHouse – Bantam, 2009

S. Steinberg, *Five Hundred Years of Printing*, Dover Publications Inc., 2013

## Module 2

Guntasha K. Tulsi and Nidhi Madan ed., *Media and Communication A handbook for students*, Perfect Paperbacks

Marshall McLuhan, *Understanding Media: The Extensions of Man (The MIT Press)*, The MIT Press, 1994

Marshall McLuhan, *The Medium is the Massage: An Inventory of Effects*, Chicago Press, 2001

Chris Hedges, *Empire of Illusion: The End of Literacy and the Triumph of Spectacle*, Nation Books, 2010

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## Module 3

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<div>Est. in 1921</div> <div></div>	<div>UNION CHRISTIAN COLLEGE,</div> <div>ALUVA</div> <div>AUTONOMOUS</div>						
Programme							
Course Name	Archaeology for Beginners						
Type of Course	MDC						
Course Code	UC3MDCHIS202						
Course Level	200-299						
Course Summary	The course "Archaeology for Beginners" is designed to provide an accessible and engaging introduction to the field of archaeology. The course is divided into three modules, guiding students from the fundamentals of archaeology (Module I) through the historical development of the discipline (Module II) to hands-on aspects of archaeological practice (Module III). Students will gain a comprehensive understanding of archaeological sites, monuments, artifacts, and the evolution of archaeological methods, preparing them for further exploration and study in this multidisciplinary field.						
Semester	3		Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others		
		3				45	
Pre-requisites, if any							

#### **COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will demonstrate proficiency in identifying different components of archaeological sites, including sites, monuments, structures, artifacts, and Eco facts.	An	1, 2

2	Students will comprehend the evolution of archaeological practices from treasure hunting to scientifically rigorous methodologies, including the antiquarian phase, modern phase, and current phase	U	1, 2
3	Students will develop Practicum skills in conducting archaeological fieldwork, including the identification, documentation, and preservation of archaeological objects.	A	1, 2, 7
4	Students will critically evaluate the ethical and methodological implications of different approaches to archaeology, including their impact on the interpretation and preservation of cultural heritage	E	1, 2
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)


Module	Units	Course description	Hrs	CO No.
1		<b>The 'ABC' of Archaeology</b>		
	1.1	Sites	5	1
	1.2	Monuments and Structures	5	1, 4
	1.3	Artifacts and Ecofacts	5	1
2		<b>Archaeology from treasure hunting to scientific recording</b>		
	2.1	Antiquarian Phase	5	2
	2.2	Modern Phase	5	2
	2.3	Current Phase	5	2
3		<b>Doing Archaeology</b>		
	3.1	Identification of archaeological objects	5	3, 4
	3.2	Documentation	5	3

	3.3	Preservation	5	3, 4
4	4.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Lecture		
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 25 Marks  Faculty member in charge of the course can make use of following methods of evaluation; Written Test, Lab Activity Report, In-class Discussion or any other method designed by course faculty/ course coordinator		
	<b>B. Semester End examination</b>  1½ Hour Written Examination of 50 marks (MCQ of 10 marks and Descriptive Answer Questions of 40 marks)		
	Question Type	Number of Questions to be answered	Answer Word Limit
	Multiple Choice Questions	10 out of 12	NA
	Short Answer Questions	5 out of 8	50 words
	Short Essay Questions	3 out of 6	120 words
	Essay Question	1 out of 3	250 words
	<b>Total</b>		<b>50</b>

## References

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- Trigger, B. G. (2006). A History of Archaeological Thought. Cambridge University Press.
- Childe, V. G. (1929). The Danube in Prehistory. Cambridge University Press.
- Flannery, K. V. (1976). The Early Mesoamerican Village. Cambridge University Press.
- Binford, L. R. (1981). Bones: Ancient Men and Modern Myths. Cambridge University Press.

 <p>Est. in 1921</p>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>				
<b>Programme</b>					
<b>Course Name</b>	<b>Idea of India</b>				
<b>Type of Course</b>	<b>VAC</b>				
<b>Course Code</b>	<b>UC3VACHIS200</b>				
<b>Course Level</b>	<b>200-299</b>				
<b>Course Summary</b>	The course is intended to provide the students with a sense of the idea of India and the very basic foundations of our land. It aims to inculcate the pluralistic tradition of Indian culture and society. Instead of finding abode in monolithic pillars of narrow and sectarian beliefs, the course will teach the students to assess the heterogeneity of the subcontinental past.				
<b>Semester</b>	3		<b>Credits</b>	3	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	<b>Lecture</b>	<b>Tutorial</b>	<b>Practicum</b>	<b>Others (Seminar)</b>
		3			
<b>Pre-requisites, if any</b>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understanding of the historical, cultural, and philosophical foundations that underpin the rich tapestry of diverse beliefs, practices, and perspectives in India	U, An	1, 6, 7, 8
2	Critically evaluate the historical events, ideologies, and leadership that played a pivotal role in shaping the trajectory of the Indian nation	E, U	1, 6, 7, 8
3	Develop a comprehensive understanding of how Jawaharlal Nehru contributed to shaping the idea of India	An, U	1, 6, 7, 8

4	Analyze and discuss various perspectives on nationalism, considering its manifestations, challenges, and implications in today's world	E, U	1, 6, 7, 8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Heterodoxy and Plurality</b>			
1	1.1	The Argumentative Indians: Debates, Dissent and Protests in Early India	4	1
	1.2	Political Philosophy, Science and Technology in Early India	4	1
	1.3	Eclecticism of the Medieval Times	4	1
	1.4	Development of geographical identities: The concept of Bharat and Bharatvarsha	3	1
	<b>Imagining the Nation</b>			
2	2.1	Legacy of the National Movement	3	1, 2
	2.2	Tagore, Ambedkar, Gandhi, Periyar on Nation	4	2
	2.3	Idea of nation state and society of Bhagat Singh, Subash Chandra Bose, Ram Manohar Lohya and Indian Left	4	2
	2.4	Who is <i>Bharatmata</i>	2	1, 2
	2.5	Making of a Nation: Debates in Constitutional Assembly	2	1, 2
	<b>Nation in Nationalism</b>			
3	3.1	Nehru and Making of the idea of India	3	3
	3.2	Secularism and Discontents	3	4



	3.3	Construction of the Other: Jati, Gender and Minorities	4	4
	3.4	Enemies of Idea of India	2	4
	3.5	Debating Nationalism Today (Discussion)	3	4
4	4.1	Teacher Specific content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Classroom teaching supported by group discussions on assigned and specific themes of choice. These interactive sessions shall be used to enable unlearning of prevailing misconceptions about the historical developments in the post-colonial period. Audio-visual aids like online archival sources, documentaries and presentations will be used where necessary.		
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> Continuous Comprehensive Assessment (CCA): 25 Marks Faculty member in charge of the course can make use of following methods of evaluation; In-class Discussion. Reflection Writing Assignment, Group Tutorial Work, Case Study Reports or any other method designed by course faculty/ course coordinator		
	<b>B. Semester End examination</b> 1 <sup>1/2</sup> Hour Written Examination of 50 marks		
	Question Type	Number of Questions to be answered	Answer Word Limit
	Short Answer Questions	5 out of 8	50 words
	Short Essay Questions	4 out of 7	120 words
	Essay Questions	2 out of 4	250 words
	<b>Total</b>		<b>50</b>

## References

### Module – 1

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Sen, Amarta (2005). *The Argumentative Indian: Writings on Indian History, Culture and Identity*. New Delhi: Penguin Books, pp. 3-34.

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### Module 2

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### Module 3

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Khilani, Sunil (2003). *The Idea of India*. New Delhi: Penguin Books.

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Bhargava, Rajeev (2023). *Reimagining Indian Secularism*. London: Seagull Books

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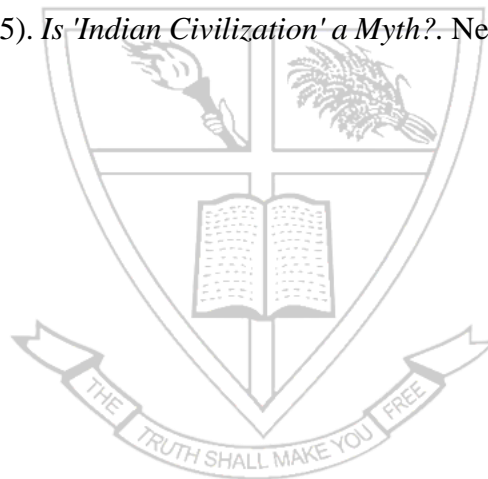
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### **SUGGESTED READINGS**

Naipaul, V S (2010). *India: A Wonderful Civilization*. London: Picador.

Subrahmanyam, Sanjay (2015). *Is 'Indian Civilization' a Myth?*. New Delhi: Permanent Black.



<div>Est. in 1921</div> <div></div>	<div>UNION CHRISTIAN COLLEGE,</div> <div>ALUVA</div> <div>AUTONOMOUS</div>					
Programme						
Course Name	Value and Ethics in Archaeology					
Type of Course	VAC					
Course Code	UC3VACHIS201					
Course Level	200-299					
Course Summary	<p>This course explores the ethical considerations and values associated with archaeological research and practice. Students will engage with foundational ethical principles, critical perspectives, and case studies to develop a comprehensive understanding of the ethical challenges inherent in archaeological work. The course also examines the broader societal implications of archaeological research, emphasizing the importance of responsible and respectful engagement with diverse stakeholders.</p>					
Semester	3	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		3				
Prerequisites, if any						

#### **COURSE OUTCOMES (CO)**

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the foundational principles of ethics and values in the field of archaeology	U	1, 6, 8

2	Analyse ethical challenges and dilemmas faced by archaeologists in various contexts.	An	6, 8
3	Evaluate the impact of archaeological research on local communities and descendant populations	E	1, 2
4	Develop skills in ethical decision-making and responsible archaeological practice	A	1, 6, 8
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	<b>Introduction to Ethics in Archaeology:</b> Definition and significance of ethics in archaeology	2	1
	1.2	Historical development of archaeological ethics	2	1
	1.3	The relationship between values and ethical considerations	2	1
	1.4	Overview of international and national ethical codes in archaeology	2	1
2	2.1	<b>Cultural Sensitivity and Community Engagement:</b> Understanding the importance of cultural sensitivity	3	2
	2.2	Approaches to community engagement in archaeological projects	3	2
	2.3	Case studies on successful community collaboration	3	2
	2.4	The concept of archaeological stewardship with research interests	3	2
	2.5	Responsibilities towards archaeological resources and heritage preservation Balancing conservation	3	2

3	3.1	<b>Ethics in Fieldwork and Excavation:</b> Ethical considerations in excavation and fieldwork	3	3
	3.2	Balancing research goals with site preservation	3	3
	3.3	The role of technology in ethical fieldwork practices	2	3
	3.4	Analysis of real-world case studies	2	3
	3.5	Ethical decision-making frameworks	2	3
4	4.1	<b>Review and Future Directions:</b> Recapitulation of key ethical principles	4	4
	4.2	Future directions and evolving ethical considerations in archaeology	2	4
	4.3	Student reflections and final discussions	4	4
5	5.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  <b>Lecture</b>			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>			
	<b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 25 Marks  Faculty member in charge of the course can make use of following methods of evaluation; Written Test, Problem based Assignment, In-class Discussion or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b>  1½ Hour Written Examination of 50 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks

	Short Answer Questions	5 out of 8	50 words	5 x 2 = 10
	Short Essay Questions	4 out of 7	120 words	4 x 5 = 20
	Essay Questions	2 out of 4	250 words	2 x 10 = 20
	<b>Total</b>			<b>50</b>

## References

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## SEMESTER 4



<div><div><div>Est. in 1921</div><div></div></div></div>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>History of Modern Kerala</b>					
<b>Type of Course</b>	DSC A					
<b>Course Code</b>	<b>UC4DSCHIS200</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	This course intends to create an understanding of the making of modern Kerala and the socio-economic and cultural developments in modern Kerala. The course helps the students develop a critical understanding of colonialism, modernity, social reforms, and the related historical and social processes in modern Kerala.					
<b>Semester</b>	4	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Possess a comprehensive understanding of the political, social, and economic changes in modern Kerala under colonialism	U, A	1, 10
2	Critically evaluate the various aspects that contributed to the transition towards modernity	E	1,6,7,8
3	Analyse and evaluate the different political processes in the making of modern Kerala	An, E	1, 6

4	A comprehensive understanding of the struggles that shaped and created modern Kerala	U, C	1,3,6,7,10
5	Critically examine the process of the emergence of Kerala as a linguistic state, along with an in-depth understanding of the political processes that accompanied this transformation	An	2,3,7,8,10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) Appreciation(Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1		<b>European Contact to Conquest and Native State</b>		
	1.1	Portuguese mercantile contact – German, Dutch, French and English traders on Kerala Coast – Colonial Relations and Exchange	3	1
	1.2	Political Consolidations in Tiruvitamkur and Kochi: Annexations and Administrative Reorganization by Marthandavarma and Shakthan Thampuran	4	3
	1.3	Conflict: Portuguese, Samutiri and Kunhali Marakkars – Battle of Colachel – Attingal Revolt	3	1, 4
	1.4	Mysorean Raids – Campaigns of Hyder Ali and Tipu Sultan – Impact of Tipu's Campaign and Mysore Rule	3	3
	1.5	English Hegemony in Malabar – Subsidiary Alliance with Tiruvitamkur and Kochi – Making of Colonialism	2	1
2		<b>Colonial Society and Native Responses</b>		
	2.1	The Pazhassi Revolts – Rebellions of Velu Thampi and Paliyathachan – Kurichya Revolt – Koot Disturbance – Peasant Uprisings of 19 <sup>th</sup> Century – Revolt of 1921	5	1, 4
	2.2	Colonial Economy: Production and Distribution – New Configurations and Production Relations – Forest Ecology and Technological Imperialism	4	1, 2
	2.3	Slavery and Slave Trade in Colonial Kerala – Missionary Activities in Colonial Kerala -	6	2

		(Practicum: Prepare a Reflection Paper on Slavery and Slave Trade in Colonial Kerala)		
	2.4	Colonial Caste Structure – Dynamics in Land control, Marriage – Colonial Salarial - Creation of New Middle Class  (Practicum: Submit a report on the social and economic implications of legislations on agrarian and gender relations in Kerala during colonial period)	6	1, 2
3	<b>Socio-Political Awakening</b>			
	3.1	Social Reform Movement: Different Strands – Reforms in Education, Customs, Inheritance, Temperance – Against Caste and Untouchability – Religious Reform Movements – Formation of Caste and Communal Organizations  (Practicum: Prepare and submit a short biography and thought world of any of the social reformer of choice of the students in 5 - 7 pages)	10	2, 3, 4
	3.2	Social Movements towards a Public Sphere: Nature, Processes and Ideology - Channar, <i>Mukkutti</i> , <i>Kallumala</i> and <i>Irumpuvala</i> agitations - Anti-Caste Agitations – Social Imaginations and Literary Expressions - Temple Entry Proclamation	4	2, 3, 4
	3.3	Movements for Representation: Malayali and Ezhava Memorials – Agitation for Civil Rights – Abstention Movement	3	2, 3, 4
	3.4	Activities of Congress: Malabar District Conference – Non-Cooperation – Khilafat Movements – Provincial Conferences at Ottappalam and Payyannur – Movements in Kochi	3	3, 4, 5
4		<b>Organized Political Movements and State Formation</b>		
	4.1	Civil Disobedience Movement –formation of Congress Socialist Party – Quit India Movement	2	3, 4
	4.2	Leftwing Peasant and Working-Class Movements – Peasant Agitations in 1940s and 1950s – Formation of mass organizations: Students, Teachers, Women, Library movements	4	3, 4
	4.3	Struggle for Responsible Government – Tiruvitamkur State Congress and Kochi <i>Prajamandalam</i>	2	3, 4, 5

	4.4	Aikya Kerala Movement – <i>American Model</i> by Diwan CP Ramaswamy – Punnappra - Vayalar Agitations	3	4, 5
	4.5	Formation of Kerala as a linguistic State – First Communist Ministry – Education and Land Reforms – Liberation Struggle and Dismissal of Communist Ministry  (Practicum: Prepare a Reflection Paper on the Kerala Model of Development by critically analysing various nuances of that phrase and ‘model’)	8	4, 5
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  The course is designed in the form of a combination of lecture and Practicum. Students have to go through the specific reading portions given in the reference section			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)  Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Written Test, Reflection papers, Home Assignment, Literature Surveys, In-class Discussion or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b>  A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30

	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	<b>Total</b>			<b>70</b>

## References

### Module 1

Gurukkal, Rajan and Raghava Varier (2018). *History of Kerala: Prehistoric to the Present*. Hyderabad: Orient Blackswan, pp. 188-245.

Tharakan, Michael P K (1999). *Factors in penetration and Consolidation of Colonial Power in Kerala (1721-1891)* in Cherian, P J ed. *Perspectives on Kerala History: Second Millenium*. Thiruvananthapuram: State Gazetteers Vol. II, Part II, pp. 346-359

Menon, Sreedhara, A (2010). *A Survey of Kerala History*. Kottayam: DC Books (Chapter 15, 17, 19, 20, 21, 22)

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### Module 2

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## Suggested Readings

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Menon, Sreedhara A (2011). *Kerala History and Its Makers*. Kottayam: DC Books

Ravindran, T.K (1978). *Institutions and Movements in Kerala History*. Thiruvananthapuram: Charithram publications.

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 <p>Est. in 1921</p>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>				
<b>Programme</b>	<b>BA (Hons) History</b>				
<b>Course Name</b>	<b>Perspectives on Pre-Colonial India</b>				
<b>Type of Course</b>	<b>DSC A</b>				
<b>Course Code</b>	<b>UC4DSCHIS201</b>				
<b>Course Level</b>	<b>200-299</b>				
<b>Course Summary</b>	The course provides an understanding about the history of India from early medieval period to the arrival of the European powers. Themes related with the economic, political and cultural developments in various spheres of polity and life world of the period and regions under study shall be discussed and analytically examined. The course emphasis on the transition towards an early modern period in Indian history.				
<b>Semester</b>	4	<b>Credits</b>		4	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others (Seminar)
		3		1	
<b>Prerequisites, if any</b>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Evaluate the changes and continuities in the Indian polity during pre-colonial period	E, An	1, 2, 8, 10
2	Outline and examine the working of the economy of the subcontinent during the pre-colonial period in India	U, An	1, 2, 7, 10

3	Examining the changes that occurred in the social composition and power structure within specified historical contexts	An, E, Ap	1, 2, 3, 6, 7, 8, 10
4	Demonstrate a comprehensive understanding and an ability to discuss the eclectic and syncretic movements in India during the pre-colonial phase	C, Ap	7, 8, 10
5	Discuss the developments in Art, Literature and Architecture that characterized the specified historical period	C, S, I, Ap	1, 3, 6, 7
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Political Formations of Subcontinent CE 1000-1200</b>			
1	1.1	Chola State in the South: Administration – Economy: Land tenures, <i>Brahmadeyam</i> , Taxation, Mercantile activity – Society: Role of Temples, Cults and Sects, Development of regional languages, Architecture and Sculptures	6	1, 2, 3, 4, 5
	1.2	Regional political formations in North and Peninsular Regions – Trade and Urbanism in Early Medieval India	3	1, 2
	1.3	Rajput polities – Political Process and Nature of polities in Early Medieval India – Concept of <i>Bharatavarsha</i> Practicum: Prepare a Reflection Paper on analysing the concept of <i>Bharatavarsha</i>	6	1, 3
	1.4	Interventions from Central Asia: Early attack on Sind - Coming of Turkish Rule	3	1
	<b>Sultanate of Delhi</b>			
2	2.1	Foundation – Expansion and Consolidation of Sultanate of Delhi: Ibari Turks, Khalji, Tuglaq, Sayyid and Lodi – Mongolian Attacks	3	1, 3

	2.2	Concept of Kingship and Sovereignty – Administration – Revenue mechanism – Coinage - Systems of Assignments and Grants	3	1, 2
	2.3	Economy: Agricultural and Non-Agricultural Production - Irrigation – Urbanism - Market Regulations - Inter regional commerce – Maritime Trade	5	3
	2.4	Society: Nobility and Ulema – Urban and Rural Societies – Bhakti and Sufi Cults – Art and Architecture, Literature: <i>Tarik</i> tradition, <i>Malfuzat</i> and <i>Premakhyaans</i>  (Practicum: Prepare a paper on the literary source for reconstructing the historiography of medieval India)	8	3, 4, 5
3	<b>Imperial Mughals</b>			
	3.1	Mughal Campaigns – Consolidation of Empire	3	1
	3.2	Evolution of Administrative System: <i>Zabt</i> , <i>Mansab</i> – Social Classes and Caste in the Empire - Rajput Policy of Akbar – <i>Suhl-i-Kul</i> - Decline of Empire – Reassessing Aurangzeb	5	1, 2, 3
	3.3	Economy: Monetary System - Agricultural and Non-Agricultural Production – Urbanism – Inland and Maritime Commerce	4	2
	3.4	Syncretic Movements –Development of Science and Technology – Art, Architecture and Literature (Practicum: Prepare a paper – 1500 to 2000 word – on the Science and Technology in the medieval India)	8	3, 2, 5
4	<b>Regional Political Formations and Arrival of Europeans</b>			
	4.1	Vijayanagara: Power Structure, Land Tenure, Nayaka System, Trade and Commerce - The <i>Bhamini</i> Sultanate	5	1, 2, 3
	4.2	Establishment of Maratha power – System of Government, Taxation  (Read and prepare a review of Govind Pansare's <i>Who was Shivaji?</i> )	8	1, 2

	4.3	European Presence in the Subcontinent: Portuguese control over Sea and Trade– Dutch and French and the English: Mercantilist and Territorial Ambitions – European Hegemony and Maritime Trade – Commercial Capitalism	5	1, 2
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Classroom process shall focus on introducing important themes in the course syllabus in the form of lectures and serious reading of the specific reading portions given in the reference section. The teaching learning process shall emphasize on the interconnectedness of the themes in order to provide a holistic view of the period under study.			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)  Faculty member in charge of the course can make use of following methods of evaluation; Literature Survey and Review, Practical Assignment, Reflection Paper, Home Assignment, Written Test, In-class Discussion or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b>  A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	<b>Total</b>			<b>70</b>

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### Module – 1

Chattopadhyaya, Brajadulal (1994). *The Making of Early Medieval India*. New Delhi: Oxford University Press, pp. 59-92, 134-231.

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### Module 2

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Habib, Irfan (2010). *Economic History of Medieval India, 1200-1500*. New Delhi: Pearson, pp. 37-115, 125-140, 149-152, 163-172

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### Module 3

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Chandra, Satish (1982). *Medieval India: Society, the Jagirdari Crisis and the Village*. Delhi: Macmillan India Limited, pp. 29-60

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Subramanian, L. (2015). *History of India, 1707-1857*, New Delhi, Orient BlackSwan, pp. 10-20.

Trushke, Audre. (2017). *Aurangzeb: The Man and the Myth*. Delhi: Penguin (Chapter 1- Introducing Aurangzeb, Chapter 4- Administrator of Hindustan, Chapter 8- Aurangzeb's Legacy)

### Module 4

Basham, A, L ed. (1999). *A Cultural History of India*. New Delhi: Oxford University Press, pp. 337-347.

Gordon, Stewart (1993). *The Marathas 1600-1818*. Cambridge: Cambridge University Press, pp. 132-153, 178-195.

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<div><p>Est. in 1921</p></div>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>World History from Early Medieval to Early Modern Period</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>UC4DSEHIS200</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	The course aims to foster a historical understanding of key developments in the previous modern world. It analyses European feudal society and the 8th to 16th-century economy, highlighting the pivotal role of institutions like the Church in shaping societal ties. The course further delves into the complexities of the medieval Western European economy, including agrarian dimensions and emerging labour systems like serfdom. The course prompts undergraduate reflection on the emergence and spread of Islam, exploring its transformative role from a tribal society to a Caliphal State in West Asia during the pre modern age.					
<b>Semester</b>	4	<b>Credits</b>			4	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4				
<b>Prerequisites, if any</b>						

### COURSE OUTCOMES (CO)

After the completion of the course, the student should be able to

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Acquire a comprehensive understanding of the gradual evolution of human societies, cultures and civilisations in the global context	U	3,6,7,8,10



2	Gain insights into diverse social, economic and political processes that helped the historical evolution of various cultures	E	1,2,3,4
3	Appreciate the material and intellectual developments that characterised the early medieval world history	AP	1,2,3,8,10
4	Perceive the cultural continuities and breaks from the early medieval to early modern period in world history	I	1,2,3,6,7,8,10
5	Analyse the process of social formation in pre modern societies	An	1, 2
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Situating Medieval Europe</b>			
	1.1	Medieval European Polity: Monarchies and Nobilities	3	2
	1.2	Formation of Tenurial Hierarchy- Feudal Society: New Synthesis- Serfdom	3	1, 5
	1.3	Transition in Economy between 7 <sup>th</sup> to 14 <sup>th</sup> Centuries: Agriculture, Town and Trade in Medieval Europe	4	2, 5
	1.4	Religion: Establishment of Christendom - Monasticism	3	2
	1.5	Cultural Patterns in Medieval Europe	2	3
2	<b>Societies in Islamic Lands and Central Asia</b>			
	2.1	Pre-Islamic Tribal Society in Arabia – Sassanid Persia	3	2
	2.2	Origin of Islam: The Prophet and formation of Community	3	1, 4

	2.3	Dynamics in State Formation: The Caliphate – Concept of Sovereignty, Law and War	3	2, 5
	2.4	Cultural Achievements - Trade and Urbanisation	3	3
	2.5	The Mongols: Polity, Society and Territorial Expansion	3	2
3	<b>Crisis in European Society</b>			
	3.1	General Crisis in European Societies in West and East	3	4, 5
	3.2	Black Death – Crusades – Technological Changes	3	1, 3
	3.3	Cultural and Intellectual Changes: Renaissance-Humanism	5	3
	3.4	Reformation: Protestantism – Catholic Response	4	3
4	<b>Transition to the Early Modern Period</b>			
	4.1	Shift towards Atlantic: Mercantilism - Commercial Revolution and Price Revolution	3	3, 4
	4.2	Scientific Revolution: Astronomy – Natural Science – Medicine and Biology – Methodological Advancement	5	3
	4.3	The English Revolution – Evolution of Parliament and Democracy	3	2
	4.4	Emergence of State Systems in Europe	4	2, 4, 5
5	5.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  The course is designed as a lecture course. Audio visual supporting aids shall be used for effective transaction. An emphasis on the interconnectedness of the themes is essential to build a holistic view of the global scenario under discussion.
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<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>			
	<p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p>Continuous Comprehensive Assessment (CCA): 30 Marks</p> <p>Faculty member in charge of the course can make use of following methods of evaluation; Written Test, Home Assignment, Seminar Presentation, In-class Discussion or any other method designed by course faculty/ course coordinator.</p>			
	<p><b>B. Semester End examination</b></p> <p>A 2 Hour Written Examination of 70 marks (MCQ of 10 marks and Descriptive Answer Questions of 60 marks)</p>			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Multiple Choice Questions	10 out of 12	NA	10 x 1 = 10
	Short Answer Questions	5 out of 8	50 words	5 x 2 = 10
	Short Essay Questions	4 out of 7	150 words	4 x 5 = 20
	Essay Questions	2 out of 4	450 words	2 x 15 = 30
	<b>Total</b>			<b>70</b>

## References

### Module I

Anderson, Perry (1988). *Passages from Antiquity to Feudalism*. London and New York: Verso, pp. 128-142, 147-153, 182-196

Le Goff, J. (2000). *Introduction and Medieval Western Europe in History of Humanity: Scientific and Cultural Development, Volume IV, From the Seventh to the Sixteenth Century*. New York: Routledge and UNESCO, pp. 207-220.

Duby, Georges (1978). *The Early Growth of the European Economy: Warriors and Peasants from the Seventh to the Twelfth Century.*, Cornell University Press, pp. 157-180.

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### Module II

Berkey, Jonathan (2002). *The Formation of Islam: Religion and Society in the Near East, 600–1800*. Cambridge: Cambridge University Press, pp. 55-123.

Khadduri, Majid (2000). *The Islamic World... Conclusion* in in *History of Humanity: Scientific and Cultural Development*, vol. IV, *From the Seventh to the Sixteenth Century*. New York: Routledge and UNESCO, pp. 140-153.

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### **Module III**

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### **Module IV**

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### **SUGGESTED READINGS**


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<div><p>Est. in 1921</p></div>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>History of Publishing in Kerala</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>UC4DSEHIS201</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	This course explores the history of publishing in Kerala, from missionaries to the contemporary publishing. The role of print media in shaping Kerala’s cultural and social landscape. The course also covers the legends of Malayalam journalism and the contributions of individuals, institutions and movements in the field of publishing in Kerala.					
<b>Semester</b>	4	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4				
<b>Pre-requisites, if any</b>						

#### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To provide a comprehensive understanding of the historical development of publishing in Kerala	U	1,2
2	To examine the socio-cultural and political impact of print media in shaping Kerala's identity	An	6
3	To analyze the contributions of individuals, institutions and movements in the field of publishing in Kerala	An	2, 9

4	Identify the early periodicals in Kerala.	U	1
5	Discuss about the major private and public sector publishers in Kerala	U	6
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	The contributions of London Mission Society (LMS)	3	1
	1.2	The contributions of Church Mission Society (CMS)	3	1
	1.3	The contributions of Basel Mission Society (BMS)	2	1
	1.4	Other missionaries: Arnose Padiri, Paulinose Padiri, Fr. Angelo Francis, Clement Padiri, Robert Drumond and Dr. Marsalinose	5	1
	1.5	Native Christian missionaries	3	1
2	2.1	History of Malayalam periodicals started by missionaries: Rajyasamacharam, Paschimodayam, Njana Nikshepam and Satyanadam	5	2
	2.2	History of Malayalam periodicals started by indigenous peoples	4	2
	2.3	Early publishers in Kerala like S. T Reddiar, Devji Bhimji, Maliyammavu Kunju Vareed	3	2
3	3.1	Contributions of individuals like Kandathil Varghese Mappilai, Swadeshabhmani Ramakrishna Pillai, Kesari Balakrishna Pillai, K.P Kesava Menon and C. V Kunhiraman	6	3
	3.2	Malayalam press during freedom struggle	4	3
	3.3	Growth of newspapers and periodicals	6	4

4	4.1	Emergence of the book publishing industry in Kerala	3	4
	4.2	Major private publishers in Kerala	3	5
	4.3	Role of Co-operative society in the field of publishing	3	3
	4.4	Public Sector publishers in Kerala	7	5
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Lecture			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b> Continuous Comprehensive Assessment (CCA): 30 Marks Course faculty can use Assignment, Written test or any appropriate method			
	<b>B. Semester End examination</b>  A 2 Hour Written Examination of 70 marks (MCQ of 10 marks and Descriptive Answer Questions of 60 marks)			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Multiple Choice Questions	10 out of 12	NA	10 x 1 = 10
	Short Answer Questions	5 out of 8	50 words	5 x 2 = 10
	Short Essay Questions	4 out of 7	150 words	4 x 5 = 20
	Essay Questions	2 out of 4	450 words	2 x 15 = 30
	<b>Total</b>			<b>70</b>

## References

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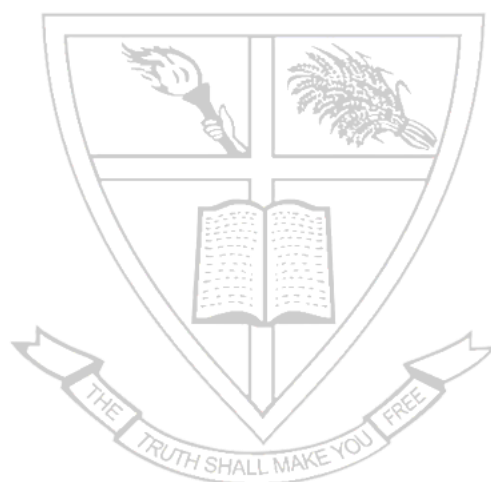
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 <p>Est. in 1921</p>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>				
<b>Programme</b>	<b>BA (Hons) History</b>				
<b>Course Name</b>	<b>Field Techniques in Archaeology</b>				
<b>Type of Course</b>	<b>DSE</b>				
<b>Course Code</b>	<b>UC4DSEHIS202</b>				
<b>Course Level</b>	<b>200-299</b>				
<b>Course Summary</b>	This course provides students with a well-rounded understanding of archaeological exploration and excavation techniques, blending traditional manual methods with state-of-the-art scientific tools. Students will acquire the necessary skills for effective fieldwork, data analysis, and interpretation of archaeological findings.				
<b>Semester</b>	4	<b>Credits</b>			4
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others
		4	--	--	--
<b>Pre-requisites, if any</b>	Nil				

#### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand and apply manual methods of archaeological exploration, including literature review, map reading, and geophysical surveys	U	1, 2
2	Utilize scientific tools such as aerial surveying, GIS, resistivity survey, and computer applications for archaeological fieldwork.	Ap	2

3	Demonstrate proficiency in excavation methods, including site grid establishment, vertical and horizontal excavation, and trenching techniques	E	1, 2, 3
4	Analyse archaeological data retrieved from fieldwork and interpret its significance in understanding past civilizations	A	2, 4
5	Evaluate various dating methods used in archaeology, including relative dating techniques like typology and seriation, as well as absolute dating methods like C-14 dating and dendrochronology.	E	4
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	<b>Manual Methods of Exploration:</b> Literature, Surveys, previous studies, excavation reports	1	1
	1.2	Map Reading; kinds of maps and preparation techniques	2	1
	1.3	Foot Survey, Village to Village Survey, Cluster survey, Sampling strategies	5	1, 2
	1.4	Geophysical surveys; Augur survey, test pit, soil survey.	2	1
2	2.1	<b>Scientific Tools in Exploration:</b> Aerial survey, Geographic Information System (GIS),	2	2
	2.2	Resistivity Survey, Sound survey, Electricity resistivity survey, Magnetic survey, Probe Survey.	4	2
	2.3	Retrieving archaeological data and its interpretation.	3	2,3
	2.4	Computer applications in Archaeological field survey	2	2
	2.5	3D Modelling and computer aided drawing	2	2

	2.6	Archaeological Photography	3	1,2
3	3.1	<b>Excavation Methods:</b> Site Grid and Datum	4	3
	3.2	Vertical and Horizontal Excavation	5	3
	3.3	Quadrant and Step trenching	2	3
	3.4	Archaeological Drawing and Recording	5	3,4
4	4.1	<b>Dating Methods:</b> Dating in archaeology and its relevance	5	4
	4.2	Relative dating methods- Typology and Seriation	2	4
	4.3	Stratigraphy and Harris Matrix	7	4
	4.4	Absolute dating methods- C-14 Dating, Thermoluminescence (TL dating), Dendro chronology, Potassium-Argon	4	4
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Lecture
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Written Test, Case Study Report, Group Tutorial Work, Lab Activity Report or any other method designed by course faculty/ course coordinator

	<b>B. Semester End examination</b>			
	A 2 Hour Written Examination of 70 marks (MCQ of 10 marks and Descriptive Answer Questions of 60 marks)			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Multiple Choice Questions	10 out of 12	NA	10 x 1 = 10
	Short Answer Questions	5 out of 8	50 words	5 x 2 = 10
	Short Essay Questions	4 out of 7	150 words	4 x 5 = 20
	Essay Questions	2 out of 4	450 words	2 x 15 = 30
	<b>Total</b>			<b>70</b>

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### **SUGGESTED READINGS**


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Hodder, Ian. 2012. *Archaeological Theory Today*. Cambridge: Polity Press.

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<div><div><div>Est. in 1921</div><div></div></div></div>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>						
<b>Course Name</b>	<b>Understanding the Modern World</b>					
<b>Type of Course</b>	<b>DSC C</b>					
<b>Course Code</b>	<b>UC4DSCHIS202</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	The goal of the course is to give the students a perspectival awareness of the world historical trends throughout the past two hundred years. This analysis looks at both the processual dynamics and the events that led to the development of the modern world. This course focuses particularly on those struggles and movements, as well as fresh perspectives on environment, development, and the fundamentalist movements and ideologies of global history in the 20th century.					
<b>Semester</b>	4	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others (Seminar)	
		3		1		
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Outline and survey major political developments in the modern world	K, U, An	1, 2, 6, 8, 10
2	Examine and evaluate the nature and working of ideologies in global scenario	An, E, Ap	1, 2, 5, 6, 7, 8, 10
3	Analyse and elaborate the transformations in the global political economy	An, C	1, 2, 3, 6, 7, 8, 10
4	Explain and evaluate the colonization and anti-colonial movements and neo colonialism	U, E	1, 3, 6, 7, 8, 10
5	Evaluate the impact of revolutions of 20 <sup>th</sup> century on global history	E	1, 2, 7, 8, 10
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>World after Revolutions</b>			
1	1.1	Rise and fall of Napoleon: Impacts in Europe	3	1, 5
	1.2	Congress of Vienna and Age of Metternich	3	1, 5
	1.3	Towards National Unity: Case of Italy and Germany	3	1, 2
	1.4	European Imperialism in Asia and Africa (Practicum: Locate the European imperial possessions in Asia and Africa and prepare and submit a Reflection Paper on the colonial experiences based on Fanon's <i>The Wretched of the Earth</i> )	6	1, 2
	1.5	Theoretical Preliminaries on the development of Capitalism and Imperialism	3	1, 3
	<b>World at War</b>			
2	2.1	Imperialist Rivalries in the early Twentieth Century – First World War – Aftermath of the War – Formation and Collapse of League of Nations	4	1, 4
	2.2	Russia on Another Way: Origins and Phases of Revolution – Economic Reorganization – What Revolution created in Russia	4	1, 2, 3, 5
	2.3	Rise of Fascism and Nazism in Europe – Anatomy of Fascism (Practicum: Conduct a discussion on Umberto Eco's <i>Ur Fascism</i> and the contemporary relevance of Eco's arguments)	6	1, 2
	2.4	Second World War: Origins and Trajectory of War	4	1
	<b>Political Economy of 20<sup>th</sup> Century</b>			
3	3.1	Post War Boom and the Great Depression of 30s	2	3
	3.2	Development under Lense: Dependency Theory – Paul Baron – Andre Gunther Frank – Samir Amin – Concept of Sustainable Development	4	2, 3, 4



	3.3	Post Depression Order: Welfare Economy – Bretton Woods System – Golden Age of Capitalism	2	3
	3.4	Return of Market: Neoliberal Reforms of 70s and Ideology of Free Market Economy	2	3, 4
	3.5	Globalization and Its instruments – Role of State in Globalization	2	3, 4
	<b>Movements and Challenges</b>			
	4.1	Anti Colonial Movements in Africa and Asia (Practicum: Prepare a paper on the ideological framework of anti- colonial movements)	6	1, 2, 4
	4.2	Revolution in China: Origins and Process– Leadership – Cultural Revolution	4	1, 2, 5
4	4.3	Working of World Bodies: United Nations Organization – Third World aligned under NAM – Politics of Regional Groupings (Practicum: Prepare a paper on the relevance of regional groupings in a globalized world scenario)	12	1, 2, 3, 4
	4.4	Vietnam War - Students Movement in France – Islamic Revolution in Iran	3	1, 2, 4
	4.5	Global Terrorism: Concepts and Perspectives – Role of State	2	1, 2
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom teaching supported by group discussions on assigned and specific themes of choice. These interactive sessions shall be used to enable unlearning of prevailing misconceptions about the historical developments in the post-colonial period. Audio-visual aids like online archival sources, documentaries and presentations will be used where necessary. Classroom transaction should arrange in a way that enable the students to analyse the interconnectedness of events and processes in the world history.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p>Continuous Comprehensive Assessment (CCA): 30 Marks (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)</p>

	Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Reflection Paper, Written Test, Home Assignment, In-class Discussion or any other method designed by course faculty/course coordinator.		
	<b>B. Semester End examination</b> A 2 Hour Written Examination of 70 marks		
	Question Type	Number of Questions to be answered	Answer Word Limit
	Short Answer Questions	10 out of 12	50 words
	Short Essay Questions	6 out of 10	150 words
	Essay Questions	2 out of 4	300 words
	<b>Total</b>		<b>70</b>

## References

### Module 1

Brewer, Anthony (1990). *Marxist Theories of Imperialism: A Critical Survey*. New York: Routledge

Grabb, Alexander.(2003).*Napoleon and the Transformation of Europe*. New York: Palgrave Macmillan

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### Module 2

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- Brewer, Anthony (1990). *Marxist Theories of Imperialism: A Critical Survey*. New York: Routledge
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- Dickinson, Edward, Ross (2018). *The World in the Long Twentieth Century: An Interpretive History*. Berkley: California University Press.

<div>Est. in 1921</div> 	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>						
<b>Course Name</b>	<b>Reading Visuals Historically</b>					
<b>Type of Course</b>	<b>SEC</b>					
<b>Course Code</b>	<b>UC4SECHIS200</b>					
<b>Course Level</b>	<b>200 - 299</b>					
<b>Course Summary</b>	Visual representations including paintings, cinemas, photographs, cartoons and comics are great sources for historical reconstruction. Their distinctive representative character make these sources a different source category. It is essential for a student of history to gain necessary insight towards reading texts of different genres. This course is designed to provide an introduction to the growing field of visual histories and equip the students to have basic insight in this realm of historical studies.					
<b>Semester</b>	4	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3				45
<b>Pre-requisites, if any</b>	Nil					

#### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Equip the students to prise out histories from visual sources and enable them to analyse visual sources historically	An, S	1, 3
2	Examine the power relations, subjectivities and stereotypes in various genres of visual representations	E	7, 8

3	Understand objectivity and imagination in the artistic representation	U	1, 3
4	Enable the students to analyse the political economy and aesthetics of visual artifacts	An	1, 6, 8
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Historiophoty</b>			
1	1.1	Photography, History and Representation	3	1
	1.2	Photograph as Document - Objectivity in Photograph	3	3
	1.3	Fixing Stereotype: Gender, Race, Caste and Tribe	4	2
	1.4	Political Economy of Photography - Photography in Cultural Reproduction	3	4
	1.5	Photography in Indian Social and National Life	2	1, 2
	<b>Approaching Films</b>			
2	2.1	Cinema as Representation of the Past	3	1
	2.2	Approaching Film as Re-enactment of Past Experience	2	1
	2.3	Case of Imaginations – Difference from Textual Representations	2	3
	2.4	Historical Films: Epic Films, Costume Drama. Biopic, Period Films	3	1
	2.5	Approaching Film: History of Film, Film as Historical Text and Historical Films	3	1
	2.6	Locating theatre as a social space	2	4

3	<b>Reading Images</b>			
	3.1	Painting, Modernity and Nationalism	3	2
	3.2	The World of Indian Calendar Art	3	4
	3.3	Graphic Narratives and Imaginations: Amar Chithra Katha	3	2
	3.4	Cartoon as Historical Source	3	1
	3.5	Stereotypes in Comics and Cartoons	3	2
4	4.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom procedure shall be supported by visual media aids to facilitate a better learning experience. Students are requested to read the references given in the section for the same and course coordinator should assist the students in finding and fruitful reading of the material. Class room discussions and tutorials shall enrich the overall learning atmosphere. To avoid last hour haste the course coordinator and students should pay adequate attention towards the completion of short project report assigned for end semester evaluation.</p>
<b>Assessment Types</b>	<p style="text-align: center;"><b>MODE OF ASSESSMENT</b></p> <p style="text-align: center;"><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p>Continuous Comprehensive Assessment (CCA): 25 Marks</p> <p>Faculty member in charge of the course can make use of following methods of evaluation; Reflection paper, Written Test, Case Study Report, In-class Discussion or any other method designed by course faculty/ course coordinator</p> <p style="text-align: center;"><b>B. Semester End examination</b></p> <p>End semester examination shall be based on evaluation of a short team project report and its presentation. Students shall fix a problem for their project work after due consultation with the course coordinator concerned. They can analyse visual and graphic representations to study an area or issue (eg: analysing changing gender relations through photographs). The size of the report should limit between 2000 to 2500 words (using double spaced, 12 pt. Times New Roman font and normal margins) and complete with citations and bibliography. Copyright and other</p>

	intellectual property rights shall be respected while using visual and graphic sources. Course coordinator should pay adequate attention towards checking plagiarism. The project report shall be assessed out of 50 marks. the marks split-up follows;	
	Relevance of the theme selected	5 marks
	Data collection	10 marks
	Analysis and originality	25 marks
	Presentation	10 marks
	Total	50 marks

## References

### Module 1

Barthes, Roland (1988). *Camera Lucida: Reflections on Photography*. Trans. Richard Howard. New York: The Noonday Press. pp-1-45.

Edwards, Steve (2006). *Photography: A Very Short Introduction*. Oxford: Oxford University Press. pp. 12-28, 67-84.

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## Module 2

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## Module 3

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<div><p>Est. in 1921</p></div>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>						
<b>Course Name</b>	<b>Social History of Early Indian Art and Architecture</b>					
<b>Type of Course</b>	<b>SEC</b>					
<b>Course Code</b>	<b>UC4SECHIS201</b>					
<b>Course Level</b>	<b>200-299</b>					
<b>Course Summary</b>	<p>The course on Early Indian Art and Architecture seeks to enhance the skills of the students to understand and interpret the art and architecture of different epochs of early India in relation with their material, social and political contexts. It aims at enhancing their skill to use art and architecture of different time periods as sources of the history of the respective periods. It enables students to take a multidisciplinary approach to interpreting art and architecture. The course includes a survey of the major styles and schools of art and architecture from the prehistoric to the early medieval times and their features. As the creations of art and architecture of early India that are available to us are so diverse and numerous that they cannot be included in the scope of this course, a few sites and monuments of representative nature have been selected and included in the course for study. The students will get to know about the diverse cultural heritages that have gone in to the making of the Indian civilization and its essentially syncretic and pluralistic nature.</p>					
<b>Semester</b>	4	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3				
<b>Pre-requisites, if any</b>						

#### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
1	To develop an aesthetic sense to appreciate the cultural splendour of India and acquaints the rich and variegated cultural traditions of sub-continent	U, A, S	1, 2, 3, 4, 10
2	The relevance of art and architecture as a historical source	An	1, 2, 3, 8, 10

3	To analyse and appreciate role of the religion and other social factors in the determination of the aesthetic sense	U, A, E, S, Ap	1, 2, 10
4	To examine and appreciate the political and ideological aspect of art and architecture	C, I, Ap	1, 2, 3, 10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Conceptualizing Art and Architecture	2	1
	1.2	Art and Architecture as sources of History	2	2
	1.3	Social Dimensions of Art – Art and Subsistence Pattern	3	1, 2, 4
	1.4	Archaeology and Art History	3	1
	1.5	Pre-Historic Art in the Subcontinent	3	1
	1.6	Case Study: Bhimbetika	2	1, 2
2	2.1	Art and Architecture in Harappan Culture	4	1, 2
	2.2	Architecture of Early Cities and Temples in Subcontinent	3	1, 3
	2.3	Class and Gender Representation in Early Indian art	3	1, 2, 4
	2.4	Mauryan Art: Pillers, Sculptures and Rock-cut Architecture	3	2, 4
	2.5	Case Study: Stupa – Chaitya and Vihara architecture	3	2, 4
3	3.1	Development of Iconography	3	2, 4
	3.2	Case Study: Cave Temples	3	1
	3.3	Paintings and Murals in Ajanta and Ellora	3	1

	3.4	Temple Architecture: Nagara, Vesara and Vimana Styles – Sculptures	5	1, 3
4	4.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> The course shall be delivered in lecture mode. The course coordinator is required to provide students with the reading materials to run the course as it envisaged. A virtual tour of the monuments selected for study is highly recommended. An active participation of students in the discussion of readings is required.			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b> Continuous Comprehensive Assessment (CCA): 25 Marks  Faculty member in charge of the course can make use of following methods of evaluation; Case Study Report, In-class Discussion, Oral/ Visual Presentation or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b> 1 <sup>1/2</sup> Hour Written Examination of 50 marks (MCQ of 10 marks and Descriptive Answer Questions of 40 marks)			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Multiple Choice Questions	10 out of 12	NA	10 x 1 = 10
	Short Answer Questions	5 out of 8	50 words	5 x 3 = 15
	Short Essay Questions	3 out of 6	120 words	3 x 5 = 15
	Essay Question	1 out of 3	250 words	1 x 10 = 10
	<b>Total</b>			<b>50</b>

## References

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### Module 3

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	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>			
<b>Programme</b>				
<b>Course Name</b>	<b>Desktop Publishing - DTP</b>			
<b>Type of Course</b>	SEC			
<b>Course Code</b>	<b>UC4SECHIS202</b>			
<b>Course Level</b>	<b>200 - 299</b>			
<b>Course Summary</b>	The objective of the course is to provide the students understanding of the techniques essential to build their career in DTP using MS Word, PageMaker and Photoshop			
<b>Semester</b>	4	<b>Credits</b>		3
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum
		3		
			Others	Total Hours
				45
<b>Pre-requisites, if any</b>				

#### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To create an awareness about computer applications	U, S, Ap	4,5
2	Gain Practicum knowledge to prepare a documents in Microsoft Word	C, S, I	9,10
3	Prepare publication using PageMaker	A, C, S	9,10
4	Develop skill to use Photoshop as a graphic design and image editing tool	A, C, S, I	4,9,10

**\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)**

## COURSE CONTENT

### Content for Classroom transaction (Units)


Module	Units	Course description	Hrs	CO No.
1	1.1	Basics of computer, DTP and its components, Different types of printers and scanner	5	1
	1.2	Introduction to MS Word: Create a document, save it and edit the document.	2	2
	1.3	Format the document, changing alignments and spacing using bullets	2	2
	1.4	Create letterheads, visiting cards and bio-data	6	2
2	2.1	Introduction to Page Maker	2	3
	2.2	Type settings for publications, page layout, creating columns, tab settings, paragraph settings & hyphenation, Paper style, index & table of contents, fonts, mixing text & graphics	7	3
	2.3	Create a four page newsletter	6	3
3	3.1	Introduction to Photoshop	2	4
	3.2	All tools (Marquee tool, Magnetic tool, Slice tool, patch tool, clone stamp tool, Gradient tool, smudge tool, blur tool, text tool etc), Fill, Histogram, lock object	4	4
	3.3	How to make smooth curved lines in Photoshop?	2	4
	3.4	Extract an object from a given picture	3	4
	3.5	Create a new picture. Make it 300 pixels high and 400 pixels wide.	4	4
4	4.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Lecture and Practicum Works
<b>Assessment Types</b>	<p style="text-align: center;"><b>MODE OF ASSESSMENT</b></p> <p style="text-align: center;"><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p>Continuous Comprehensive Assessment (CCA): 25 Marks</p> <p>Faculty member in charge of the course can make use of following methods of evaluation; Computerized Adaptive Testing, Written Test, Home Assignment or any other method designed by course faculty/ course coordinator</p>
	<p style="text-align: center;"><b>B. Semester End examination</b></p> <p>1<sup>1/2</sup> Hour Examination of 50 marks</p> <p>Examiner can make use of Viva Voce, Practical Examination, and other desirable methods in assessing students</p>

## References

- Sarkar N.N. (2008). *Art and Print Production*. Oxford University Press.
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 <p>Est. in 1921</p>	<p style="text-align: center;"><b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b></p>				
<b>Programme</b>					
<b>Course Name</b>	<b>ARCHAEOLOGY IN PRACTICE</b>				
<b>Type of Course</b>	SEC				
<b>Course Code</b>	<b>UC4SECHIS203</b>				
<b>Course Level</b>	<b>200-299</b>				
<b>Course Summary</b>	The aim of this course is to familiarize students with the essential archaeological field tools and techniques. The focus is on exploring Practicum aspects of different stages in archaeology. Additionally, the course seeks to introduce students to the Practicum arena of archaeological sampling and analysis				
<b>Semester</b>	4	Credits			Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	
		3	--	--	45
<b>Pre-requisites, if any</b>	Nil				

#### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
1	Understand the field techniques in archaeology	U	1, 2
2	Distinguish various tools used in archaeological explorations and excavations	An	1, 4
3	Assess the recording of archaeological sites and materials	E	1, 4, 7

4	Understand various concepts like reconnaissance, recording and artifact analysis	U	1, 7
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5	Analyse scientific temper, ethics and validation of data and exhibit an understand the skill set required for on-site and laboratory practices in archaeology	An	1, 2, 5, 7
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	<b>Archaeological Reconnaissance:</b> Literature Survey	1	1
	1.2	Kinds of maps in Archaeology and its usage	1	1
	1.3	Preparation of Maps, Map Reading, GIS, GPS,	5	1, 2
	1.4	Surface Survey, sampling	3	1
2	2.1	<b>On-site skills:</b> Trench layout and digging	3	2, 3
	2.2	Recovering and recording	4	3
	2.3	Tools and their usage	3	4, 5
	2.4	Archaeological photography, different types of scales	3	3
	2.5	Stratigraphy and drawing, Vernier calliper	3	3
3	3.1	Nature of cultural materials	4	4
	3.2	Identification and processing of cultural materials	5	3, 4
	3.3	Classification of cultural materials	3	4
	3.4	Biological and Non biological- Flaura, and fauna, stone, pottery and metal objects	4	4
	3.5	Report writing and publication	3	3, 4, 5
4	4.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Lecture and field study
<b>Assessment Types</b>	<p align="center"><b>MODE OF ASSESSMENT</b></p> <p align="center"><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p>Continuous Comprehensive Assessment (CCA): 25 Marks</p> <p>Faculty member in charge of the course can make use of following methods of evaluation; Field Work, Written Test, Case Study Report, Home Assignment, Laboratory Reports or any other method designed by course faculty/ course coordinator</p>
	<p align="center"><b>B. Semester End examination</b></p> <p>1<sup>1/2</sup> Hour Examination of 50 marks.</p> <p>Desirable practical examination conducted by the course coordinator internally</p>

### Reference

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### **SUGGESTED READINGS**

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<div><div><div>Est. in 1921</div><div></div></div></div>	<div>UNION CHRISTIAN COLLEGE, ALUVA</div> <div>AUTONOMOUS</div>					
Programme						
Course Name	Ambedkar: Life, Politics and Philosophy					
Type of Course	VAC					
Course Code	UC4VACHIS200					
Course Level	200-299					
Course Summary	This course is an attempt to locate and discuss Ambedkar’s philosophical and sociological understandings on caste, gender, nation, constitutionalism, economic questions, democracy and religion. The course will help the student to locate Ambedkar in a new terrain with perspectival understanding on his ideas and world of experiences. This also will facilitate them to have an acquaintance with constitutional morality and those values standing as the vital pillars of Indian nation and republic.					
Semester	4	Credits			3	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others (Seminar)	
		3				
Pre-requisites, if any						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Discuss the original writings and ideas of Ambedkar	E, C	5, 6, 8, 10
2	Examine Ambedkar's philosophical position in analysing caste and other social issues	An	1, 5, 6, 7, 8, 10
3	Locate Ambedkar's role in the making of modern India	An, E, Ap	5, 6, 7, 8, 10
4	Assess how an individual thinker is influenced by thinker's experiential world	S, Ap, E	1, 5, 6, 8, 10
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introducing Ambedkar</b>			
	1.1	Biographical Sketch of Dr. B R Ambedkar	3	1, 3
	1.2	Contextualizing Socio-Political and Economic vision of Ambedkar - Socio-Political Activism	7	2, 3, 4
	1.3	Ambedkar's vision of Democracy	2	1, 2, 3
	1.4	Ambedkar on Minorities	2	1, 2, 3
2	<b>Perspectives on Caste, Gender and Religion</b>			
	2.1	Caste – Critique of Brahminical Order – Reading <i>Annihilation of Caste</i> – Debate with Gandhi Discussion on: Caste in Contemporary Indian Society / Caste among Indian Diaspora (1 hour)	6	1, 2, 4
	2.2	Ambedkar's views on class	2	1, 2, 4
	2.3	Women Question: Women in Indian Society - Hindu Code Bill	4	1, 2, 3
	2.4	Religion: Conversion – Navayana Buddhism	5	1, 2
3	<b>Perspectives on Constitution, Nation and Economy</b>			
	3.1	Constitutionalism in Ambedkar Discussion on: Affirmative Action of Reservation (1 Hour)	4	2, 4
	3.2	Ambedkar's idea of Nationalism	3	1, 2, 3, 4
	3.3	Ambedkar's addressing of Labour and Labourers	3	1, 3, 4
	3.4	Perspectives on Development and Economic Planning	4	1, 3, 4
4	4.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Classroom teaching supported by reading of Ambedkar's original writings on particular themes in the syllabus and group discussions on the themes. These reading and interactive sessions shall be used to construct and develop fresh perspectives on Ambedkar's life and philosophy.																						
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> Continuous Comprehensive Assessment (CCA): 25 Marks Faculty member in charge of the course can make use of following methods of evaluation; Literature Surveys, Reflection Writing Assignment, In-class Discussion, Self and Peer Assessment or any other method designed by course faculty/ course coordinator																						
	<b>B. Semester End examination</b> 1 <sup>1/2</sup> Hour Written Examination of 50 marks																						
	<table border="1"> <thead> <tr> <th>Question Type</th><th>Number of Questions to be answered</th><th>Answer Word Limit</th><th>Marks</th></tr> </thead> <tbody> <tr> <td>Short Answer Questions</td><td>5 out of 8</td><td>50 words</td><td>5 x 2 = 10</td></tr> <tr> <td>Short Essay Questions</td><td>4 out of 7</td><td>120 words</td><td>4 x 5 = 20</td></tr> <tr> <td>Essay Questions</td><td>2 out of 4</td><td>250 words</td><td>2 x 10 = 20</td></tr> <tr> <td colspan="3"><b>Total</b></td><td><b>50</b></td></tr> </tbody> </table>	Question Type	Number of Questions to be answered	Answer Word Limit	Marks	Short Answer Questions	5 out of 8	50 words	5 x 2 = 10	Short Essay Questions	4 out of 7	120 words	4 x 5 = 20	Essay Questions	2 out of 4	250 words	2 x 10 = 20	<b>Total</b>			<b>50</b>		
Question Type	Number of Questions to be answered	Answer Word Limit	Marks																				
Short Answer Questions	5 out of 8	50 words	5 x 2 = 10																				
Short Essay Questions	4 out of 7	120 words	4 x 5 = 20																				
Essay Questions	2 out of 4	250 words	2 x 10 = 20																				
<b>Total</b>			<b>50</b>																				

## References

### Module – 1

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### Module 3

Constituent Assembly Debates, Ambedkar's speech on Draft Constitution on 4th November 1948, CAD Vol. VII, Lok Sabha Secretariat, Government of India, 3rd Print, pp. 31-41.

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Est. in 1921

# **SEMESTER – 5**



<div>Est. in 1921</div> 	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>						
<b>Programme</b>	<b>BA (Hons) History</b>						
<b>Course Name</b>	<b>India: Making of the Nation</b>						
<b>Type of Course</b>	<b>DSC</b>						
<b>Course Code</b>	<b>UC5DSCHIS300</b>						
<b>Course Level</b>	<b>300-399</b>						
<b>Course Summary</b>	This course intends to familiarise the students with the process of making of the modern Indian nation. It covers the history of the subcontinent from establishment of colonial control to the independence of India. The course aims to provide an understanding regarding the nature of colonial rule, Indian response to the colonial policies, national movement and its intricacies.						
<b>Semester</b>	5		Credits			4	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others (Seminar)		
		3		1		75	
<b>Pre-requisites, if any</b>	Read: Bipan Chandra et al (2013). <i>Freedom Struggle</i> . New Delhi: National Book Trust						

### COURSE OUTCOMES (CO)

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
1	Outline and analyse the colonial expansion, as well as the administrative and economic policies implemented by the colonial state	U, An	1, 6, 8, 10
2	Critically examine Indian responses towards the colonial state's policies	K, An, Ap	1, 2, 3, 6, 7, 8, 10

3	Elaborate and interpret various ideological and political approaches within the anti-colonial national movement	E, C	1, 2, 3, 5, 6, 7, 8, 10
4	Discuss the participation and roles played by various sections of the Indian population in the national movement	U, C, Ap	1, 6, 7, 8, 10
5	Develop analytical skills to critically assess the historical roots, manifestations, and consequences of communalism during the national movement	E, C	1, 2, 6, 8, 10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Company Raj and Indian Responses</b>			
1	1.1	Expansion and Consolidation of Company's Territorial and Political Control	4	1
	1.2	Economy under Company Rule: Revenue Administration – Rural Indebtedness – Deindustrialization – Commercialization of Agriculture	3	1
	1.3	Administrative Interventions: Legislations, Education, Railway and Communication Channels, Land Surveys and Forest Conservation	3	1
	1.4	Indian Response: Economic Nationalism, Drain of Wealth – Early Uprisings – The Revolt of 1857: Nature and aftermath  Discussion on:- <i>Dalit and Memories of 1857</i> and <i>Dalit Viranganas and Reinvention of 1857</i> (find in Module 1 reference)  (Practicum: Write an analytical paper on any one of the different perspectives of the <i>Revolt of 1857</i> )	10	1, 2, 3, 4
	<b>Socio-Political Awakening</b>			
2	2.1	Middle Class Intelligentsia and Consciousness	2	3, 4

	2.2	Reformist and Revivalist Socio-Religious Movements	3	2, 3, 4, 5
	2.3	Tribal and Peasant Movements before 1905	2	2, 3
	2.4	Formation of Congress: Moderate Politics - Roots of Extremism	3	2, 3
	2.5	Reactionary Policies of Curzon – Partition of Bengal - Swadeshi Movement – Surat Split - Formation of Muslim League - Divide and Rule Policy: Legislative Reforms and Simla Deputation	5	1, 2, 3, 4, 5
3	<b>Mass Movement</b>			
	3.1	Revolutionary Movements in India and abroad – Home Rule Movement – Peasant, Labour and Tribal Movements in the 1920s	3	2, 3, 4
	3.2	Gandhian Movement: Ideology – Early Struggles – Non Cooperation and Khilafat Movement – Civil Disobedience Movement – Individual Satyagraha – Question of Caste - Constructivist Programmes - Organizer of Mass movement - Strategy of Struggle- Truce-Struggle  (Practicum: Conduct a discussion on Gandhi's <i>Hind Swaraj</i> and submit a Reflective report on the basis of the discussion)	10	1, 2, 3, 4
	3.3	Dalits and National Movement: Ambedkar's Position – Nature of Dalit Resistance	3	2, 3, 4
	3.4	Left Wing Movements: HSRA, Bhagat Singh, Surya Sen - Emergence of Communists - Organized Labour, Peasant, Literary and Students Movements - Socialist fraction in Congress	4	2, 3, 4
4	<b>Towards Independence</b>			
	4.1	Interwar Development: Swarajists - Simon Commission and Nehru Report – <i>Poorna Swaraj</i> Resolution– Round Table Conferences – Government of India Act of 1935 – Movements in Princely States	3	1, 2, 3, 4
	4.2	Congress Ministries, Policies and resignation – Pakistan Demand – Crips Mission	2	1, 2, 4, 5

	4.3	Struggles of 40's: Quit India Movement: Methods, Spatiality and social composition of participants - INA Movement and Trial – RIN Mutiny – Peasant Movements  Practicum: Conduct a discussion on: <i>In Telangana, a Quest for Swarajyam</i> (find in the Module 4 reference) and submit a report on the same	10	2, 3, 4
	4.4	Communal Holocausts – Origin and Development of Communalism in the Subcontinent	3	3, 5
	4.5	Cabinet Mission – Interim Assembly - Mountbatten Plan - Independence	2	1, 4
5	5.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Classroom teaching supported by group discussions on assigned and specific themes of choice. Reading of the assigned book chapters in the syllabus and active participation of the students in the discussion is mandatory. Audio-visual aids and screening of relevant documentaries pertaining to the theme is recommended.			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  (Pacticum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)  Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Reflection Assignment Writing, Analytical Paper, Written Test, In-class Discussion or any other method designed by course faculty/course coordinator			
	<b>B. Semester End examination</b>  A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks



	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	<b>Total</b>			<b>70</b>

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Walsh, Judith E (2011). *A Brief History of India*. New York: Facts On File, Inc, pp. 100-120.

For Discussion:- Narayan, Badri. *Reactivating the Past: Dalits and Memories of 1857*, pp. 177-192 & Gupta, Charu. *Dalit 'Viranganas' and Reinvention of 1857*, pp. 193-212 in *1857: Essays from Economic and Political Weekly* (2008). Hyderabad: Orient Blackswan.

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For Discussion: -Gandhi, MK. *Hind Swaraj*. Chapter 4- *What is Swaraj*, Chapter 14- *How Can India Become Free*, Chapter 17- *Passive Resistance*. Ahmedabad: Navajivan Publishing House.

### Module 4

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For Discussion: Sainath, P (2022). *The Last Heroes: Foot Soldiers of Indian Freedom*. New Delhi: Penguin Viking, pp. 68-85 (*In Telangana, a Quest for Swarajyam*).

## SUGGESTED READINGS

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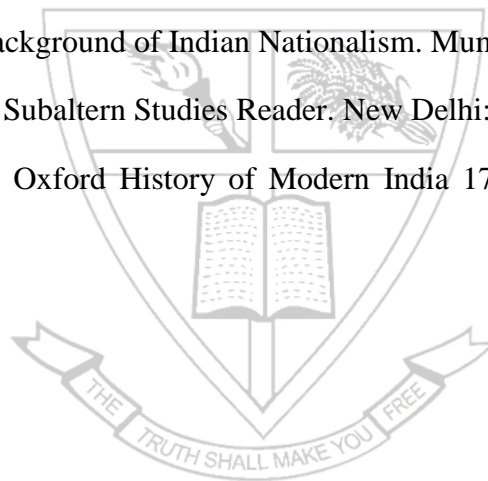
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Guha Ranajith ed. (1997), *A Subaltern Studies Reader*. New Delhi: Oxford University Press.

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<div><div><div>Est. in 1921</div><div></div></div></div>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>						
<b>Programme</b>	<b>BA (Hons) History</b>						
<b>Course Name</b>	<b>Historiography I – The Inheritance</b>						
<b>Type of Course</b>	<b>DSC</b>						
<b>Course Code</b>	<b>UC5DSCHIS301</b>						
<b>Course Level</b>	<b>300-399</b>						
<b>Course Summary</b>	This course aims to foster students' comprehension of the development of historical writing in the ancient and medieval periods, exploring historians' role in shaping history as an academic field. The course inquiries the European and non-European notions of past, dynamics in the conceptual framework of history writing and turn table changes during enlightenment and influence of positivist understandings on historiography.						
<b>Semester</b>	5		Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others (Seminar)		
		4				60	
<b>Prerequisites, if any</b>							

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the historiographical traditions of different early civilizations of the world	U	1, 2, 8
2	Appreciate how various cultures looked at their pasts and responded to other cultures.	Ap	1, 2, 7

3	Examine the influence of renaissance and enlightenment on history writing	An	1, 6, 8
4	Evaluate the evolution of positivist understanding of history and dynamics in it	E	1, 2, 6
5	Analyse the historical consciousness in Indian tradition	An	1, 7, 8
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>The Beginning</b>			
1	1.1	History and Theory: Speculative Philosophy of History and Analytical Philosophy of History	3	1
	1.2	Pre-Classical Idea of History: Pre-historic Mentality – Theocratic and Mythical Consciousness of Past	2	1, 2
	1.3	Greek Historiographical Tradition: Herodotus and Thucydides – Hellenistic Tradition: Polybius	4	1, 2
	1.4	Roman Historiographical Tradition	4	1, 2
	1.5	Character of Greco-Roman Historiography	2	1, 2
	<b>Notions on Past in Non-European Societies</b>			
2	2.1	Chinese Historiographical Tradition	2	1, 2
	2.2	Historical Consciousness in Early and Medieval India: Concept of Past – <i>Itihasa-Purana</i> Tradition – Persian and Court Histories in Medieval India	6	1, 2, 5
	2.3	Middle Eastern and West African Traditions: Arabic, Persian, Byzantine Traditions – Ibn Khaldun and Idea of Universal History	4	1, 2
	2.4	Medieval Christian Historiography: Nature – Augustine's Philosophy – Eschatology and Concept of Time – Dynamics in Church Historiography	4	1, 2
	<b>Changing Consciousness of History in Europe</b>			

3	3.1	Influence of Renaissance on History Writing: Humanism – Secularism – Thomas More and Machiavelli	3	3
	3.2	Scientific Revolution: Francis Bacon and Rene Descartes and Giambattista Vico on History	2	3
	3.3	Enlightenment and History Writing: Philosophy of History – Idea of Progress	3	3
	3.4	History as the Science of Human Nature: Herder, Kant, Schiller, Fichte and Schelling	3	3
	3.5	Scientific History: Arnold Toynbee, Oswald Spengler, Benedetto Croce	3	3
4	<b>Positivist Turn</b>			
	4.1	Sociological Positivism: Auguste Comte and Idea of History	2	4
	4.2	Positivist Historiography: Leopold von Ranke and Berlin Revolution in Historiography	3	4
	4.3	Hegel's Idea of History: Dialectics, Mind and Reason – Philosophy of Right – Spirit and the Philosophy of History	3	4
	4.4	Karl Marx on History: Dynamics in thought on History – Historical Materialism: Base, Superstructure and Ideology – Historical Change: Progress, Determinism and Inevitability	4	4
	4.5	Sociological Intervention: Durkheim and Webber	3	3, 4
5	5.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Classroom teaching supported by group discussions on assigned and specific themes of choice. Reading of the assigned book chapters in the syllabus and active participation of the students in the discussion is mandatory.
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<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>			
	<b>A. Continuous Comprehensive Assessment (CCA)</b> Continuous Comprehensive Assessment (CCA): 30 Marks Faculty member in charge of the course can make use of following methods of evaluation; Home Assignment, Oral/ Visual Seminar Presentation, Written Exam, or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b> A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	<b>Total</b>			<b>70</b>

## References

### Module 1

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## Module 2

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### Module 3

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Iggers Georg G. (2011). *The Intellectual Foundations of Nineteenth-Century 'Scientific' History: The German Model* in Daniel Woolf et al ed. *The Oxford History of Historical Writing Vol. 4: 1800–1945*. Oxford: Oxford University Press, pp. 41-58.

Hobsbawm, E. J. (1968). *Karl Marx's Contribution to Historiography. Ideology and Social Sciences*, Vol. 16, No. 64, pp. 37-56.

Carr, E.H. (1987). *What is History?*. London: Penguin

Goldstein, Leon J. (1976). *Historical Knowing*. Texas: Texas University Press

<div>Est. in 1921</div> 	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>History of Capitalism</b>					
<b>Type of Course</b>	<b>DSC</b>					
<b>Course Code</b>	<b>UC5DSCHIS302</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	Capitalism is one of the most enduring systems of our time. As a political-economic form, it defines not only market dynamics but also governance structures and social relations. The course is intended to acquaint students with the processes and debates involved in the evolution of capitalism and its related expansion as a world system, both temporally and spatially. The course is proposed to introduce the theoretical premises necessary to conceptualize the development of capitalism, development discourses, and examine the new perspectives on class and cultural production of 21st century capitalism.					
<b>Semester</b>	5	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4				
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Demonstrate a comprehensive understanding of the debates surrounding capitalism and its historical evolution	U	1, 3

2	Analyse the conceptual foundations on the evolution of capitalism and development discourse	An	1, 2, 3, 8
3	Summarize and assess the temporal and spatial developments of capitalism	E, U	1, 2, 6
4	Discuss the social impact and cultural influence of market economy in people's day-to-day lives	C, I, Ap	1, 2, 3, 4, 6, 8
5	Estimate the nature of capitalist crises	An, E	1, 2, 6, 7, 8
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	Introduction to Capitalism			
1	1.1	Introducing Capital & Capitalism as a system and social formation	2	1
	1.2	Transition from Feudalism to Capitalism: Processes and Debate: Maurice Dobb, Paul Sweezy and Robert Brenner	5	1, 2, 3
	1.3	Discussion on - Max Webber's argument on the emergence of Capitalism & Schumpeter's 'The Process of Creative Destruction'	2	1, 2
	1.4	Mercantilism and Commercial Capitalism - Development of Industrial Capitalism	3	3
	1.5	Emergence of new classes in industrial and market society: Bourgeois and Proletariat – Working Class solidarity: Trade Unionism	3	4
2	Theorising Capitalism and Development			
	2.1	Logic of commodity production - Concept of Value – Primitive Accumulation of Capital	3	2

	2.2	Finance Capitalism and theories on the development of Capitalism and Imperialism: Karl Marx, Rosa Luxemburg, Hobson, Hilferding, Bukharin and Lenin	4	1, 2
	2.3	Development Discourse - Dependency Theory: Paul Baron - Andre Gunder Frank - Samir Amin – Empire: Hardt and Negri - World System Theory: Immanuel Wallerstein	5	1, 2, 5
	2.4	Discussion on: Perspectives on the capitalist development in the Global South	3	2, 3
3	Structural Crisis of Capitalism			
	3.1	Crisis of ‘Over Production’ – Economic crisis in the 19 <sup>th</sup> century - The Great Economic Depression of 1930’s	4	3, 5
	3.2	New Deal and Keynesian Welfarism – State Intervention in Market Economies - Post War Economic Restructuring	3	3, 4
	3.3	Neo Liberal turn of 70’s – State withdrawal from public sector - Crisis of 90’s	4	3, 5
	3.4	National Verities of Capitalism: State – Labour – Capital Relation in the post war period	4	3
4	Global Capitalism			
	4.1	Globalization - Global Capitalism and the State	3	1, 2, 3, 4
	4.2	Struggling Finance Capital of 21 <sup>st</sup> Century	2	1, 2, 5
	4.3	Intellectual Fashions of Late Capitalism: Post Modernism – Brand Fetishism – Ideology of Communication	4	3, 4
	4.4	Redefining Class in the age of Platform Capitalism Discussion on: the impact of Gig Economy	4	4. 5
	4.5	Rethinking on Liberal Capitalism/Capital Discussion on: Fukuyama’s Rethinking and Piketty’s <i>Capital</i>	2	3, 5
5	5.1	Teacher Specific Content (to be valued internally)		

Teaching and Learning Approach	<b>Classroom Procedure (Mode of transaction)</b>  Three credits of the course shall be delivered in lecture mode. The course coordinator is required to provide students with the reading materials to run the course as it envisaged. An active participation of students in the discussion of readings is required. Students may be asked to provide a formal, ten-minute comment on assigned readings for discussion at each module. Since the course covers theoretical perspectives regarding the political economy, a descent understanding of books or article in the reference section is essential.			
Assessment Types	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  Faculty member in charge of the course can make use of following methods of evaluation; Reflection Assignment Writing, Written Test, In-class Discussion, Case Study Report, Group Tutorial Work or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End Examination</b>  A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	Total			70

## References

Braudel, Fernand (1983). *The Wheels of Commerce (Civilization and Capitalism 15th-18th Century, Volume II)*. London: Book Club Associates, pp. 232-250.

Huberman, Leo (2015). *Man's Worldly Goods*. New Delhi: Aakar Books, pp. 1 – 160, 179-203, 222- 243.

Sweezy, Paul, M. and Maurice Dobb (Spring, 1950). *The Transition from Feudalism to Capitalism in Science & Society*, Guilford Press, Vol. 14, No. 2, pp. 134-167.

Hilton, Rodney (2006). *The Transition from Feudalism to Capitalism*. New Delhi: Aakar Books, pp. 9 - 30.

Heller, Henry (2011). *The Birth of Capitalism: A 21<sup>st</sup> Century Perspectives*. Winnipeg: Fernwood Publishing, pp. 23-51.

Holton, Robert, J. (Nov., 1981). *Marxist Theories of Social Change and the Transition from Feudalism to Capitalism in Theory and Society*, Springer, Vol. 10, No. 6, pp. 833-867

Weber, Max (2001). *The Protestant Ethic and the Spirit of Capitalism*. London: Routledge, pp. 13-38.

Schumpeter, Joseph, A (1994). *Capitalism, Socialism and Democracy*. New York: Routledge, pp. 81-86.

Marx, Karl & Engels, F (1848). *Manifesto of the Communist Party*. pp. 40-60 ('*Bourgeois and Proletariat*' in People Publishing House: New Delhi, 2012 edition)

Thompson, E, P (1993). *Customs in Common*. London: Penguin, pp. 352-403.

Bottomore, Tom ed. (2017). *A Dictionary of Marxist Thought*. New Delhi: Wiley Blackwell. pp. 56-57, 66-74, 450-451, 538-540, 585-590.

## Module 2

Marx, Karl (2010). *Capital: A Critical Analysis of Capitalist Production Vol. I*. New Delhi: Left Word, pp. 667-670.

Athreya, Venkatesh (2013). *Marxian Political Economy: An Introduction to Capital, Volume I*. New Delhi: Tulika Books, pp. 14 – 49.

Bottomore, Tom ed. (2017). *A Dictionary of Marxist Thought*. New Delhi: Wiley Blackwell. pp. 100-102, 564-570.

Lenin, V.I (2010). *Imperialism the Highest Stage of Capitalism*. New Delhi: People Publishing House, pp. 83-93.

Brewer, Anthony (1990). *Marxist Theories of Imperialism: A Critical Survey*. New York: Routledge, pp. 1 – 134, 225-259, 272-284.

Noonan, Murray (2017). *Marxist Theories of imperialism: A History*. London: IB Tauris & Co. Ltd, pp. 96-205.

## Module 3

Huberman, Leo (2015). *Man's Worldly Goods*. New Delhi: Aakar Books, pp.270-284.

Bowles, Paul (2007). *Capitalism*. Edinburg: Pearson Longman, pp. 89-164.

Patnaik, Utsa & Patnaik, Prabhat (2021). *Capital and Imperialism: Theory, History and the Present*. New York: Monthly Review Press, pp. 186-199, 221-263, 267- 283.

Beaud, Michel (1983). *A History of Capitalism 1500-2000*. New York: Monthly Review Press, 168-261.

Zinn, Howard (). *A People's History of United States*. New York: Haper Collins, pp. 392-425.

Fry, Geoffrey K (2004). *Ghost in the Machine: The Keynesian Full Employment Welfare State* in Geoffrey K Fry ed. *The Politics of Decline: An Interpretation of British Politics from the 1940s to the 1970s*. London: Palgrave Macmillan, pp 21-34.

IMF (September 2014). *Finance & Development*. Washington: The International Monetary Fund, Volume 51, Number 3, pp. 53-54.

#### Module 4

Bowles, Paul (2007). *Capitalism*. Edinburg: Pearson Longman, pp. 165-188

Amin, Samir (2011). *Ending the Crisis of Capitalism or Ending Capitalism*. Dakar: Pambazuka Press, pp. 1-18, 21-39.

Amin, Samir (1998). *Spectres of Capitalism: A Critique of Current Intellectual Fashions*. New York: Monthly Review Press, pp. 93-132.

Klein, Naomi (2000). *No Logo: No Space, No Choice, No Jobs*. New York: Picador, pp. 3-62.

Mahnkopf, Birgit (2019). *The Future of Work in the Era of 'Digital Capitalism'* in Leo Panitch & Greg Albo ed. *Socialist Register 2020: Beyond Market Dystopia New Ways of Living*. London: Merlin Press, pp. 104-121.

Chen, Michelle (2019). *A new world of workers: confronting the gig economy* in Leo Panitch & Greg Albo ed. *Socialist Register 2020: Beyond Market Dystopia New Ways of Living*. London: Merlin Press, pp. 104-121.

Mohun, Simon (2021). *A portrait of contemporary neoliberalism: The rise and economic consequences of the one per cent* in Greg Albo et al ed. *Socialist Register 2022: New Polarizations Old Contradictions the Crisis of Centrism*. London: Merlin Press, pp.1- 20.

Hardt, Michael & Antonio Negri (2004). *Multitude: War and Democracy in the Age of Empire*. New York: The Penguin Press, pp. 103-127.

Fukuyama, Francis (2018). *Are there Alternatives* (chapter 8) in *Liberalism and Its Discontents*. London: Profile Books.

Piketty, Thomas (2017). *Capital in the Twenty First Century*. Harvard: Belknap Harvard, pp. 497-529.



## SUGGESTED READINGS

Aijas Ahmad (2011, January–March). *Post Modernism in Marxist*, Vol. XXVII, Issue 1, pp. 4-38.

Amin, Samir (1977). *Imperialism and Unequal Development*. New York: Monthly Review Press.

Appadurai, Arjun (2013). *The Future as Cultural Fact: Essays on the Global Condition*. London: Verso Books.

Aston, T, H & Philpin, C, H, E (2005). *The Brenner Debate*. New Delhi: Cambridge University Press.

Baran, Paul (1976). *The Political Economy of Growth*. Harmondsworth: Penguin Books.

Chandrasekhar C.P. (2010, October–December). *Notes on Finance Capital and Imperialism Today in Marxist*, Vol. XXVI, Issue 4, pp. 22-36.

Dobb, Maurice (1963). *Studies in the Development of Capitalism*. London: Routledge.

Frank, Andre Gunder. 1969. *Latin America: Underdevelopment or Revolution Essays on the Development of Underdevelopment and the Immediate Enemy*. New York: Monthly Review Press.

Fukuyama, Francis (2018). *Liberalism and Its Discontents*. New York: Profile Books.

Fulcher, James (2004). *Capitalism: A Very Short Introduction*. Oxford: Oxford University Press.

Patnaik, Prabhat (2017, October-December). *The Concept of Primitive Accumulation of Capital in Marxist*, Vol. XXXIII, Issue 4.

Polanyi, Karl (2001). *The Great Transformation: The Political and Economic Origins of Our Time*. Boston: Beacon Press.

Thompson, E, P (1963). *The Making of The English Working Class*. New York: Vintage.


Tooze, Adam (2018). *Crashed: How a Decade of Financial Crises Changed the World*. New York: Viking

Wallerstein, Immanuel et al (2013). *Does Capitalism have a Future?*. New York: Oxford University Press.

Wood, Meiksins, Ellen (2016). *The Origin of Capitalism: A Longer View*. London: Verso.

Zinn, Howard et al ed. (2001). *Three Strikes: Miners, Musicians, Salesgirls, and the Fighting Spirit of Labor's Last Century*. Boston: Beacon Press.



<div>Est. in 1921</div> <div></div>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>Gender and Indian History</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>UC5DSEHIS300</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	This undergraduate course is designed to unravel the multifaceted layers of India's historical narrative through the lens of gender, offering you a profound understanding of how gender dynamics have shaped and been shaped by the diverse cultures, societies, and civilizations that have flourished on this subcontinent. In this course a journey is made across different epochs, from ancient civilizations to the contemporary era, meticulously examining the roles, experiences, and contributions of different genders. The aim is not only to comprehend the past but also to draw connections to contemporary issues, fostering a deeper appreciation for the complex interplay between gender and society in modern India. This course encourages to question assumptions, challenge stereotypes, cultivate a nuanced understanding of historical events and figures, and to develop a gender-neutral democratic value system.					
<b>Semester</b>	5	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		
<b>Prerequisites, if any</b>						

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Introduce key concepts in gender history	U, A	1, 2, 3, 4, 6, 7, 9, 10
2	Analyse the evolution and crystallization of gender roles in Indian society	An	1, 7, 8
3	Evaluate the approaches of colonial government towards various gender categories and indigenous response	E	1, 7, 8
4	Examine the organizational and political activism of women in modern India	An	1, 6, 7, 8
5	Analyse contemporary gender issues and create a rationality in analysing gender questions	A, C, Ap	1, 2, 5, 7, 7, 8, 10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Introducing Gender and Concepts</b>			
1	1.1	Defining Gender: What is Gender? – Gender as a Social Construct	2	1
	1.2	Why Gender History?: Gender as a Category of Historical Analysis – Looking Knowledge through the Lense of Gender (Read: Chapter 3 in Virginia Woolf's <i>A Room of One's Own</i> )	3	1
	1.3	Gender Fluidity: LGBTQIA+ and Gender Expressions – Biological Essentialism – Transgenderism – Homosexuality	3	1

	1.4	Patriarchy: Masculinity and Femininity - Heteronormativity – Concept of Glass Ceiling (Read: Chapter 1 in Betty Friedan's <i>The Feminine Mystique</i> )	3	1
	1.5	Intersectionality – Structural inequalities: Class, Caste and Race  (Read: Kimberle Crenshaw's article on Intersectionality. Find in reference section) (Practicum: Interview a feminist activist/ transgender person/activist and submit a report on the same or write a Reflection Paper on multiple levels of gender oppression involved in a contemporary social issue)	8	1
<b>Gender in Pre Modern India</b>				
2	2.1	Gender Relations as reflected in the Vedas and later Smritis	3	2
	2.2	Women in Heterodox Sects	2	2
	2.3	Crystallization of Brahmanical Patriarchy in the Subcontinent – Marriage as an Institution- Locating Devadasis – Evidences on the Critiques of Gender Stratification	3	2
	2.4	Transgender in Pre-Modern India – Role of Eunuchs and Harems in Medieval India  (Practicum: Prepare a paper on same sex relations in pre modern India, find basic reading materials in module II's reference)	6	2
	2.5	Women in Medieval Indian Courts	2	2
	2.6	Gender Relations in Bhakti and Sufi Traditions	2	2

	<b>Gender in Colonial India</b>			
3	3.1	Women Question in Colonial India - Colonial interventions on Gender Relations: Reforms and Legislations	3	3
	3.2	Indigenous Reform attempts – Professional and Educational Advancements (Read Excerpts from Amar Jiban of Rashsundari Debi, check module 3 reference for reading portion)	3	3
	3.3	Colonial Government, Morality and Transgender Community	2	3
	3.4	Women Organizations and Movement for Women Rights (Practicum: Prepare a paper on the women labour and medicine in colonial India)	8	4
	3.5	Women in Anti-Colonial Movements	3	4
4	<b>Women in Post Colonial India</b>			
	4.1	Women and Partition	3	4
	4.2	Identification of women with the Icon of Mother: Bharatmata, Matrubhasha, Gau-mata	2	2
	4.3	Religious and Fundamentalist Compulsions on Sexuality and Child birth – Sex Ratio in India	2	5
	4.4	Politics and Economics of Invisible Labour of Women - Parenting and Surrogacy (Practicum: Prepare a video content -between 5 to 8 minutes – on the theme of Invisible Labour of Women)	8	5

	4.5	Dowry and Domestic Violence – Caste and Religion: ‘Shame Killings’	2	5
	4.6	Women and Social Hierarchy in Post Colonial India	2	5
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Classroom teaching supported by debates, group discussions on assigned and specific themes of choice. Students may be encouraged to divulge personal experience of gender bias they have experienced or witnessed in their life premises. Students should be encouraged to problematize such individualised life experiences and find topics for their theme for Practicum from it. These interactive sessions may cause to dismantle deep-rooted prevailing misconceptions about the Gender and enable to develop a democratic and egalitarian views on gender relations. Audio-visual aids like online archival sources, documentaries and presentations may be used wherever it is necessary.			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)  Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Reflection Assignment Writing, Written Test, In-class Discussion, Studio Activity, Self and Peer Assessment or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b>  A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks

	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	<b>Total</b>			<b>70</b>

## Reference

### Module 1

Tharu, Susie, Suneetha, A and Bhargubanda, Uma Maheswari (2022). *A World of Equals: A Textbook on Gender*. Hyderabad: Orient BlackSwan, pp. 1-26, 50-55, 92-97, 106-116.

Scott, J. W. (1986). *Gender a useful Category of Historical Analysis*. *The American Historical Review*. Vol.91, No. 9, pp. 1056-1075.

Woolf, Virginia (2004). *A Room of One's Own*. London: Penguin Books, (Ch. 3).

Friedan, Betty (2010). *The Feminine Mystique*. London: Penguin Classics (Ch. 1)

Walby, Sylvia. (1990). *Theorizing Patriarchy*. Oxford: Basil Blackwell. pp.1-24.

Engels, Friedrich (1884). *The Origin of the Family, Private Property and the State* Boston; Beacon Press.

Crenshaw, Kimberle (1991). *Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color*. *Stanford Law Review*, vol. 43, no. 6, 1991, pp. 1241–1299.

Raj, Rekha (2024). *Intersectionality, charithram, varthamanam, vyavaharam*. *Vijnanakairali*, Vol. 56, No. 1, January, pp. 5-13.

Raj, Rekha (2013). *Dalit Women as Political Agents*. *Economic and political Weekly*, Vol. 48 No. 18, 04 May, pp. 56-63.

Guha, Ranajit (2000). *Chandra's Death in A Subaltern Studies Reader, 1986-1995*. New Delhi: Oxford University Press, pp

Devika, J (2022). *Kulastreeyum chanthappennum undayathengane*. Thrissur: KSSP, pp. 18-25

### Module II

Chakravarti, Uma. (1988). *Beyond the Altekarian Paradigm: Towards a New Understanding of Gender Relations in Early Indian History*. *Social Scientist*, vol. 16, no. 8, 1988, pp. 44–52.

Chakravarti, Uma. (2006). *Everyday Lives Every Day Histories: Beyond the Kings and Brahmins of 'Ancient' India*. Tulika Books: New Delhi.138-155.

Bhattacharya, N.N. (1999). *Proprietary Rights of Women in Ancient India*, in Kumkum, Roy (Ed.). *Women in Early Indian Societies*. Delhi: Manohar, pp.113- 122.

Tyagi, J. (2004). *Hierarchical Projections of Women in Household: Brahmanical Perceptions Recorded in the Early Grhyasutras c.800-500BC*. *Social Scientist* Vol. 32, No.5/6, pp. 3-20.

Blackstone, R K (1998). *Women in the Footsteps of Buddha: Struggle for Liberation in the Therigathas*. Britain: Curzon Press, pp. 107-118.

Sahgal, Smita. (2009-10). *Masculinity in Early India: Constructing an Embryonic Frame*. *Proceedings of Indian History Congress*, Vol.70, pp. 151-16

Gabbay, Alyssa. (2011). *In Reality a Man: Sultan Iltutmish, His Daughter, Raziyya, and Gender Ambiguity in Thirteenth Century Northern India*. *Journal of Persianate Studies*, vol. 4, pp. 45-63.

Sangari, Kumkum. (1990) *Mirabai and the Spiritual Economy of Bhakti*. *Economic and Political Weekly*, vol. 25/ 27. July, pp. 1461-1475

Vijaisri. Priyadarshini (2004). *Recasting the Devadasi: Patterns of Sacred Prostitution in Colonial South India*. New Delhi: Kanishka publishers

**For Practicums:** Vanita, Ruth & Kidwai, Saleem (2000). *Same Sex Love in India: Readings from Literature and History*. USA: Palgrave Macmillan, pp. 31-36 (*Vyasa's Mahabharata: "Sikhandin's Sex Change"*), pp. 69-71 (*Bhagvata Purana: The Embrace of Shiva and Vishnu*), pp. 131-135 (*Zaiuddin Barani: The Khaljis in Love*)

### Module III

Hinchy, Jessica (2019). *Governing Gender and Sexuality in Colonial India: The Hijra. C 1850-1900*. New York: Cambridge University Press, pp. 27-43, 167-193.

Forbes, Geraldine (2015). *Women in Modern India*. New Delhi: Cambridge University Press.

Forbes, Geraldine (2005). *Women in Colonial India: Essays on Politics, Medicine and Historiography*. New Delhi: Chronicle Books.

Mani, Lata (1987). *Contentious Traditions: The Debate on Sati in Colonial India*. *Cultural Critique*, no. 7, pp. 119–156.

Gupta, Charu (2002). *Sexuality, Obscenity, Community: Women, Muslim and the Hindu Public in Colonial India*. New York: Palgrave, pp. 128-139, 161-195.

Basha, Shaik Mahaboob (2024). *Women Intellectuals and Communal Consciousness in Colonial Andhra*, *Social Scientist*, Vol. 52, No. 1-2, pp. 43-60

Read excerpts from Rashsundari Debi's autobiography titled *Amar Jiban* in Sarkar, Tanika (1999) *Words to Win: The Making of Amar Jiban: A Modern Autobiography*. New Delhi: Kali for Women, pp. 139-167

### Module IV

Butalia, Urvashi (1998). *The Other Side of Silence: Voices from the Partition of India*. New Delhi: Penguin Book., pp.143-171 ("Women"), pp. 193-235 ("Honour")

Forbes, Geraldine (2015). *Women in Modern India*. New Delhi: Cambridge University Press, 223-254.

Chandra, Bipan et al ed. (2009). *India after Independence*. New Delhi: Penguin, pp.

Gupta, Charu (2002). *Sexuality, Obscenity, Community: Women, Muslim and the Hindu Public in Colonial India*. New York: Palgrave, pp. 196-213, 239-276, 298-320.

Tharu, Susie, Suneetha, A and Bhrugubanda, Uma Maheswari (2022). *A World of Equals: A Textbook on Gender*. Hyderabad: Orient BlackSwan, pp.35-49, 61-69, 72-91, 117-126.

Kannabiran, Kalpana and Vasanth Kannabiran (2002). *De-Eroticizing Assault: Essays on Modesty, Honour and Power*. Culcutta: Stree, pp. 55-103.

### **Suggested Reading List**

Roy, Kumkum (Ed.), *Women in Early Indian Societies*, Manohar, New Delhi, 1997.


Devika, J (2022). *Kulastreeyum chanthappennum undayathengane*. Thrissur: KSSP.

Supreme Court of India (2023). *Handbook on Combating Gender Stereotypes*.  
[https://main.sci.gov.in/pdf/LU/04092023\\_070741.pdf](https://main.sci.gov.in/pdf/LU/04092023_070741.pdf)

Jaya Yadav nee Jaya Raj. *Third Gender in Ancient India Historical Inquiry*. Banares Hindu University (unpublished PhD thesis, access through <http://hdl.handle.net/10603/347828>)





 <p>Est. in 1921</p>	<h1 style="text-align: center;">UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</h1>				
<b>Programme</b>	<b>BA (Hons) History</b>				
<b>Course Name</b>	<b>Principles and Methods of Publishing Science</b>				
<b>Type of Course</b>	<b>DSE</b>				
<b>Course Code</b>	<b>UC5DSEHIS301</b>				
<b>Course Level</b>	<b>300 – 399</b>				
<b>Course Summary</b>	<p>This course provides a comprehensive exploration of book design, both print and digital format. Students will learn the principles and theories of publishing. The course will cover editorial procedures, layout, imposition, printing and binding of a book. Also cover periodicals like newspaper, magazine and newsletter formats and designs.</p>				
<b>Semester</b>	5	<b>Credits</b>			<b>Total Hours</b>
<b>Course Details</b>	<b>Learning Approach</b>	<b>Lecture</b>	<b>Tutorial</b>	<b>Practicum</b>	
		3		1	75
<b>Pre-requisites, if any</b>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Describe the anatomy of a book.	U	1
2	Demonstrate the editorial procedures, proof reading and binding of a book.	A	1,2
3	Analyse the principles of publishing	An	8
4	Develop a skill to design an e-book.	C	5,9,10

5	Describe the format, design and page makeup of newspaper, magazine and newsletter	U	9
<b><i>Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Historical overview of a book	2	1
	1.2	Definition of a book and its anatomy	4	1
	1.3	Preparation of the script	4	2
	1.3	Composing (Practicum)	8	2
2	1.4	Proof reading and its symbols (Practicum)	6	2
	2.1	Layout	3	2
	2.2	Imposition	2	2
	2.3	Page make-up (Practicum)	4	2
	2.4	Printing	6	2
	2.5	Binding (Practicum)	4	2
	2.6	Paper	2	2
3	2.7	Book format	2	2
	3.1	Principles of publishing	5	3
	3.2	E-book	3	4
	3.3	E-book compilers (Practicum)	4	4
	3.4	E-book design (Practicum)	4	4
4	4.1	Periodicals	2	5
	4.2	Newspaper format	3	5
	4.3	Newspaper page make-up	3	5
	4.4	Magazine format	2	5
	4.5	Newsletter format	2	5
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>			
	Lecture			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)  Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Written Test, Viva Voce or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b>  A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	<b>Total</b>			<b>70</b>

## References


- Altbach, P. G., & Hoshino, E. S. (Eds.). (2015). *International book publishing: an Encyclopedia*. Routledge.
- Raghavan, D. (1988). *An Introduction to Book Publishing*. Institute of Book Publishing.
- Sarkkar. N. N. (2008). *Art and Print Production*. Oxford University Press
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Programme	BA (Hons) History					
Course Name	Introduction to Museums and Museology					
Type of Course	DSE					
Course Code	UC5DSEHIS302					
Course Level	300-399					
Course Summary	The course "Introduction to Museums and Museology" is designed to provide students with a comprehensive understanding of the field of Museology, encompassing the fundamental principles, functions, management, and legal aspects associated with museums. The course is divided into four modules, each addressing crucial aspects of Museology, including the definition, ethics, and emergence of museums, functions such as collection, documentation, exhibition, conservation, and preservation, museum management, and relevant legislations.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		
Prerequisites, if any						

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will be able to define and apply the principles and ethics associated with Museology, demonstrating a clear understanding of the emergence and evolution of museums.	K	1, 2, 6

2	Students will be familiar with key legislations governing museums, enabling them to navigate legal considerations related to the acquisition, preservation, and exhibition of artifacts.	U	1, 2, 3, 7
3	Will be able to evaluate the museum visitors and their behavioural patterns and amenities	E	1, 2
4	Will equip the students to comprehend the conservation and preservation, encompassing both biological and non-biological elements of archaeological objects at museums	A	1, 2, 7
5	Students will gain insight into the various functions of museums, including collection, documentation, exhibition, conservation, and preservation, and be able to analyse and implement these functions.	S	1, 2, 7, 8
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	<b>Introduction to Museology:</b> Definition, principles and ethics	3	1
	1.2	General and specialized museums	4	1
	1.3	Emergence of museums and new museology	5	2
	1.4	History of museums in India, major museums in India	3	1
2	2.1	<b>Functions of Museums:</b> Collection- policy and modes of collection	4	2
	2.2	<b>Practicum</b> - Documentation-identification, accessioning, cataloguing, indexing and numbering, digital documentation	8	2
	2.3	Exhibition- museum architecture, kinds and types of display, gallery and lighting.	4	2
	2.4	<b>Practicum</b> - Conservation and Preservation- Biological and non-biological	6	3

3	3.1	<b>Practicum-</b> Museum Management: Museum administration, staff, curator	8	3
	3.2	<b>Practicum</b> - Governing bodies, financial management	8	3
	3.3	Museum visitors and amenities	4	3
	3.4	Museum security.	3	3
4	4.1	<b>Museum Legislations:</b> Historical background of the museum legislations	3	4
	4.2	Treasure Trove Act 1878	3	4
	4.3	The Ancient Monuments and	3	4
	4.4	Archaeological Sites and Remains Act 1958.	3	5
	4.5	Antiquity and Art Treasure Act 1972.	3	5
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Lecture
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<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p>Continuous Comprehensive Assessment (CCA): 30 Marks</p> <p>(Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)</p> <p>Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Written Test, Laboratory Report, Observation of Practical skills or any other method designed by course faculty/ course coordinator</p>
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<b>B. Semester End examination</b>				
A 2 Hour Written Examination of 70 marks				
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	<b>Total</b>			<b>70</b>

## References

- Anderson, G. (2016). *Reinventing the Museum: The Evolving Conversation on the Paradigm Shift*. Rowman & Littlefield.
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- Malaro, M. C. (2018). *A Legal Primer on Managing Museum Collections*. Smithsonian Books.
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- Pearce, S. (1993). *Museum Studies in Material Culture*. Leicester University Press.

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Preziosi, D., & Farago, C. (Eds.). (2004). *Grasping the World: The Idea of the Museum*. Ashgate.

Rivière, G. H. (2019). *Collecting and Collections: Objects, Practices, and the Fate of Things*. Routledge.


Ross, M. B. (Ed.). (2016). *The Politics of Display: Museums, Science, Culture*. Routledge.

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Programme	BA (Hons) History					
Course Name	Transition to Contemporary Times					
Type of Course	DSE					
Course Code	UC5DSEHIS303					
Course Level	300-399					
Course Summary	The goal of the course is to give the students a perspectival awareness of the historical development of the world in the last three centuries. This analysis looks at both the processual dynamics and the events that led to the development of the modern world. This course focuses particularly on those ideologies and struggles that acted as catalysts towards the making of the modern world.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others (Seminar)	
		4				
Pre-requisites, if any						

### COURSE OUTCOMES (CO)

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
1	Outline and survey major political developments in the modern world	U, An	1, 6, 8, 10
2	Discuss the working of various ideologies at the global political sphere	C, Ap	1, 5, 6, 7, 8, 10
3	Evaluate the impact of revolutions on global history	E	1, 7, 8, 10

4	Examine the post-world war global tensions and dynamics	An	1, 6, 7, 10
5	Evaluate the role of international and regional organizations in global history	E	1, 6, 7, 10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Age of Revolutions</b>			
1	1.1	Enlightenment: Intellectualism – Idea of Progress and Reason – Coffee Houses & Saloons and Public Sphere – Enlightened Despotism (Read excerpts from <i>Dialectics of Enlightenment</i> and conduct a discussion. See 3 <sup>rd</sup> module's reference for the reading portion)	4	2
	1.2	Industrial Revolution: Why in England – Impact in Production: New Metals, Materials and Energy Sources	3	3
	1.3	American War of Independence: Political Independence – Enlightened Logic of Franklin and Jefferson	3	1, 2, 3
	1.4	French Revolution: Background – Fall of <i>ancien regime</i> – The Reign of Terror – Autocratic Militarization of Napoleon – Restoration	5	1, 3
	<b>Europe in Crisis</b>			
2	2.1	Congress of Vienna – Age of Metternich	2	1,
	2.2	Wave of Nationalism: Italian and German Unification – Assertion of Nationalities	3	1, 2
	2.3	Rivalry between European Nations: Crimean War, Conflict in the Balkans – Formation of Alliances	3	1
	2.4	First World War – Background – Campaigns - Treaties	5	1
	2.5	League of Nations: Origin – Course of Action – Appraisal of Functioning	2	5

3	<b>Towards Great War</b>			
	3.1	Revolution in Russia – Background – Phases of Revolution – Economic Restructuring – Comintern and Spread of Communism – Socio-economic Achievements of USSR	4	1, 2, 3
	3.2	Emergence of Fascism: Italy – Nazi in Germany and Holocaust – Japanese Imperialism in Asia– Fascist Ideology and its companions (Read excerpts from Erich Fromm’s <i>Escape from Freedom</i> and conduct a discussion. See reference of 3 <sup>rd</sup> module for the reading portions.)	5	1, 2
	3.3	Second World War: Campaigns and Course of War – Wartime and Post War Conferences	3	1
	3.4	United Nations: Formation – Working - Appraisal	3	5
4	<b>World at Extremes</b>			
	4.1	Revolution in China: Course of Revolution – Great Leap Forward – Cultural Revolution	4	1, 2, 3
	4.2	Cold War: Military Alliances - Diplomatic Tensions from Land to Space - Global Arm Race	3	4, 5
	4.3	Formation of Regional, Pan-global and Economic Groups of countries and its Politics	3	4, 5
	4.4	Fall of Soviet Union - From Unipolarity to Multipolarity in 21 <sup>st</sup> Century	3	1, 4
	4.5	Challenges to Human Life: Various perspectives on Global Terrorism - Sustainable Development	2	1, 2, 4
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Course shall be delivered in lecture mode. Classroom teaching shall be supported by group discussions on assigned and specific themes of choice. Audio-visual aids like online archival sources, documentaries and presentations will be used where necessary. Classroom transactions should be arranged in a way that enables the students to analyse the interconnectedness of events and processes in world history.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>

	Continuous Comprehensive Assessment (CCA): 30 Marks		
	Faculty member in charge of the course can make use of following methods of evaluation; Reflection Assignment Writing, Home Assignment, Oral Presentation Written Test, In-class Discussion or any other method designed by course faculty/ course coordinator		
	<b>B. Semester End examination</b>		
	A 2 Hour Written Examination of 70 marks		
	Question Type	Number of Questions to be answered	Marks
	Short Answer Questions	10 out of 12	50 words 10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words 6 x 5 = 30
	Essay Questions	2 out of 4	300 words 2 x 10 = 20
	<b>Total</b>		<b>70</b>

## References

### Module 1

Grabb, Alexander.(2003).*Napoleon and the Transformation of Europe*. New York: Palgrave Macmillan

Lyons, Martin. (2006). *Post-Revolutionary Europe, 1815-1856*, New York: Palgrave Macmillan.

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## **Module 2**

Merriman, J. (2009). *A History of Modern Europe: From Renaissance to the Present*. Volume 1. New York, London: W.W. Norton

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## **Module 3**

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Hobsbawm, E, J (1995). *Age of Extremes: The Short Twentieth Century 1914-1991*. London: Abacus.

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#### **Module 4**

Stavrianos, L.S (1966). *The World Since 1500: Global History*. New Jersey: Prentice Hall.

Hobsbawm, E. J (1995). *Age of Extremes: The Short Twentieth Century 1914-1991*. London: Abacus.

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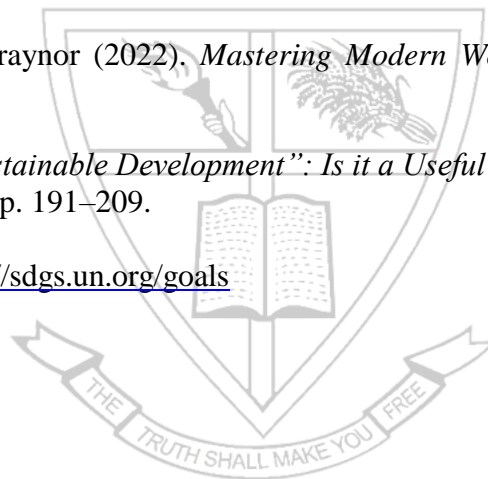
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<b>Programme</b>	<b>BA (Hons) History</b>			
<b>Course Name</b>	<b>Publishing Management</b>			
<b>Type of Course</b>	<b>DSE</b>			
<b>Course Code</b>	<b>UC5DSEHIS304</b>			
<b>Course Level</b>	<b>300 - 399</b>			
<b>Course Summary</b>	This course provides an in-depth knowledge about the principles involved in managing publishing houses. Students will examine the components of the publishing industry, different kinds of publications, promotion and marketing strategies.			
<b>Semester</b>	5	Credits		
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum
		4	4	4
<b>Pre-requisites, if any</b>				

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Describe the organizational structure and composition of a publishing house	U	1,2
2	Explain the different kinds of publications	U	1
3	Assess the economics of publishing	E	5
4	Describe the various methods of sales, promotion and marketing of a book.	A	1
<i>Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			

## COURSE CONTENT


### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Management and its functions Different levels of management	4	5
	1.2	Organizational Structure of a publishing house	2	1
	1.3	Publishing Concepts	3	5
	1.4	Basic Professional records	3	5
	1.5	Author- Publisher and Author- Editor relationship	2	1
	1.6	Division of labour	2	1
2	2.1	Educational publishing	4	2
	2.2	Reference books	2	2
	2.3	Mass market paperbacks	3	2
	2.4	Children's books	2	2
	2.5	Specialized publishing	2	2
	2.6	Art books	2	2
3	3.1	Economics of publishing Financial management: Concepts – Capital structure, Fixed capital, working capital – Sources of finance (bank loan etc.)	4	3
	3.2	Cost Accounting – Concept of cost, Classification of cost	4	3
	3.3	Cost estimation with reference to publishing industry	5	3
	3.4	Income of the publisher	2	3
4	4.1	Promotion –direct and indirect methods – Tools and techniques of book promotion	5	4
	4.2	Different ways of selling books	3	4
	4.3	Factors influencing sales	3	4
	4.4	Process of selling books	3	4
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Lecture			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b> Continuous Comprehensive Assessment (CCA): 30 Marks  Faculty member in charge of the course can make use of following methods of evaluation; Assignment, Written Test or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b> A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	<b>Total</b>			<b>70</b>

## References

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- Raghavan, D. (1988). *An Introduction to Book Publishing*. Institute of Book Publishing.
- Sarkkar. N. N. (2008), *Art and Print Production*. Oxford University Press
- Mendiratta. B.D. (2013). *Elements of Design and Typography*. Asian Books Pvt. Ltd.

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Programme	BA (Hons) History					
Course Name	ANCIENT INDIAN NUMISMATICS					
Type of Course	DSE					
Course Code	UC5DSEHIS305					
Course Level	300-399					
Course Summary	This course provides a comprehensive introduction to Indian numismatics, covering various aspects from the definition and meaning of numismatics to the detailed study of ancient Indian coinage and its significance in understanding the socio-economic, cultural, and religious history of India. Additionally, students will explore major coin hoards in Kerala, shedding light on the economic and trading activities in the region. Throughout the course, students will engage in critical analysis, interpretation, and comparison of numismatic evidence to gain a deeper understanding of India's ancient past, highlighting the interconnectedness of numismatics with broader historical, cultural, and economic contexts.					
Semester	5	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				
Pre-requisites, if any						

#### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will demonstrate a comprehensive understanding of the definition, nature, aim, and scope of numismatics, and its role as a primary source material in archaeological and historical studies	U	1, 2, 6

2	Students will analyse and interpret the evolution of Indian coinage from its origins to the Gupta period, including the major developmental stages and the techniques used in minting such as punching, casting, die striking, and repousse.	An	1, 2, 3, 7
3	Students will critically evaluate the socio-economic, cultural, and religious significance of coins in the reconstruction of Indian history, with a focus on major coin hoards and their implications for understanding ancient Indian societies	E	1, 2
4	Students will compare and contrast the features of early Indian coinage from prehistoric times to the Janapadas period, as well as the dynastic coin series up to the Gupta era, thereby gaining insight into the diverse numismatic traditions of ancient India.	A	1, 2, 7
5	Students will analyse specific regional coinages, such as the early coinage of Kerala and the coins issued by the Chola, Chera, and Pandya dynasties, along with Roman coin finds in Kerala, to understand the interconnections between local, regional, and global trade networks in antiquity.	E	1, 2, 7, 8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Definition and meaning of numismatics	3	1
	1.2	Nature, aim and Scope of numismatics	3	1
	1.3	Coins as an archaeological/Primary source material	4	1
	1.4	Role of numismatics in reconstruction of socio-economic, cultural and religious History of India	4	1
2	2.1	Origin and Antiquity of Money in India	2	2
	2.2	Evolution of Indian coinage	4	2
	2.3	Antiquity of Indian coinage: Prehistoric to early historic times	3	2
	2.4	Developmental stages of numismatics and Numismatics as a separate subject discipline	4	2

3	3.1	Major Indian Coin hoards	4	3
	3.2	Minting techniques (Punching, Casting, Die Striking and Repousse)	5	3
	3.3	Features of early Indian Coinage from prehistoric to the Janapadas period	4	3
	3.4	Features of Dynastic coin series up to Guptas	5	3
4	4.1	Introduction to Early coinage of Kerala	4	4
	4.2	Early Coinage of Chola, Chera and Pandya	4	4
	4.3	Roman coin finds and their features from Kerala	4	4
	4.4	Major Coin Hoards in Kerala	3	4
5	5.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  <b>Lecture</b>			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  Faculty member in charge of the course can make use of following methods of evaluation; Assignment, Written Test, Laboratory report or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b>  A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20

	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	<b>Total</b>			<b>70</b>

## References

- Cunningham, Alexander. *Coins of Ancient India: From the Earliest Times Down to the Seventh Century AD*. Varanasi: Indological Book House, 1965.
- Gupta, Parmeshwari Lal. *Coins of Ancient India*. New Delhi: National Museum, 2011.
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- Deyell, John S. *Living without Silver: The Monetary History of Early Medieval North India*. New Delhi: Oxford University Press, 2013.
- Altekar, A. S. *The Coinage of the Gupta Empire*. Varanasi: Numismatic Society of India, 1957.
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- Goron, Stéphane. *Les Monnaies Des Gupta: Bibliographie Économique, Politique, Religieuse Et Numismatique*. Paris: E. Leroux, 1891.
- Cribb, Joe. *Indian Coins: Catalogue and Guide*. Mumbai: Reesha Books International, 2008.
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- Sharma, R. C. *Numismatic Studies: Vol. 1*. Delhi: Banaras Hindu University, 1988.
- Sircar, D. C. *Indian Epigraphical Glossary*. New Delhi: Motilal Banarsidass Publishers, 1996.
- Majumdar, R. C. *Ancient India*. New Delhi: Motilal Banarsidass Publishers, 2016.


Thapar, Romila. *Early India: From the Origins to AD 1300*. Berkeley: University of California Press, 2004.

Chakravarti, Uma. *The Social Dimensions of Early Buddhism*. New Delhi: Oxford University Press, 1987.

Ray, Himanshu Prabha. *The Archaeology of Seafaring in Ancient South Asia*. New York: Cambridge University Press, 2003.





 <p>Est. in 1921</p>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>			
<b>Programme</b>	<b>BA (Hons) History</b>			
<b>Course Name</b>	<b>Development of Archaeological Thought</b>			
<b>Type of Course</b>	<b>DSE</b>			
<b>Course Code</b>	<b>UC5DSEHIS306</b>			
<b>Course Level</b>	<b>300-399</b>			
<b>Course Summary</b>	<p>The course "Development of Archaeological Thought" offers a comprehensive exploration of the historical evolution of archaeology, tracing its roots from antiquarianism and Romanticism in Europe to the contemporary approaches and methods used in the field today. The modules are structured to provide students with a chronological understanding of the development of archaeological thought, covering key figures, theories, and methodologies that have shaped the discipline.</p>			
<b>Semester</b>	5	<b>Credits</b>		4
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum
		4		
<b>Pre-requisites, if any</b>				

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the historical development of archaeology, from its beginnings in Europe to its growth in India, recognizing the contributions of key figures.	U, K	1, 2, 7
2	Analyse and interpret cultural change through time and space, considering the cultural and biological evolution of societies.	An	1, 2, 7

3	Evaluate the transition from traditional to processual and post-processual archaeology, including the application of system theory and middle-range theory.	E	1, 7, 8
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4	Explore contemporary approaches in archaeology, including gender considerations, public engagement, tangible and intangible heritage management, and the integration of computer-aided techniques.	E, An	1, 7, 8
5	Develop critical thinking skills by examining the strengths and limitations of different archaeological approaches and theories	C, S	1, 6, 7, 8
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	<b>Beginning of Archaeology:</b> Development of archaeology in Europe- antiquarianism, Romanticism	4	1
	1.2	Classical archaeology, three age system, emergence of field techniques	4	1, 2
	1.3	Developmental stages of archaeology in India- Asiatic Society of Bengal,	4	1
	1.4	Alexander Cunningham, John Marshal, Mortimer Wheeler, role of Indian archaeologist	3	1
2	2.1	<b>Cultural Historical Approach:</b> Antiquarian period to Traditional Archaeology	4	1, 2
	2.2	Time and space, cultural change	4	2
	2.3	Cultural and biological evolution	4	2
	2.4	Adaptation, innovation and diffusion	3	2
3	3.1	<b>Processual and Post Processual Archaeology :</b> New archaeology, cultural ecology	4	3
	3.2	System theory approach, Lewis Binford, middle range theory	4	3
	3.3	Post Processual archaeology, Ian Hodder	3	3, 5
	3.4	Humanism, Cognitive archaeology	4	3, 5


4	4.1	<b>Recent Perceptions:</b> Gender and public archaeology	3	4
	4.2	Tangible and Intangible heritage management	4	4, 5
	4.3	Contemporary approaches	4	4
	4.4	Computer aided archaeology	4	4
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Lecture			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  Faculty member in charge of the course can make use of following methods of evaluation; Assignment, Written Test or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b>  A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	<b>Total</b>			<b>70</b>

## References

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- Renfrew, C., & Bahn, P. (2016). *Archaeology: Theories, Methods, and Practice*. Thames & Hudson.
- Binford, L. R. (1962). Archaeology as Anthropology. *American Antiquity*, 28(2), 217-225.
- Hodder, I. (1982). *Symbols in Action: Ethnoarchaeological Studies of Material Culture*. Cambridge University Press.
- Cunningham, A. (1886). *The Bhilsa Topes; or, Buddhist Monuments of Central India*. London: W.H. Allen & Co.



 <p>Est. in 1921</p>	<p align="center"><b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b></p>				
<b>Programme</b>	<b>BA (Hons) History</b>				
<b>Course Name</b>	<b>DOING ORAL HISTORY</b>				
<b>Type of Course</b>	<b>SEC</b>				
<b>Course Code</b>	<b>UC5SECHIS300</b>				
<b>Course Level</b>	<b>300-399</b>				
<b>Course Summary</b>	<p>This course is designed to equip students with a fundamental framework for comprehending oral traditions as a valuable resource for reconstructing history. Its objective is to explore the potential and limitations of oral history in reconstructing past societies. Participants will develop foundational skills for planning and implementing oral history research projects, gaining exposure to diverse interview methodologies. The curriculum involves reading and discussing theories and techniques related to oral history, with a focus on how historians employ interviews to craft interpretive historical narratives. Ultimately, the course aims to empower students with expertise in content creation, emphasizing the significance of memory as a source for historical reconstruction through various recording and analysis techniques.</p>				
<b>Semester</b>	5	<b>Credits</b>			3
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others
		3	--	--	--
<b>Prerequisites, if any</b>	Nil				

## COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Demonstrate an understanding of oral history and its practice	U	1,2, 6, 7, 8
2	Develop a working definition of oral history, and explain how oral history interviews are different from other kinds of interviews	A	1,2, 7, 10
3	Analyse oral history interviews as a source for writing history	An	1, 6
4	Plan and conduct an oral history interview	S	1, 2, 3, 4, 5, 6, 8, 10
5	Apply current oral history processing and preservation practices	A, S	1, 2, 3, 10
6	Evaluate various approaches to presenting, processing, and analysing oral life history interviews	E, A	1, 2, 6
7	Content Creation using Oral History Interviews	C, S	1, 3, 4, 5, 10
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	An Introduction to Oral History as a Distinctive Field	2	1, 2
	1.2	Scope of Oral History – Oral Evidence and Written Histories	2	1, 2, 3
	1.3	Orality as a Source of History	2	1
	1.4	Critical Developments in Oral History	3	1, 2, 3
	1.5	Key Concepts in Oral History: Orality, Narrative, Performance, Subjectivity, Memory, Mutability, Collaboration	3	1, 2, 3
	1.6	Uniqueness and Limitations of Oral Traditions	3	1, 2, 3

2	2.1	Oral History Interviews	4	4, 7
	2.2	Recording Techniques	4	4, 7
	2.3	Ways of Listening: Methods of Collection- Life Story Interviews, Family Tree Interviewing, Single Issue Testimony, Diary Interviewing, Group Interviews, Community Interviews	4	4, 7
	2.4	Legal and Ethical Considerations	3	4, 6
3	3.1	Post-Interview Procedures	3	5, 6, 7
	3.2	Transcribing	3	5, 6, 7
	3.3	Cataloguing	3	5, 6, 7
	3.4	Preservation	3	5, 6, 7
	3.5	Oral History Sample Forms	3	6
4	4.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>The course shall be delivered in the form of lectures. The students are required to submit a short oral history project by fulfilling all technical and legal criterions related to the same. Therefore, a strict understanding of the process and procedures of oral history is an essential.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p>Continuous Comprehensive Assessment (CCA): 25 Marks</p> <p>Faculty member in charge of the course can make use of following methods of evaluation; Problem based Assignment, Written Test or any other method designed by course faculty/ course coordinator</p>



	<p align="center"><b>B. End Semester Individual / Group Oral History Project</b></p> <p>(Students required to submit a short oral history project, that can be carried either as an individual or as a group activity. They can prepare a written oral history project (17 - 20 pages) or a video (8-12 minutes length) on an issue or a theme of their choice. Marks obtained for the project shall be the end semester examination mark of the student for this SEC course. Marks shall be given on the basis of the following; students participation in project (10 marks), methodological soundness (10 marks), relevance of the content (10 marks), clarity in theme (10 marks), findings (10 marks)</p>
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## References

### Module 1

Barbara W. Sommer & Mary Kay Quinlan, *The Oral History Manual*, Altamira Press, New York, 2009 (Read pp. 1-5)

Jan Vansina, *Oral Tradition as History*, The University of Wisconsin Press, London, 1985 (Read pp. 3-32, 186-92, 193-98)

Lynn Abraham, *Oral History Theory*, Routledge, London and New York, 2010 (Read pp. 18-32, 78-105, 107-29)

Paul Thompson, *Voice of the Past: Oral History*, Oxford University Press, New York, 1988 (Read pp. 25-189)

Robert Perks & Alistair Thomson, *The Oral History Reader*, Routledge, London and New York, 2003 (Read pp. 1-8)

William W. Moss, 'Oral History: An Appreciation', *The American Archivist*, Vol. 40, No. 4 October 1977, pp. 429-439

Mohan, Sanal, P (2021). *Orma = charithram, Manjadikkarikku oru aamukham and Thekkethil kudumba charithram: oravatharika in Kezhalapaxa charithravum veendeduppinte padangalum*. Pathanamthitta: Prasakthi Books, pp. 46-53, 97-110.

Mohan, Sanal, P and Madhu P (2017). *Oru gramam nooru ormakal*. Kottayam: IUCSSRE

### Module 2

Barbara W. Sommer & Mary Kay Quinlan, *The Oral History Manual*, Altamira Press, New York, 2009 (Read pp. 31-66)

Donald A. Ritchie, *Doing Oral History: A Practicum Guide*, Oxford University Press, New York, 2003 (Read pp. 84-109)

Nancy Mackay, *Curating Oral Histories: From Interview to Archive*, Left Coast Press Inc., California, 2007 (Read pp. 33-47)

Paul Thompson, *Voice of the Past: Oral History*, Oxford University Press, New York, 1988 (Read pp. 222-45)

Robert Perks & Alistair Thomson, *The Oral History Reader*, Routledge, London and New York, 2003 (Read pp. 114-25, 157-71)

### **Module 3**

Barbara W. Sommer & Mary Kay Quinlan, *The Oral History Manual*, Altamira Press, New York, 2009 (Read pp. 67-78, 83-100)

Donald A. Ritchie, *Doing Oral History: A Practicum Guide*, Oxford University Press, New York, 2003 (Read pp. 155-87)

Nancy Mackay, *Curating Oral Histories: From Interview to Archive*, Left Coast Press Inc., California, 2007 (Read pp. 49-72)

### **SUGGESTED READINGS**

Alexander Freund & Alistair Thomson (eds.), *Oral History and Photography*, Palgrave Macmillan, New York, 2011

Alissa Rae Funderburk, *Oral History Handbook*, Margaret Walker Centre, 2021  
Barbara W. Sommer & Mary Kay Quinlan, *The Oral History Manual*, Altamira Press, New York, 2009

Della Pollock, *Remembering Oral History Performance*, Palgrave Macmillan, New York, 2005

Donald A. Ritchie, *Doing Oral History: A Practicum Guide*, Oxford University Press, New York, 2003

Lynn Abraham, *Oral History Theory*, Routledge, London and New York, 2010

Nancy Mackay, *Curating Oral Histories: From Interview to Archive*, Left Coast Press Inc., California, 2007


Nicholas Mariner, *Oral History: From Fact Finding to History Shaping*, *Historia*, 59-69

Paula Hamilton & Linda Shopes (eds.), *Oral History and Public Memories*, Temple University Press, Philadelphia, 2008

Robert Perks & Alistair Thomson, *The Oral History Reader*, Routledge, London and New York, 2003.

Valerie Raleigh Yow, *Recording Oral History: A Guide for Humanities and Social Sciences*, Altamira Press, New York, 2005

William W. Moss, 'Oral History: An Appreciation', *The American Archivist*, Vol. 40, No. 4 October 1977, pp. 429-439.

 <p>Est. in 1921</p>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>				
<b>Programme</b>	<b>BA (Hons) History</b>				
<b>Course Name</b>	<b>The World of Communication</b>				
<b>Type of Course</b>	<b>SEC</b>				
<b>Course Code</b>	<b>UC5SECHIS301</b>				
<b>Course Level</b>	<b>300-399</b>				
<b>Course Summary</b>	This course aims to acquire knowledge about the basics of effective communication and process of communication. The students will get an effective communication practice.				
<b>Semester</b>	5	Credits			3
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others
		3			
<b>Pre-requisites, if any</b>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Acquire knowledge about various aspects of effective communication	U	1
2	Awareness about types of communication and nuances of nonverbal communication	C	1,6
3	Ability to use language as an effective tool in communication	C	4,6
4	Develop Communication skill through practice	A	4,6,10
<i>nember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Inter Appreciation (Ap)</i>			

## COURSE CONTENT


### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Definitions of communication	2	1
	1.2	Importance of communication	2	1
	1.3	Functions and elements of communication	4	1
	1.4	SMCR Model and 7c's of communication	6	1
	1.4	Barriers of communication	2	1
2	2.1	Different types of communication	8	2
	2.2	Characteristics and functions of Mass communication	5	2
	2.3	Language and communication	2	3
	2.4	Importance of language in writing	2	3
3	3.1	Communication in practice: Writing reports	2	4
	3.2	Business communication	4	4
	3.3	Presentation skills	3	4
	3.4	The art of interviewing	3	4
4	4.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Lecture			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 25 Marks Faculty member in charge of the course can make use of following methods of evaluation; Interview, Viva Voce or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b>  1 <sup>1/2</sup> Hour Written Examination of 50 marks (MCQ of 10 marks and Descriptive Answer Questions of 40 marks)			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Multiple Choice Questions	10 out of 12	NA	10 x 1 = 10
	Short Answer Questions	5 out of 8	50 words	5 x 3 = 15
	Short Essay Questions	3 out of 6	120 words	3 x 5 = 15
	Essay Question	1 out of 3	250 words	1 x 10 = 10
	<b>Total</b>			<b>50</b>

## References

- Tiwari Anjana. (2022). *Communication Skills in English*. Khanna Publishing.
- Lidiya Rajesh K. (2017). *Communication Skills: A Workbook*. OUP.
- Taylor Shirley and Chandra V. (2010). *Communication Skills for Business: A Practicum Approach*. Pearson India.
- Kumar Keval J. (2021). *Mass Communication in India*. Jaico Publishers.
- Hasan Seema. (2010). *Mass Communication: Principles and Concept*. CBS Publishers.
- Fiske John. (1996). *Introduction to Mass Communication Studies*. Routledge.
- Mc Quail Dennis. (2000). *Mass Communication Theory: An Introduction*. Sage.
- Vivian John. (2013). *The Media of Mass Communication*. PHI Learning.
- Narula Uma. (2014). *Handbook of Communication: Models, Perspectives and Strategies*. Atlantic Publishers.

 <p>Est. in 1921</p>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>Museology in Practice</b>					
<b>Type of Course</b>	<b>SEC</b>					
<b>Course Code</b>	<b>UC5SECHIS302</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	<p>The aim of this course is to familiarize students with the essential museum practice. The focus is on exploring Practicum aspects of different stages in Museology. Additionally, the course seeks to introduce students to the Practicum arena of museum documentation, Display and conservation</p>					
<b>Semester</b>	5	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3	--	--	--	45
<b>Pre-requisites, if any</b>	Nil					

#### **COURSE OUTCOMES (CO)**

<b>CO No.</b>	<b>Expected Course Outcome</b>	<b>Learning Domains *</b>	<b>PO No</b>
1	Understand and assess the field techniques and recording procedures in Museology	U, E	1, 2, 3
2	Distinguish various stages of museology and conceptualize the stages in museum practice	An	1, 7

3	Understand various concepts like documentation, Display and conservation	U	1, 2, 3, 7
4	Exhibit the skill set required for on-site and laboratory practices in museology and inculcate scientific temper, ethics and validation of data	E, An	1, 6, 7, 8
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	<b>Documentation:</b> Museum documentation process and Pre requisites	1	1, 2
	1.2	Preparation of registers- pre accession register, GAR,	1	1
	1.3	Preparation of Index cards, catalogues, Numbering and labelling	4	1
	1.4	Measurement, weighting and photography of museum objects.	3	1, 2
2	2.1	<b>Display/Exhibition:</b> Museum building and Layout	3	2, 3
	2.2	Gallery layout and architecture	4	2, 3
	2.3	Lighting, natural and artificial	3	3
	2.4	Labels, content preparation, furniture	3	3
	2.5	Kinds of exhibition	3	3
3	3.1	<b>Remedial Conservation:</b> Ethics of conservation	4	4
	3.2	Conservation of museum objects	5	3, 4

	3.3	Cleaning, dusting, temperature, humidity and light	3	2, 4
	3.4	Conservation of organic materials	4	3, 4
	3.5	Conservation of inorganic materials	4	4
4	4.1	Teacher Specific Content (to be valued internally)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)			
	Lecture and museum visit and study			
Assessment Types	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> Continuous Comprehensive Assessment (CCA): 25 Marks Faculty member in charge of the course can make use of following methods of evaluation; Laboratory Report, Problem-based Assignment, Written Test, Observation of practical skills or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b> 1½ Hour Written Examination of 50 marks. (MCQ of 10 marks and Descriptive Answer Questions of 40 marks)			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Multiple Choice Questions	10 out of 12	NA	10 x 1 = 10
	Short Answer Questions	5 out of 8	50 words	5 x 3 = 15
	Short Essay Questions	3 out of 6	120 words	3 x 5 = 15
	Essay Question	1 out of 3	250 words	1 x 10 = 10
	<b>Total</b>			<b>50</b>



## Reference

Catlin-Legutko, Cinnamon, and Stacy Klingler, eds. 2012. *The small museum toolkit*. Lanham, MD: AltaMira Press.

McCarthy, Conal, ed. 2015. *Museum practice*. International Handbooks of Museum Studies. London: Wiley-Blackwell.

• Merritt, Elizabeth M. 2008. *National standards and best practices for U.S. museums*. Washington, DC: American Association of Museums.

National Park Service. 1980. *Museum handbook*. Part I: Museums collections; Part II: Museum records; Part III: Museum collections use. Washington, DC: National Park Service.

Yerkovich, Sally. 2016. *A Practicum guide to museum ethics*. Lanham, MD: Rowman & Littlefield.

Alexander, Edward P., Mary Alexander, and Juilee Decker. 2017. *Museums in motion: An Introduction to the history and functions of museums*. 3d ed. Lanham, MD: Rowman & Littlefield.

Carbonell, Bettina M., ed. 2012. *Museum studies: An anthology of contexts*. 2d ed. Chichester, UK: Wiley-Blackwell.

Latham, Kiersten F., and John E. Simmons. 2014. *Foundations of museum studies: Evolving systems of knowledge*. Santa Barbara, CA: ABC-CLIO Libraries Unlimited.

Maroević, Ivo. 1998. *Introduction to museology: The European approach*. Munich: Müller-Straten.

Zubiaur Carreño, Francisco. J. 2004. *Curso de Museología*. Gijón, Spain: Ediciones Trea, S. L. A comprehensive treatment of museum history, theory, and practice from a primarily European perspective.

Bogle, Elizabeth. 2013. *Museum exhibition: Planning and design*. Lanham, MD: AltaMira Press.

Hansen, Malene Vest, Anne Folke Henningsen, and Anne Gregersen, eds. 2019. *Curatorial challenges: Interdisciplinary perspectives on contemporary curating*. New York: Routledge.

Lord, Barry, and Maria Piacente, eds. 2014. *The manual of museum exhibitions*. 2d ed. Lanham, MD: Rowman & Littlefield.

McKenna-Cress, Polly, and Janet A. Kaimien. 2013. *Creating exhibitions: Collaboration in the planning, development and design of innovative experiences*. Hoboken, NJ: Wiley.

McLean, Kathleen 1993. *Planning for people in museum exhibitions*. Washington, DC: Association of Science-Technology Centers.

Serrell, Beverly. 2015. Exhibit labels. An interpretive approach. 2d ed. Lanham, MD: Rowman & Littlefield.

### **SUGGESTED READINGS**

Coombes, Annie E., and Ruth B. Phillips, eds. 2015. Museum transformations.

International Handbooks of Museum Studies. London: Wiley-Blackwell.

Genoways, Hugh H., ed. 2006. Museum philosophy for the twenty-first century. Lanham, MD: Altamira Press.

Henning, Michelle, ed. 2015. Museum media. International Handbooks of Museum Studies. London: Wiley-Blackwell.

Hooper-Greenhill, Eilean, ed. 1999. Museum, media, message. London: Routledge.

Jung, Yuha, and Ann R. Love, eds. 2017. Systems thinking in museums: Theory and practice. Lanham, MD: Rowman & Littlefield.

Knell, Simon J., ed. 2010. Museums in the material world. London: Routledge.

Macdonald, Sharon, ed. 2013. A companion to museum studies. Chichester, UK: Blackwell Publishing.


Marstine, Janet, ed. 2005. New museum theory and practice: An introduction. Chichester, UK: John Wiley.

Vergo, Peter, ed. 1989. The New Museology. London: Reaktion Books.

Witcomb, Andrea, and Kylie Message, eds. 2015. Museum theory. International Handbooks of Museum Studies. London: Wiley-Blackwell.

## SEMESTER – 6



 <p>Est. in 1921</p>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>			
<b>Programme</b>	<b>BA (Hons) History</b>			
<b>Course Name</b>	<b>Historiography II - The Departures</b>			
<b>Type of Course</b>	<b>DSC</b>			
<b>Course Code</b>	<b>UC6DSCHIS300</b>			
<b>Course Level</b>	<b>300-399</b>			
<b>Course Summary</b>	The primary objective of this course is to familiarize students with key aspects of historical methodology, providing a comprehensive overview of noteworthy historiographical trends, both historical and contemporary. The intention is to introduce students to crucial historiographical contributions and challenges inherent in the historian's practice.			
<b>Semester</b>	6	<b>Credits</b>		4
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum
		3		1
<b>Prerequisites, if any</b>				

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Examine the role and impact of Annales school in the history writing	An	1, 2, 6
2	Assess the significance of twentieth century history writing trends	An	1, 2, 8
3	Evaluate the impact of post-modernism and feminist historiography on history writing	E	1,2, 8

4	Appreciate the recent trends in historiography	Ap	1, 2, 7
5	Assess the historiographical perspectives of various branches of Indian historiography	An	1, 2, 7, 8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
		<b>Paradigm Shift - Annales</b>		
1	1.1	The Context of Annales	2	1
	1.2	Marc Bloch and Lucien Febvre Practicum: (2 hours) i. Read excerpts from Marc Bloch's <i>Royal Touch</i> – Book 3 <i>A Critical Interpretation of the Royal Miracle</i> ii. Read excerpts from Lucien Febvre's <i>The Problem of Unbelief in the Sixteenth Century</i> – Conclusion: <i>A Century That Wanted to Believe</i>	4	1
	1.3	Fernand Braudel and Geo Structuralism – Emmanuel Le Roy Ladurie Practicum: (2 hours) i. Read excerpts from Braudel's <i>The Mediterranean</i> - Preface section ii. Read excerpts from Le Roy Ladurie's <i>The Peasants of Languedoc - A Great Agrarian Cycle</i>	4	1
	1.4	History of mentalities and emotions: Philip Aries, Jacques Le Goff, Georges Duby, Robert Mandrou, Jean Claud Schmitt Practicum: (4 hours) i. Read Le Goff's <i>Merchant Time and Church Time in Medieval Europe</i> ii. Read excerpts from Philip Aries' <i>Centuries of Childhood</i> – Part 1, Chapter 2, <i>The Discovery of Childhood</i>	7	1

		iii. Submit review after reading excerpts from Schmitt's <i>The Holy Greyhound</i> – Chapter 4 <i>The Legend and the Rite</i>		
	1.5	Cultural and Linguistic Turn in Annales	2	1
	<b>New Ways of Seeing and Inquiring</b>			
2	2.1	History from Below: E P Thompson, Christopher Hill, Rodney Hilton, Eric Hobsbawm Practicum: (2 hours) i. Read EP Thompson's <i>History from Below</i> in <i>Times Literary Supplement</i> ii. Submit a review: Eric Hobsbawm's <i>On History from Below</i> in <i>On History</i>	4	2
	2.2	Post Colonial Studies: Decoloniality - Orientalism	2	2
	2.3	Subaltern Studies Practicum: (2 hours) Read and conduct a discussion on Ranajit Guha's <i>On Some Aspects of the Historiography of Colonial India</i>	4	2
	2.4	Oral History – Social Construction of Memories	3	2, 4
	2.5	Micro History Practicum: (2 hours) Submit a review Carlo Ginzburg et al. <i>Microhistory: Two or Three Things That I Know about It.</i>	3	2, 4
	<b>Post Modern Turn</b>			
3	3.1	Post Modernism and History	2	3
	3.2	Michel Foucault and Notions of History Practicum: (1 hour) Read excerpts from Michel Foucault's <i>The Archaeology of Knowledge</i> (Introduction chapter)	3	3
	3.3	Hayden White, Ankersmith, Keith Jenkins and Pierre Nora Practicum: (2 hours)	4	3

		Read excerpts from Keith Jenkin's <i>On 'What is History'?</i> (Chapter 1 – History Today)		
	3.4	Problems and Prospects of Post Modernism in History Practicum: (1 hour) Read Sumit Sarkar's <i>Post-modernism and the Writing of History</i>	3	3
	3.5	Feminist Historiography	3	3
	3.6	Question of Truth and Objectivity in History Practicum: (2 hours) Conduct a discussion on the desirability of objectivity in history and submit a report on the same	4	3
4	<b>Indian Historiography in the Last Century</b>			
	4.1	Imperialist Historiography	3	5
	4.2	Nationalist Historiography Practicum: (4 hours) Prepare a bibliographical list of nationalist historians with a short description on their works	5	5
	4.3	Cambridge School	2	5
	4.4	Indian Marxist Historiography Practicum: (4 hours) Prepare a bibliographical list of works of the Indian Marxist historians with short description of their works)	5	5
	4.5	Dalit Historiography Practicum: (2 hours) Prepare a paper on the epistemological critique put forward by Dalit Historiography	3	5
	4.6	History and Theory	3	2, 3
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Classroom teaching supported by group discussions on assigned and specific themes of choice. Reading of the assigned book chapters in the syllabus and active participation of the students in the discussion is mandatory. Practicums are principally arranged in the form of reading excerpts from original works. Support from the course coordinator in ensuring the availability of [practicum reading materials is desirable.			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> Continuous Comprehensive Assessment (CCA): 30 Marks (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum) Faculty member in charge of the course can make use of following methods of evaluation; Literature Surveys, Practical Assignment, Written Test, Home Assignment, In-class Discussion or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b> A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	<b>Total</b>			<b>70</b>

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<div>Est. in 1921</div> 	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>History of Contemporary India</b>					
<b>Type of Course</b>	<b>DSC</b>					
<b>Course Code</b>	<b>UC6DSCHIS301</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	The course aims at creating various perspectives on the post-colonial social, economic and political situations and dynamics in the nation state. The course seeks to familiarise students with the post-colonial development paradigms, political discourses, socio-political issues and concerns and problematize the changing notions about nation.					
<b>Semester</b>	6	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Analyse the process of post-colonial nation-building	An, Ap	1, 2, 6, 7, 8, 10
2	Evaluate the responses of people towards post-colonial state	E, Ap	1, 2, 4, 6, 7, 8, 10
3	Survey the dynamics of various identities and their involvements in the society of independent India	An. Ap	1, 2, 3, 5, 6, 7, 8, 10
4	Compare and assess the economic and developmental policies of post-colonial state	An, E, C	1, 2, 3, 7, 8, 10

5	Estimate the working and impact of communalism in the various nuances of national life	E, An, C	1, 2, 6, 7, 8, 10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Imagining the Nation: Initial Years</b>			
1	1.1	Partition of People & Territory: Refugee Issue and Communal Holocaust Practicum: Mushirul Hasan's <i>Partition Narratives</i> (find in module 1 reference) and prepare a paper on partition narratives	6	1, 3, 5
	1.2	Foundation to the New Nation: Constitution in the Making – Role of BR Ambedkar (Practicum: Conduct a discussion on the Constituent Assembly Debates on the name of the nation and on the preamble of the constitution – find in module 1 reference)	6	1, 3
	1.3	Integration of People: Accession of Princely States, Question of Official Language, Linguistic Reorganization of States & Tribal Questions	4	1, 3
	1.4	Nehruvian Era: Institutionalization of Democracy- Spirit of Secularism & Scientific Temper – Institutions like <i>Sahitya Akademi</i> , National Awards	2	1, 4
	1.5	Nehruvian Era: Discourse on Socialism, Development & Planning – India as the Voice of the Third World	2	1, 4
	1.6	Disquieted Nehru: Dismissal of Communist Ministry of Kerala – War with China	1	1, 2
	<b>Disillusionment and Reimaginings on Nation</b>			
2	2.1	Withering of One-Party Domination – Emergence of National and Regional oppositions	3	2, 3
	2.2	Emergency Years and Restoration of Democracy	4	1, 2, 5
	2.3	Question of Revolution: Rise and Decline of Naxalbari Movement	2	1, 2

	2.4	Peasant and Working-Class Movements	3	4, 2
	2.5	Sub nationalist Movements: Dravidian Movement - Khalistan – North East India - Sons of Soil Movement in Maharashtra	3	1, 2, 3
3	<b>Post Colonial State and the Political Economy</b>			
	3.1	Idioms of Economic Growth: Five Year Plans and its Assessment	3	1, 4
	3.2	Attempts on Land Reforms: Zamindari Abolition and Tenancy Reforms – Ceiling on Landholding – <i>Bhoodan</i> philanthropism and Cooperatives – Assessment on land reforms	4	1, 3, 4
	3.3	Structural Changes in Economy: Nationalization of key sectors - Green Revolution – White Revolution	3	1, 4
	3.4	Towards Liberalization: Economic Policies from 1991 – (Practicum Conduct a discussion on: ‘The Changing Character of Indian State: From Welfare State to Crony Capitalism’ and submit report on the same)	10	1, 4
4	<b>Nation and Its Discontents</b>			
	4.1	Caste in Post Colonial India – Mandal Commission - Consolidation of Caste Politics: Issues of Social Justice & Identity Politics	4	1, 2, 3
	4.2	(Practicum: Conduct a discussion on the Approach of the state towards Communalism and submit report) Communalism from the fringe to the Core: From the Murder of Gandhi to the Demolition of Babri Masjid – Gujarat Riot - Communalization of Education	8	2, 3, 5
	4.3	Minorities: Religious and Gender Minorities – Women in Post Colonial India	4	2, 3, 5
	4.4	Discussion on: a) The character of Indian civil society b) Challenges to Indian Federalism	3	1, 2
5	5.1	Teacher Specific Content (to be valued internally)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)  Classroom teaching supported by group discussions on assigned and specific themes of choice. These interactive sessions shall be used to enable unlearning of prevailing misconceptions about the historical developments in the post-colonial period. Audio-visual aids like online archival sources, documentaries and presentations will be used where necessary.			
Assessment Types	MODE OF ASSESSMENT  A. Continuous Comprehensive Assessment (CCA)  Continuous Comprehensive Assessment (CCA): 30 Marks  (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)  Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Reflection papers, Home Assignment, In-class Discussion, Written Test, or any other method designed by course faculty/ course coordinator			
	B. Semester End examination  A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
Short Answer Questions	10 out of 12	50 words	10 x 2 = 20	
Short Essay Questions	6 out of 10	150 words	6 x 5 = 30	
Essay Questions	2 out of 4	300 words	2 x 10 = 20	
Total			70	

## References

### Module – 1

For Practicums: Hasan, M. (2002). *Partition Narratives* (Presidential Address at the 31st Indian History Congress, Bhopal, 28-30 December 2001). *Social Scientist*, 30(7/8), pp. 24–53



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## SUGGESTED READINGS

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<div>Est. in 1921</div> <div></div>	<div>UNION CHRISTIAN COLLEGE, ALUVA</div> <div>AUTONOMOUS</div>					
Programme	BA (Hons) History					
Course Name	Global History from South					
Type of Course	DSE					
Course Code	UC6DSEHIS300					
Course Level	300-399					
Course Summary	<p>This course is an attempt to locate the history of the Afro-Asian and South American regions collectively known as the Global South in the larger terrain of global history. Apart from a linear political narrative, the course attempts to provide a non-Eurocentric perspective of the region. The course will explore the nuances of the colonial knowledge produced by the imperial authorities and how the post-colonial thinkers of the South interpreted and critiqued that knowledge. There will be an examination on the colonial and post-colonial imperial influences exerted by the Westerners on the South.</p>					
Semester	6	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practicum	Others	
		3		1		
Pre-requisites, if any						

#### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Develop a non-Eurocentric world view on global history	A, C	1, 2, 3, 6, 7
2	Examine and evaluate the nature, extent and impact of European colonialism in the global south	K, An, E	1, 3, 4, 6, 8

3	Analyse the modalities and forms of knowledge constructed on the global south by the Westerners	U, A, An, E	1, 2, 3, 6, 8, 10
4	Discuss and critically determine the cultural and psychological impact, as well as the identity constructed by colonizers on the global South	An, E, C, I	1, 2, 3, 4, 8, 10
5	Estimate the colonial and neocolonial influences exerted by imperial and former imperial powers on the global south	U, E, C, Ap	1, 2, 4, 5, 6, 7, 8, 10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
		<b>Locating the South</b>		
1	1.1	Non-Eurocentric Social Formation: World Systems - Tributary Mode	3	1, 3
	1.2	Practicum (4 hours) Discussion on the Introduction and Conclusion chapters of Martin Bernal's <i>Black Athena vol. 1</i> on the Afroasiatic Roots of European Classical Civilization	4	1, 3
	1.3	Situating South America	3	1, 5
	1.4	Practicum (2 hours) Voyages and 'Discovery': Discussion on the selected pages (35-66) of <i>The Journal of Christopher Columbus</i>	2	2, 4
	1.5	Ethnic cleansing and Settler Colonialism in North America	2	2
	1.6	European colonialism in Americas, Africa and Asia	4	2
		<b>Colonial Experiences</b>		
2	2.1	Columbian Exchange: Disease and Crops – Institution of Church in South America	3	2, 3, 5
	2.2	Appropriation of labour in South America: Mining and Plantations – Colonial monetary extractions	4	2

	2.3	Demographic Displacement: Change in South American Population – African Slavery	4	2
	2.4	Practicum (2 hours) Discussion on Slave Experience based on the reading of: Chapter 2 & 5 of “ <i>The Interesting Narrative of the Life of Olaudah Equiano Slave Experience</i> ”	2	2, 4, 5
	2.5	Independence from Old Empires: Emergence of new states in South America	3	2
3	<b>Empire and Knowledge</b>			
	3.1	(Practicum: 8 hours) Locate the imperial possessions of various colonial powers on Map Western Imperial Drive in Asia and Africa: South Asia, South East and China – Scramble for Africa	8	2, 5
	3.2	US and European Imperial influence in Latin America	2	5
	3.3	Defining and Settling Colonies: Surveys, Census, Ethnographies and Geography	3	3, 4, 5
	3.4	Administering and Disciplining the Colonies: Bureaucracy and Judiciary, Army and Police	3	3, 4, 5
	3.5	Civilizing the Colonies: Missionaries, Education and Medicine	3	3, 4, 5
	<b>Post Colonial Reflections and Experiences</b>			
4	4.1	Anti Colonial Movements for National Liberation in Asia and Africa	3	5
	4.2	Practicum: Reading - Frantz Fanon’s <i>Wretched of the Earth</i> a) Discussion on the class character of national bourgeois (read 3 <sup>rd</sup> chapter, <i>The Pitfalls of National Consciousness</i> ) b) Discussion on the four series in chapter 5, <i>Colonial War and Mental Disorder</i> Reading – Albert Memmi’s <i>The Colonizer and the Colonized</i> a) Discussion on <i>Portrait of the Colonized</i>	12	1, 3, 4, 5

		Reading – Ashis Nandy's <i>The Intimate Enemy</i> a) Discussion on <i>The Psychology of Colonialism</i>		
	4.3	Development of South-South Cooperation: Bandung and Tricontinental Solidarity – The Idea of Decoloniality	2	1, 5
	4.4	Relation Between former empires and colonies: Congo - Vietnam – Cuba – Anti Apartheid struggle in South Africa	3	2, 5
	4.5	Practicum: (2 hours) Discussion on - National Question of Palestine	2	1, 4, 5
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Since the course is designed with a perspective anchoring on the global south, the faculty in charge and students should orient their approach accordingly. Three credits in the course shall be delivered in lecture mode. The course coordinator 's reading of colonial and postcolonial literature is desirable since it covers an element of experience. The essential readings required for each module are given separately. The effective completion of the course as intended depends on the students' active engagement in the discussions. They have to submit reports on practicums assigned in each module. The faculty in charge of the course should provide the students with the necessary discussion material and assist them in reading it. An ICT enabled classroom is desirable since the course required presentation of images, videos and locating geographical locations.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p>Continuous Comprehensive Assessment (CCA): 30 Marks (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)</p> <p>Faculty member in charge of the course can make use of following methods of evaluation; Literature Surveys, Reflection papers, In-class Discussion, Practical Assignment, Written Test, Home Assignment or any other method designed by course faculty/ course coordinator</p>

	<b>B. Semester End Examination</b>			
	A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	<b>Total</b>			<b>70</b>

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### Module – 1

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## Module 3

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#### **Module 4**

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#### **SUGGESTED READINGS**

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Amin, Samir (2009). *Global History: A View from the South*. Dakar: Pambazuka Press. Burke,

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Check the website of Tricontinental: Institute for Social Research for newsletters, dossiers and other publications through the link - <https://thetricontinental.org/>

 <p>Est. in 1921</p>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>				
<b>Programme</b>	<b>BA (Hons) History</b>				
<b>Course Name</b>	<b>Book Production and Management</b>				
<b>Type of Course</b>	<b>DSE</b>				
<b>Course Code</b>	<b>UC6DSEHIS301</b>				
<b>Course Level</b>	<b>300 - 399</b>				
<b>Course Summary</b>	<p>This course provides an in-depth exploration of the book production process. Students will learn about the various stages in bringing a book from manuscript to market, including editing, typesetting, casting, off, design, printing, binding and distribution. The course will cover key aspects of management, such as marketing and sales strategies. Additionally, students will learn about e-book formats and self publishing.</p>				
<b>Semester</b>	6	<b>Credits</b>			4
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others
		3		1	
<b>Pre-requisites, if any</b>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Explain how to design and produce a book	U	1,2
2	Create knowledge on how to calculate the production cost of a book	C	5,6
3	Develop a basic understanding on how to produce an e-book	An	10

4	Develop a skill for self publishing and indie publishing.	A	6,9,10
5	Demonstrate the major printing process.	E	1
<b><i>Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Overview of the publishing industry	2	1
	1.2	Historical development of book production	2	1
	1.3	Components of a book industry	3	1
	1.4	Production department and its function	2	1
	1.5	Practicum: Book production process	8	1
	1.6	Quality control in book production	2	1
2	2.1	Principles of Design	2	2
	2.2	Layout, casting off	4	2
	2.3	Typography	2	2
	2.4	Printing methods and techniques	4	5
	2.5	Practicum: Plate making	4	5
	2.6	Practicum: Illustration and colour separation	4	5
3	3.1	Introduction to e-book formats	3	3
	3.2	Practicum: e-book production and distribution	8	3
	3.3	Challenges and opportunities in digital publishing	3	3
	3.4	Overview of distribution channels	3	2
	3.5	Publicity and book launch events	2	2
4	4.1	Marketing and sales: Book marketing strategies	3	2
	4.2	Sales channels and promotions	3	3
	4.3	Practicum: Self-publishing and Indie publishing	6	4
	4.4	Overview of self-publishing options	3	4
	4.5	Challenges and benefits of independent publishing	2	4
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>			
	Lecture			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>			
	<p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p>Continuous Comprehensive Assessment (CCA): 30 Marks</p> <p>(Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)</p> <p>Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Written Test, Home Assignment or any other method designed by course faculty/ course coordinator</p>			
	<b>B. Semester End examination</b>			
	A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	<b>Total</b>			<b>70</b>


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	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>			
<b>Programme</b>	<b>BA (Hons) History</b>			
<b>Course Name</b>	<b>Sciences in Archaeology</b>			
<b>Type of Course</b>	<b>DSE</b>			
<b>Course Code</b>	<b>UC6DSEHIS302</b>			
<b>Course Level</b>	<b>300-399</b>			
<b>Course Summary</b>	<p>This undergraduate course provides a comprehensive exploration of the scientific methods employed in archaeology for uncovering and interpreting the material remains of past cultures. Through a combination of theoretical discussions and hands-on practical sessions, students will gain a thorough understanding of various archaeological sciences and their applications. The course is structured into four modules, each focusing on specific scientific techniques and their contributions to archaeological research.</p>			
<b>Semester</b>	6	Credits		
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical
		3		1
			Others	
				75
<b>Pre-requisites, if any</b>				

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will demonstrate an understanding of the development of archaeological sciences, including geoarchaeological norms, geophysical survey techniques, and the identification of rocks and minerals.	U	1, 2, 4, 7
2	Students will acquire proficiency in scientific analysis techniques commonly used in archaeological research, such as the analysis of archaeological ceramics, thin section petrography, XRD, XRF analysis, and scanning electron microscopy.	K	1, 2, 4

3	Students will explore the applications of paleontology, zooarchaeology, and archaeobotany in archaeological studies, including their basic principles and methodologies.	R	1, 2, 4
4	Students will develop a comprehensive understanding of physical anthropology, encompassing basic principles, human osteology, the identification of human bones, and the application of archaeological chemistry.	An	1, 2, 6, 7
5	Students will develop critical analysis and interpretation skills necessary for conducting palaeodietary and paleoenvironmental studies, including the interpretation of trace elements, residue analyses, and stable isotopes.	An	1, 4, 6, 8
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Development of archaeological sciences.	4	1
	1.2	Geoarchaeology norms and terms.	4	1
	1.3	Basics of geophysical survey techniques in archaeology	4	1
	1.4	Practicum: Identification of rocks and minerals	6	1
2	2.1	Scientific Analysis of Archaeological ceramics	4	2
	2.2	Thin section Petrography	4	2
	2.3	Practicum: XRD, XRF Analysis	8	2
	2.4	Scanning Electron Microscopy	3	2
3	3.1	Paleontology and its applications in archaeology	4	2,3
	3.2	Zooarchaeology and its basic principles :	4	3
	3.3	Practicum: Application of Zooarchaeology in Archaeology	8	3



	3.4	Archaeobotany and Palynology: Principles, methods and scope in archaeology	3	3
4	4.1	Physical Anthropology basic principles	3	3,4
	4.2	Practicum: Human osteology and identification of Human bones	8	4
	4.3	Archaeological Chemistry: Principles, methods and scope in archaeology.	4	4,5
	4.4	Palaeodietary and Palaeoenvironmental studies: Trace elements, residue analyses, stable isotopes	4	5
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  <b>Lecture</b>			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)  Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Written Test, Home Assignment or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b>  A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20

	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	<b>Total</b>			<b>70</b>

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<div><p>Est. in 1921</p></div>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>Historical Perspectives on Environment</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>UC6DSEHIS303</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	The aim of this course is to familiarize students with the historical development of the dynamic academic discipline known as 'environmental history.' The focus is on exploring various perspectives within environmental historiography. Additionally, the course seeks to introduce students the processes and colonial interventions in the environment, employing contemporary concepts such as ecological imperialism and planetary consciousness. Furthermore, it aims to raise awareness among students about colonial interventions in India and their consequential impacts.					
<b>Semester</b>	6	Credits			4	<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practicum	Others	
		4				
<b>Prerequisites, if any</b>						

#### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the evolution of Environmental History as an academic discipline and distinguish various perspectives of Environmental History	U, An	2, 3, 7, 8, 10

2	Assess various engagements and impacts on environment in the imperial context and understand the concepts like Columbian Exchange and Green Imperialism	U, E	1, 2, 3, 8
3	Conceptualize the ecological impacts on various stages in history	U	1, 2, 6, 7, 8, 10
4	Analyse scientific forestry and various forest legislations	An	1, 2, 6
5	Exhibit an understanding of the historical environmental transformations experienced by the Indian subcontinent	E	1, 2, 6, 7
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Introducing Environmental History: Global, National and Regional Dimensions	3	1
	1.2	Nature, Scope, Importance and Levels of Environmental History	2	1
	1.3	Perspectives on Environment – The North South Divide – Elitist and Marginalized Notions on Environment - Ecofeminism, Feminist Environmentalism, Deep Ecology	5	1
2	2.1	Emergence of European Empires and changing notions of Nature and Environment	2	2
	2.2	Green/Ecological Imperialism – Grove - Guha Debate on Environmentalism in India	4	2
	2.3	Columbian Exchange and Biological Transformations	3	2, 3
	2.4	European Surveys and Travelling Gaze	2	2
	2.5	Hunting and Masculinity – The Tribal Question	2	2, 3
	2.6	Botanical Gardens – Plant Imperialism	3	2, 3, 4

3	3.1	Historical Roots of Environmental Degradation in India – Railways - Ship Building – Timber Trade – Commercial Plantation	4	2, 3
	3.2	Mode of Resource Use	5	3
	3.3	Conservation from Below – Native Practices of Resource Conservation	2	5
	3.4	Conservation from Above - Scientific Forestry – Aims and Objectives	5	4
	3.5	Forest Legislations – Forest Acts, 1865, 1878, 1894, 1927 & Government of India Act of 1935	4	2, 4
4	4.1	Post-Colonial Environment - Nehruvian Concept of Development – Industrialization, Dams and Mines	5	5
	4.2	Development, Displacement and Alienation	2	3, 5
	4.3	Struggles from the Margins - Chipko, Narmada Bachao Andolan, Plachimada, Muthanga and Chengara Issues	7	3, 5
5	5.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  The course shall be delivered in the lecture mode. Students need to read the book chapters and articles given in the reference section. Since Environmental History is an emerging area with greater potentials of research and farther study students should update their understanding by going through fresh perspectives on various themes on environmental history.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  Faculty member in charge of the course can make use of following methods of evaluation; Reflection papers, Home Assignment, Reflection Assignment Writing, Literature Surveys, Written Test, Group Tutorial Work or any other method designed by course faculty/ course coordinator

	<b>B. Semester End examination</b>			
	A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	<b>Total</b>			<b>70</b>

## References

### Module 1

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Donald Worster (ed.), The Ends of the Earth: Perspectives on Modern Environmental History, Cambridge University Press, Cambridge, 1988. (Read Appendix: "Doing Environmental History", pp. 289-307)

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Bina Agarwal (1992). *The Gender and Environment Debate: Lessons from India. Feminist Studies*, 18(1), 119–158. doi:10.2307/3178217

Bill Devall and George Sessions, Deep Ecology, Gibbs M. Smith, Inc., Layton, 1985. (Read Chapter 5 (Deep Ecology) & 6 (Some Sources of the Deep Ecology Perspective), pp. 70-117)

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<http://www.environmentandsociety.org/node/2711>.

J.R. McNeill and Erin Stewart Mauldin (eds), *A Companion to Global Environmental History*, Wiley-Blackwell, UK, 2012. (Read 'Global Environmental History: An Introduction', pp. xiv-xxiv)

J. Donald Hughes, *An Environmental History of the World*, Routledge, London and New York, 2001. (Read Chapter 1: Introduction: History and Ecology, pp. 1-8)

Vulli Dhanaraju, *A text Book of Environmental History of India*, Dominant Publishers & Distributors Pvt Ltd, New Delhi, 2017. (Read Chapter 2, pp. 29-62 & Chapter 15, pp. 325-40)

## **Module 2**

Alfred W. Crosby Jr., *The Columbian Exchange: Biological and Cultural Consequences of 1492*, Greenwood Pub. Co., Westport, 1972.

Richard H. Grove, *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860*, Cambridge University Press, 1996. (Read Introduction, pp. 1-15, Conclusion, 474-86)

Ramachandra Guha and Madhav Gadgil, *This Fissured Land: An Ecological History of India*, Oxford University Press, New Delhi, 1992. (Read Chapter 4: Conquest and Control, 113-145)

David Arnold, *The Tropics and the Traveling Gaze: India, Landscape and Science, 1800-1856*, University of Washington Press, Seattle and London, 2006. (Read Introduction, pp. 3-10)

Vulli Dhanaraju, *A text Book of Environmental History of India*, Dominant Publishers & Distributors Pvt Ltd, New Delhi, 2017. (Read Chapter 7, pp.165-84)

Giselle M. Byrness, *Affixing Names to Places: Colonial Surveying and the Construction of Cultural Space*, *New Zealand Studies*, Vol. 8, No. 1, March 1998, pp. 22-28.

Vinita Damodaran, *The East India Company and the Natural World*, Palgrave Macmillan, New York, 2015. (Read Chapter 1 – Botanical Explorations and the East India Company: Revisiting Plant Colonialism, pp. 16-34)

Satpal Sangwan, *Plant Colonialism (1786-1857)*, *Proceedings of the Indian History Congress*, 1983, Vol. 44, pp. 414-424

Vijaya Ramdas Mandala, *Shooting a Tiger*, Oxford University Press, New Delhi, 2019.

Joseph Sramek, *Face Him Like a Briton: Tiger Hunting, Imperialism and the British Masculinity in Colonial India, 1800-1875*, *Victorian Studies*, Vol. 48, No. 4 (Summer, 2006), pp. 659-680

Sebastian Joseph, *Cochin Forests and the British Techno-Ecological Imperialism in India*, Primus Books, New Delhi, 2016. (Read Chapter 1: Historiography and Theoretical Perspectives, pp. 7-35)



### Module 3

Ramachandra Guha and Madhav Gadgil, *This Fissured Land: An Ecological History of India*, Oxford University Press, New Delhi, 1992. (Read Chapter 1: Habitats in Human History, pp. 11 – 68; Forest and Fire, pp. 87-90; Caste and Conservation, pp. 93-110; The Profligacy of Scientific Forestry, pp. 207-214)

Irfan Habib, *Man and Environment: The Ecological History of India*, Tulika Books, New Delhi 2010 (Read Chapter 5: Ecology of the Period of Colonial Rule, pp. 111 – 152).

Sebastian Joseph, *Cochin Forests and the British Techno-Ecological Imperialism in India*, Primus Books, New Delhi, 2016. (Read Chapter 2: Colonial Forest Policy: Antecedents, pp. 36 -51)

B. Ribbentrop, *Forestry in British India*, Office of the Superintendent of Government Printing, India, 1900.

### Module 4

Madhav Gadgil and Ramachandra Guha, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*, Penguin Books India, 1995. (Read Chapter 1: Cornering the Benefits, pp. 9-33, Chapter 3: A Cauldron of Conflicts, pp. 61 – 97)

Ramachandra Guha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalayas*, Oxford University Press, Delhi, 1989. (Read Chapter 7: Chipko: Social History of an Environmental Movement, pp. 152 – 179; Chapter 3: Scientific Forestry and Social Change, pp. 35 – 61)

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M.S Sreerekha, the Chengara Land Struggle in Kerala, *Economic and Political Weekly*, Vol. 47, Issue 30, 2012

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Doing Environmental History *Reading*: Worster, Cronon (esp. <http://www.williamcronon.net>), Merchant, Steinberg, White on "Doing Environmental History

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Donald Worster, *Nature's Economy*

Gadgil, Madhav and Ramachandra Guha (2000), *The Use and Abuse of Nature*. Delhi: Oxford University Press.

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James C. Scott, *Seeing Like a State: How certain schemes to improve the human condition have failed* Gregory Cushman, *Guano and the Opening of the Pacific World*

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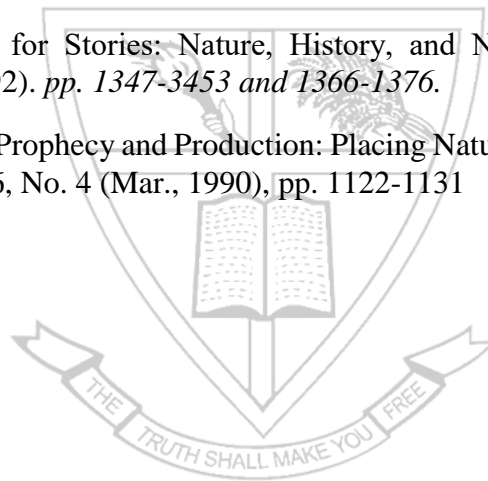
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Richard Grove, Vinita Damodaran, and Satpal Sangwan, *Nature and the Orient: The Environmental History of South and Southeast Asia*. Delhi: Oxford University Press.

William Cronon, “A Place for Stories: Nature, History, and Narrative,” *The Journal of American History* (April 1992). pp. 1347-3453 and 1366-1376.

William Cronon, “Modes of Prophecy and Production: Placing Nature in History,” *The Journal of American History*, Vol. 76, No. 4 (Mar., 1990), pp. 1122-1131



<div>Est. in 1921</div> 	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>Publishing Laws and Ethics</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>UC6DSEHIS304</b>					
<b>Course Level</b>	<b>300 - 399</b>					
<b>Course Summary</b>	This course provides a comprehensive understanding of copyright law, examining its historical development, international copyrights, defamation and plagiarism. To create awareness among students on various ethical issues involved in publishing field and provide a thorough understanding on Intellectual Property Right and patent.					
<b>Semester</b>	6	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	To develop a foundational understanding of the history of Copyright.	U	1, 2
2	To examine the rights and responsibilities of creators, users, and other stakeholders in the copyright ecosystem	E	6
3	Create a knowledge on Intellectual property Right (IPR)	C	1

4	To examine the publishing laws and publishing ethics and create ethical sense on defamation and plagiarism	C	1, 2, 6, 8, 10
5	To explore the international dimensions of copyright law	U	1,2
<b><i>Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Definition and nature of copyright	4	1
	1.2	Historical development of copyright: British copyright and Common law	4	1
	1.3	Indian Copyright Act 1957 and its amendments	4	2
	1.4	Categories of copyrightable works (literary, artistic, musical etc.)	2	2
	1.5	Royalty	1	2
2	2.1	Exclusive rights of copyright owners : Licence and Assignment of copyright	5	2
	2.2	Duration of copyright protection	2	2
	2.3	Copyright office, Copyright Board and Copyright Society	4	2
	2.4	Infringement of copyright and its exceptions	3	2
	2.5	Remedies of copyright	1	2
3	3.1	Copyright in the digital age	2	2
	3.2	International perspectives on copyright	3	5
	3.3	Anton pillar order	2	5
	3.4	Plagiarism	4	4
	3.5	Publishing ethics	3	4
	3.6	Defamation	3	4
4	4.1	Overview of Intellectual property	3	3
	4.2	Patents	2	3
	4.3	International treaties and conventions: WIPO, Rome Convention, Paris convention, TRIPS	5	3

	4.4	Other rights related to publishing	3	5
5	5.1	Teacher Specific Content (to be valued internally)		

Teaching and Learning Approach	Classroom Procedure (Mode of transaction)  Lecture			
Assessment Types	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  Faculty member in charge of the course can make use of following methods of evaluation; Written Test, Home Assignment, In-class Discussion, Oral Presentation or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b>  A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	Total			70

## References

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<div>Est. in 1921</div> 	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>Trends in Mass Communication</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>UC6DSEHIS305</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	This course provides the students an understanding about the evolution of human communication. The concepts of the communication are discussed to evaluate and to apply in Mass Media applications. The course discusses various models of Mass Communication. Students will also learn about Mass media, theories of mass media and the role of mass media in society.					
<b>Semester</b>	6	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Analyze the evolution of human Communication	An	1,2
2	Illustrate the scope, elements and different types of Communication	E	1,2
3	Analyze the theories of communication and inculcate the knowledge of Communication models.	An	3



4	Explain the history of print media	U	4,8
5	Awareness about the role of media in society	U	1,
<b><i>Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	What is communication?	2	1
	1.2	Evolution of human communication	3	1
	1.3	Types of communication	4	2
	1.4	Communication barriers and 7c's of communication	3	2
	1.5	Elements and process of communication	2	2
2	2.1	Characteristics and functions of Mass Communication	3	3
	2.2	Models of Mass Communication: Rhetoric model, Shannon & Weaver model, SMCR model	5	3
	2.3	Lasswell's model, Schramm's model	4	3
	2.4	Westley and Maclean model, Gerbner's model	4	3
3	3.1	Non-Verbal communication	3	3
	3.2	Verbal communication	3	3
	3.3	Different types of mass communication	4	2
	3.4	Modern communication technologies	5	2
4	4.1	Mass media	2	4
	4.2	Functions and theories of mass media	5	3

	4.3	Role of media in society	3	5
	4.4	Conduct discussions on: Role of Media in influencing Public Sphere	5	5
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>			
	Lecture			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  Faculty member in charge of the course can make use of following methods of evaluation; Written Test, Home Assignment, In-class Discussion or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End Examination</b>  A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	<b>Total</b>			<b>70</b>

## References

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<div>Est. in 1921</div> 	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>Human Evolution and Material Culture in Archaeology</b>					
<b>Type of Course</b>	<b>DSE</b>					
<b>Course Code</b>	<b>UC6DSEHIS306</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	This course provides a broad idea about human evolution and the development of material culture through archaeological perspectives. It traces the journey of our hominin ancestors from the earliest stone tools to complex societies, examining the ways in which material culture reflects and shapes human behaviour and social organization. Through a combination of lectures, discussions, readings, and hands-on activities, students will gain a comprehensive understanding of the key stages in human evolution and the archaeological methods used to study our past.					
<b>Semester</b>	6	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		4				60
<b>Prerequisites, if any</b>						

#### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Students will demonstrate a comprehensive understanding of the key concepts and milestones in human evolution from early hominins to Homo sapiens.	U	1, 3, 7

2	Students will develop proficiency in applying archaeological methods and techniques to analyse the material culture and behaviour of ancient hominin populations.	S	1, 4, 7
3	Students will critically evaluate the cultural and behavioural adaptations of Homo erectus, Neanderthals, and early Homo sapiens, as well as their interactions	E	2, 5, 7, 8
4	Students will analyse the impact of the Neolithic Revolution on human societies, including the development of settled communities and the transition to agriculture.	AN	1, 2
5	Students will assess the development of material culture, technological advancements, and social complexity in ancient societies, including pottery, metallurgy, architecture, and social hierarchies.	U	1, 2, 7

*\*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)*

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	<b>Introduction to Human Evolution and Archaeology:</b> Early hominins and bipedalism	3	1
	1.2	Introduction to key concepts in human evolution,	3	1
	1.3	Basics of archaeological methods and techniques	3	2
	1.4	Early hominins and bipedalism	3	1
	1.5	Australopithecines and the emergence of Homo Homo habilis and the Oldowan tool industry	3	1
2	2.1	<b>Acheulean Tradition and Homo erectus, Sapiens and Neanderthals:</b> Acheulean tools and their significance	2	2
	2.2	Homo erectus migrations and adaptations	4	3
	2.3	Fire use and control	2	2

	2.4	Neanderthal culture and behavior	4	3, 2
	2.5	Interactions between Homo sapiens and Neanderthals	3	3
3	3.1	<b>The Emergence of Homo sapiens and the Neolithic Revolution:</b> Early Homo sapiens and the Upper Paleolithic	2	4
	3.2	Symbolic behavior and art, Behavioral modernity	3	3
	3.3	Formation of complex societies	2	4
	3.4	Transition to agriculture and the Neolithic	4	4
	3.5	Development of settled communities	4	4
4	4.1	<b>Material Culture and Social Complexity:</b> Pottery, metallurgy, and other technological advancements	5	5
	4.2	Architecture and urban planning	5	5
	4.3	Social hierarchies and inequalities	5	5
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  <b>Lecture</b>
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  Faculty member in charge of the course can make use of following methods of evaluation; Written Test, Home Assignment, Group Tutorial Work or any other method designed by course faculty/ course coordinator
	<b>B. Semester End examination</b>  A 2 Hours Written Examination of 70 marks

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	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	<b>Total</b>			<b>70</b>

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 <p>Est. in 1921</p>	<p style="text-align: center;"><b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b></p>			
<b>Programme</b>	<b>BA (Hons) History</b>			
<b>Course Name</b>	<b>Harappa and Its Material Culture</b>			
<b>Type of Course</b>	<b>DSE</b>			
<b>Course Code</b>	<b>UC6DSEHIS307</b>			
<b>Course Level</b>	<b>300-399</b>			
<b>Course Summary</b>	<p>This course offers a comprehensive exploration of the Harappan Culture, one of the earliest urban civilizations in the Indian subcontinent. Through a chronological approach, students will delve into the historical, cultural, and archaeological dimensions of the Civilization, encompassing its pre-urban and urban phases, as well as its post-urban developments. This course provides students with the tools to unravel the rich archaeological tapestry of the Indus Civilization, enabling them to critically engage with the complexities of its history, culture, and legacy.</p>			
<b>Semester</b>	6	Credits		4
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical
		4		Others
<b>Pre-requisites, if any</b>				

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the first urbanization in Indian subcontinent	U	1, 2
2	Categorize Classical Harappan and Regional Chalcolithic Cultures in Greater Indus Region	K	1, 2
3	Apply material culture for the construction of Indian History during Indus Age	A	2, 3, 9
4	Analyse the features of Harappan town planning, trade, art and craft, script and burials	An	1, 2, 6, 8

5	Evaluate the Harappan and regional Chalcolithic Cultures and the factors of decline of Indus Civilization and its legacy	U	1, 2, 7
<b><i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i></b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Harappan Culture- Terminology	3	1
	1.2	History of Discovery and early studies	4	1
	1.3	Origin of the culture	4	2
	1.4	Extent and chronology.	4	1
2	2.1	Pre-Urban Harappan Phase: Bhurj Basket Marked Phase,	3	2
	2.2	Togau Phase, Kechi Beg Phase,	2	2
	2.3	Hakra Ware Phase, Amri-Nal Phase,	2	2
	2.4	Kot Dijian Phase,	3	2
	2.5	Sothi-Siswal Phase	2	2
	2.6	Damb Sadaat Phase	3	2
3	3.1	Urban Harappan Phase: Sindhi Harappan	4	3
	3.2	Kulli Harappan	4	3
	3.3	Punjabi Harappan	4	3
	3.4	Quetta Phase and Late Kot-Diji Phase	3	3
4	4.1	Indus Civilization: Factors of urbanization,	3	4
	4.2	Town Planning	3	4
	4.3	Trade and script	3	4
	4.4	Religion and Burials	2	4

	4.5	arts and craft	2	4,5
	4.6	Decline and Legacy	2	5
5	5.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  Lecture			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  Faculty member in charge of the course can make use of following methods of evaluation; Written Test, Home Assignment, , In-class Discussion or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b>  A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Answer Questions	10 out of 12	50 words	10 x 2 = 20
	Short Essay Questions	6 out of 10	150 words	6 x 5 = 30
	Essay Questions	2 out of 4	300 words	2 x 10 = 20
	<b>Total</b>			<b>70</b>

## References

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<div>Est. in 1921</div> 	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>Towards 21<sup>st</sup> Century History: GIS in Historical Research</b>					
<b>Type of Course</b>	<b>SEC</b>					
<b>Course Code</b>	<b>UC6SECHIS300</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	Historical research in the 21 <sup>st</sup> century offers immense possibilities in the use of Geographic Information Systems (GIS) in achieving a deeper understanding of historical events, landscapes, and patterns. In this course, we will explore how GIS technology can be applied to historical research, offering new perspectives and insights into an objective and precise reconstruction of the spatial dimensions of the past. The course is designed to empower the students in the application of GIS tools and methodologies to map historical data, visualise spatial relationships, and uncover hidden patterns in historical narratives. In its fuller realisation the course will enable the students in effectively integrating GIS technology into their historical research projects, enhancing their ability to explore and analyse the complexities of the past through a spatial lens. Apart from these general capacity building, the course is expected to generate fresh insights into the measured reconstruction of local and regional micro histories.					
<b>Semester</b>	6	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others	
		3				
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Introduce basic concepts and techniques involved in the use of GIS in historical research	U	2, 3, 10

2	Develop the ability to use various qualitative, quantitative and GIS methods in the study of human geography	S	1, 2
3	Investigate the potential uses of GIS technology in historical studies, providing fresh viewpoints and enhanced accuracy in recreating the spatial aspects of past	S, Ap	1, 2, 4
4	Create an understanding of the meticulousness related to GIS and geographic data collection including proficiency in data management, data and geographical analysis, as well as the presentation of geographic information	C, S	1, 2, 3, 9
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introduction to GIS in Historical Research</b>			
	1.1	Introduction to Historical Cartography	2	1
	1.2	Overview of GIS (Geographic Information Systems) - Basic concepts of GIS: Spatial Data, Layers,	4	1, 4
	1.3	Applications of GIS in Historical Research	4	1
	1.4	Introduction to key GIS Software Tools used in Historical Research	2	1
	1.5	Benefits of using GIS in Historical Research	3	1
2	<b>GIS and Case Studies in Historical Research</b>			
	2.1	Using GIS for spatial analysis of historical events, trends, and phenomena	3	2, 3
	2.2	Digitizing and Georeferencing Historical Maps and Documents	3	2, 3
	2.3	Case studies demonstrating the use of Rubber Sheeting in Historical GIS Projects	4	2, 4
	2.4	Spatial Analysis of Demographic Data, Land use Patterns, Ecological Changes	3	2, 4
	2.5	Historical Data Analysis and Narrative	2	2, 4
	<b>Advanced Applications in Historical Research</b>			



3	3.1	Geospatial Technologies and Historical Research	3	3, 4
	3.2	New Trends- Incorporating 3D Modelling, Remote Sensing, and other Geospatial Technologies in Historical Research	4	3, 4
	3.3	Collaborative Projects and Interdisciplinary Approaches in GIS	4	4
	3.4	Ethical and Methodological Considerations in using GIS for Historical Research	4	4
4	4.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>Classroom teaching supported by debates, group discussions on assigned and specific themes of choice. Students may be encouraged to divulge personal experience of gender bias they have experienced or witnessed in their life premises. Students should be encouraged to problematize such individualised life experiences and find topics for their theme for practical from it. These interactive sessions may cause to dismantle deep-rooted prevailing misconceptions about the Gender and enable to develop a democratic and egalitarian views on gender relations. Audio-visual aids like online archival sources, documentaries and presentations may be used wherever it is necessary.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b> Continuous Comprehensive Assessment (CCA): 25 Marks</p> <p>Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Computerized Adaptive Testing, Observation of Practical Skills, Laboratory Report or any other method designed by course faculty/ course coordinator</p>
	<p><b>B. Semester End examination</b></p> <p>The course is assessed through a written short project report based on the conducted field work using GIS techniques learned through the course and an oral defence of this short project report (15-20 pages). It shall be assessed out of 50 marks. Mark distribution: 10 marks for the relevance of the theme selected, 10 marks for the technical soundness of the project, 20 marks to the analysis and 10 marks to the presentation of the project report</p>

## References

### Module - 1

Olaya, Victor (2018). *Introduction to GIS*. CreateSpace Independent Publishing Platform.

Black, Jeremy. (1987). *Maps and History: Constructing Images of the Past*. Yale University Press.

Goodchild, M. F., & Janelle, D. G. (Eds.). (2010). *Spatially Integrated Social Science*. Oxford University Press.

Knowles, A. K. (2008). *Placing history: How Maps, Spatial Data, and GIS are changing Historical Scholarship*. Redlands, CA: ESRI Press.

### Module - 2

Gregory, I. N., & Healey, R. G. (Eds.). (2007). *Historical GIS: Technologies, Methodologies, and Scholarship*. Cambridge University Press.

Bodenhamer, D. J., Corrigan, J., & Harris, T. M. (Eds.). (2010). *The Spatial Humanities: GIS and the Future of Humanities Scholarship*. Indiana University Press.

### Module - 3

Bodenhamer, D. J. (Ed.). (2015). *Geographies of the American Past: Historical GIS and Spatial History*. Oxford University Press.

Hill, L. L., & Monmonier, M. (Eds.). (2019). *Imagery and Mapping in Historical Scholarship*. MIT Press.

### Suggested Readings

Lake, Robert W., and John F. Kutsko, eds. (2014). *The use of GIS in Historical Research*. Taylor & Francis

Harris, Trevor M., et al. (2010). *Digital approaches to the history of science: GIS and spatial analysis*. Springer.


Goodchild, Michael F., and Donald G. Janelle, eds. (2004). *Spatially Integrated Social Science: Examples in Best Practice*. Oxford University Press.

Cooper, David J., et al. (2012). *Mapping the Past: GIS Approaches to Ancient History*. Oxford University Press.

Bodenhamer, David J., et al. (2015). *Deep Maps and Spatial Narratives*. Indiana University Press, 2015.

Kitchin, Rob, and Chris Perkins, eds. (2020). *International Encyclopaedia of Human Geography*. Elsevier Science. (Includes articles on GIS and historical research).

Johnson, Ian N., and Hilary H. Craig, eds. (2006). *GIS and Archaeological Site Location Modeling*. CRC Press.

 <p>Est. in 1921</p>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>			
<b>Programme</b>	<b>BA (Hons) History</b>			
<b>Course Name</b>	<b>Art and Architecture as the Building Blocks of Power</b>			
<b>Type of Course</b>	<b>SEC</b>			
<b>Course Code</b>	<b>UC6SECHIS301</b>			
<b>Course Level</b>	<b>300-399</b>			
<b>Course Summary</b>	<p>This course enables the students to realise the glorious past of the Indian Civilization through its creations reflected in the architectural monuments, sculptures and paintings. This course endeavours to study works of art within the time frame of political history, also reckoning the role of religion and societal norms in the creation of the works of art. The students will get to know about the diverse cultural heritages that have gone in to the making of the great Indian civilization and its essentially syncretic and pluralistic nature</p>			
<b>Semester</b>	6	Credits		3
<b>Course Details</b>	Learning Approaches	Lectures	Tutorials	Practical
		3		
			Others	
				45
<b>Pre-requisites, if any</b>				

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Appreciation of different aspects of Indian art and architecture	U, Ap	1, 3,7
2	Analyse the political and aesthetic imaginations in art	An	1, 2, 3, 8
3	Examine the origin, development and evolution of Indo Islamic and Mughal art and architecture	C, I, Ap	1, 2, 3, 6, 8

4	Analyse the power relation manifested through art and architecture	C, I, Ap	1, 2, 3, 4, 6, 8
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Perceiving Art</b>			
1	1.1	European perception on Indian Art	4	1
	1.2	Indian Appreciation of Subcontinental Art	4	1
	1.3	Theorizing Aesthetics in Indian Art	4	2
	1.4	Discourses on Colonial and Post Colonial Architecture	3	1, 4
	<b>Pre-Colonial Art and Architecture</b>			
2	2.1	Role of art and Architecture in Legitimizing Authority (Discuss Max Weber's article on Occidental City)	2	4
	2.2	Architecture during Khalji and Tughluq:	4	3
	2.3	Tombs and Gardens - Changed character of architecture under the Lodhis.	3	3
	2.4	Mughal Architecture	4	3
	2.5	Painting during the Mughals	2	3
3	<b>Frames of Discourse during Colonialism</b>			
	3.1	Modernity and Architecture – Imagining Modernity – Symbolic Representation during Colonialism	3	1, 4

	3.2	Colonial Urban Development and Material Culture under Colonialism Case Study - Colonial Cities: Calcutta, Madras and Delhi	4	4
	3.3	Architecture and Institutional Framework during Colonial Rule: The Public Works Department and Archaeological Survey of India	3	2
	3.4	Art and Architecture in Post Colonial Imagination	3	2, 4
	3.5	Post Colonial Appreciation of Art and Architecture	2	2, 4
4	4.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>The course shall be delivered in lecture mode. The course coordinator is required to provide students with the reading materials to run the course as it envisaged. A virtual tour of the monuments selected for study is highly recommended. An active participation of students in the discussion of readings is required.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p>Continuous Comprehensive Assessment (CCA): 25 Marks</p> <p>Faculty member in charge of the course can make use of following methods of evaluation; Written Test, Reflection papers, In-class Discussion, Case Study or any other method designed by course faculty/ course coordinator</p>
	<p><b>B. Semester End examination</b></p> <p>Students will be required to submit a term paper of approximately 2500 words, complete with citations and bibliography on a theme of their choice from the course. The term paper will have a strong visual component and the interpretation of visual art objects through the disciplinary tools of art history. Student has to undergo an oral defence of this this term paper. The term paper will be assessed out of 50 marks.</p>

## References

### Module 1

Mitter, Partha (1977). *Much Maligned Monsters: A History of European Reactions to Indian Art*. Oxford: Clarendon Press, pp. 105-188.

Tartakov, G.M. (1994). *Changing views of India's Art History*. Perceptions of South Asia's Visual Past, C. Asher and G. Tartakov ed. New Delhi: Oxford & IBH, pp. 15-36.

Ray, Niharranjan, (1974). *An Approach to Indian Art*. Chandigarh: Panjab University Publication Bureau, pp. 1-32

Dhar, Parul Pandya (2011). *A History of Art History: The Indian Context* in Parul Pandya Dhar ed. *Indian Art History: Changing Perspectives*. New Delhi: D.K. Printworld and National Museum Institute, pp. 1-32.

Vatsyayan, Kapila (2011). *The Multidimensional Nature of Indian Art History* in Parul Pandya Dhar ed. *Indian Art History: Changing Perspectives*. New Delhi: D.K. Printworld and National Museum Institute, pp. 33-46.

Coomaraswamy, A.K. (2010). *The Theory of Art in Asia* in *The Transformation of Nature in Art*. Delhi: Munshiram Manoharlal, pp. 1-58.

Goswamy, B.N. with Vrinda Agrawal (2018). *Aesthetic Theory in Oxford Readings in Indian Art*. New Delhi: Oxford University Press, pp. 117-140

Guha-Thakurta, Tapati (2004). *Monuments, Objects, Histories: Institutions of Art in Colonial and Post-Colonial India*, Ranikhet: Permanent Black, pp. 3-42.

Dhar, Parul Pandya (2009). *Historiography of Indian Temple Architecture (Post-Independence Writings): Some Methodological Concern* in G. Sengupta and K. Gangopadhyay ed. *Archaeology in India: Ideas, Individuals & Institutions*, New Delhi: Munshiram Manoharlal, pp. 333-350.

### Module 2

Weber, Max. (1966). *Associational and Status Peculiarities of the Occidental City* in *The City* in Don Martindale (Ed.) [Gertrud Neuwirth (Trans.)] New York: The Free Press, pp. 80-89.

Ali, M. Athar. (1986). *Capitals of the Sultans: Delhi during the Thirteenth and Fourteenth Centuries* in R.E. Frykenberg, (Ed.), *Delhi Through the Ages*, Delhi: Oxford University Press, pp. 34-44.

Burton-Page, John (2008). *Indian Islamic Architecture: Forms and Typologies, Sites and Monuments*. Leiden: Brill.

Koch, Ebba (1990). *The Mughal Architecture*. Delhi: Archaeological Survey of India, pp. 32-131.

Koch, Ebba. (2001). *Mughal Art and Imperial Ideology*, New Delhi : Oxford University Press.

Terry, John (1955). *The Charm of Indo-Islamic Architecture: An Introduction to the Northern Phase*. London: Alec Tiranti, Ltd.

Koch, Ebba. (2005). *The Taj Mahal: Architecture, Symbolism, and Urban Significance*. Muqarnas Online, Vol. 22, No. 1, pp. 128-149.

Gruber, Christiane. (2018). *in Defence and Devotion: Affective Practices in Early Modern Turco-Persian Manuscript Painting* in Kishwar Rizvi. ed. *Affect, Emotion, and Subjectivity in*

*Early Modern Muslim Empires: New Studies in Ottoman, Safavid and Mughal Art and Culture*, Leiden: Brill, pp. 95-124.

### Module 3

King, Anthony D (1976). *Colonial Urban Development: Culture, Social Power and Environment*, Boston: Routledge & Kegan Paul, pp. 123-155.

Morris, Jan (1987). *Stones of Empire: The Buildings of the Raj*. New Delhi: Oxford University Press, pp. 13-37, 84-119.

Irving, R.G. (1981). *Indian Summer: Lutyens, Baker and Imperial Delhi*. New Haven: Yale University Press

Bourdieu, Pierre (1993). *The Field of Cultural Production: Essays on Art and Literature*, London: Polity Press, pp. 215-237.

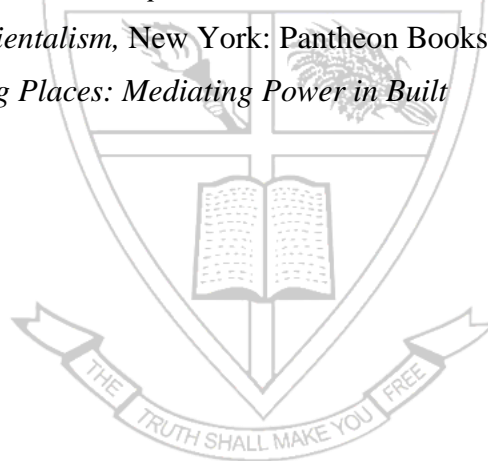
Davies, Philip H. (1985). *Splendours of the Raj: British Architecture in India, 1660-1947*. London: John Murray, pp. 23-132, 215-250.

Metcalf, Thomas R. (1989). *An Imperial Vision: Indian Architecture and Britain's Raj*. Berkeley: University of California, pp. 55-105, 141-175, 211-239.


Said, Edward W. (1993). *Culture and imperialism*, New York: Knopf.

Said, Edward W. (1978). *Orientalism*, New York: Pantheon Books.

Dovey, Kim (1999). *Framing Places: Mediating Power in Built*





<div><p>Est. in 1921</p></div>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>Human Rights in Historical Perspective</b>					
<b>Type of Course</b>	<b>VAC</b>					
<b>Course Code</b>	<b>UC6VACHIS300</b>					
<b>Course Level</b>	<b>300-399</b>					
<b>Course Summary</b>	The course aims to locate and examine the trajectory of human rights, which are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. However, there are various issues and structural violence that are denying the basic human rights to a large number of the masses. The course will provide an opportunity for the students to gain an idea of the concept and value of human rights and major issues related to the theme. This will enable them to have a sense of ensuring rights and standing with the oppressed in society.					
<b>Semester</b>	6	Credits			3	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others (Seminar)	
		3				
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Understand the concept and value of human rights	U	1, 6, 7, 8, 10
2	Examine the historical evolution of human rights	An	1, 3, 6, 7, 8, 10
3	Analyse major human rights issues in India in a global perspective	An	1, 6, 7, 8, 10
4	Evaluate the institutional violence on individuals curbing their basic fundamental rights	E, Ap	1, 5, 6, 7, 8, 10
<i>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</i>			



## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Introduction to Human Rights</b>			
1	1.1	Human Rights: Meaning and Concept	2	1
	1.2	Three Generations of Human Rights: Civil and Political Rights, Economic, Social and Cultural Rights	4	1, 2
	1.3	Approaches to Human Rights: Western and Non-Western Approaches	3	1, 2
	1.4	Discussion on: UN and Human Rights: Universal Declaration of Human Rights	2	1, 2
	1.5	Fundamental Rights and Directive Principles of State Policy in Indian Constitution	4	1, 2
	<b>Human Rights Issues in India</b>			
2	2.1	Torture - Extrajudicial Killings - Political Prisoners or Detaining	3	3, 4
	2.2	Surveillance and Censorship on Individuals and Press	2	3, 4
	2.3	Issues related with the Rights of Labour	3	3, 4
	2.4	Issues of Ethnic, Gender and Religious Minorities	3	3, 4
	2.5	Child Labour and Trafficking	2	3, 4
	2.6	Issues of Differently abled and Aged People	2	3, 4
	<b>Structural Violence</b>			
3	3.1	Caste violence in India	3	3, 4
	3.2	Violence on Indigenous/ Adivasi Community – Racism and Attack on Refugees	3	3, 4
	3.3	Domestic and Public Violence on Women	3	3, 4
	3.4	Violence on Gender Minorities	3	3, 4
	3.5	Violence on Children	3	3, 4
4	4.1	Teacher Specific Content (To be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> Classroom teaching supported by group discussions on assigned and specific themes of choice. These interactive sessions shall be used to enrich the perspectival understanding on human rights by giving space to the voices of everyone. Audio-visual aids like online archival sources, documentaries and presentations will be used where necessary.		
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> Continuous Comprehensive Assessment (CCA): 25 Marks Faculty member in charge of the course can make use of following methods of evaluation; Reflection Assignment Writing, Case Study, Home Assignment, In-class Discussion/ Group Tutorial activity, Written Test or any other method designed by course faculty/ course coordinator		
	<b>B. Semester End examination</b> 1 <sup>1/2</sup> Hour Written Examination of 50 marks		
	Question Type	Number of Questions to be answered	Answer Word Limit
	Short Answer Questions	5 out of 8	50 words
	Short Essay Questions	4 out of 7	120 words
	Essay Questions	2 out of 4	250 words
	<b>Total</b>		<b>50</b>

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[https://www.un.org/en/udhrbook/pdf/udhr\\_booklet\\_en\\_web.pdf](https://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf)

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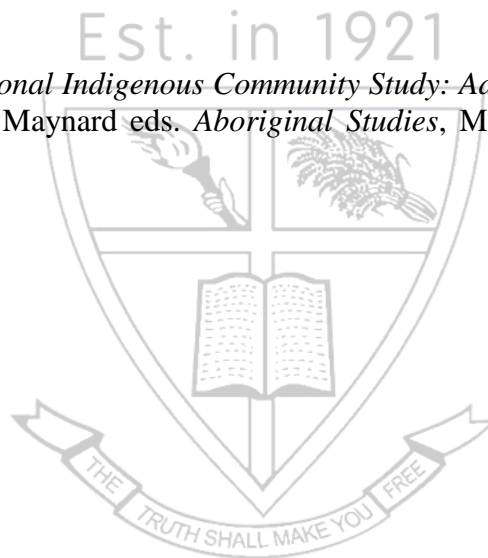
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# **SEMESTER - 7**



<div><p>Est. in 1921</p></div>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>Perspectives on State and Society in Early India</b>					
<b>Type of Course</b>	<b>DCC</b>					
<b>Course Code</b>	<b>UC7DCCHIS400</b>					
<b>Course Level</b>	<b>400-499</b>					
<b>Course Summary</b>	The course seeks to have a specific focus on the history of institutions and structures in early societies on the subcontinent. It is intended to provide the students with knowledge about what the institutions mean and how they evolved and worked in past societies. The idea is to enable the students to gain insights into the historical roots of social institutions and structures that persist in our times.					
<b>Semester</b>	7	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Seminar	
		4				60
<b>Pre-requisites, if any</b>						

#### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Demonstrate the concept of state in Indian history using the fundamental theoretical frameworks, spanning from the time of the Indus Valley Civilization to the modern period	A, An, E	1, 2
2	Evaluate the theories on Aryan Identity/origin and various aspects of the state formation in the Gangetic Valley	E, An	1, 2, 7

3	Examine how ancient Indians perceived and conceptualized their own history, exploring both indigenous perspectives and external influences	An, E, Ap	1, 2
4	Summarise the evolution of complex societies in ancient India and the socio-political ideologies and brute forces underpinned the process	E, An, U	1, 2, 7
5	Understand the ecological adaptations and mode of exchange in the process of social formation in early India	U, An	1, 2, 7, 8
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Locating State in Early India</b>			
1	1.1	Indian State and Society in Colonial Writings – Oriental Despotism – Asiatic Mode of Production	3	1
	1.2	Durkheim and Weber on Indian Society	2	3
	1.3	Theoretical Insights on Pre State and State Situations - The Formation of State	4	1
	1.4	Question of State in Harappa: Archaeological Evidences	3	1
	1.5	Question of State in Harappa: Inferences from Urbanism, Unicorn and Script - Theorizing 'Harappan State'	4	1
	<b>Scenario in Gangetic Valley</b>			
2	2.1	Aryan Debate – Creation of an Aryan Identity	4	2
	2.2	From Lineage to State: State Formation in Gangetic Valley	4	1, 2
	2.3	Dynamics in Material Settings and Social Formation between Vedic Period and Age of Buddha	4	2, 5
	2.4	Materialism in Ancient India	3	4
3	<b>Emergence of Complex Society</b>			

	3.1	Aśoka and his Dhamma	4	4
	3/2	Revisiting Mauryan State	4	1
	3.3	Ecology and Social Formation in South India	3	2, 5
	3.4	Exchange and Redistribution in Ancient India	3	5
4	<b>Thought world and Protests</b>			
	4.1	Historical Consciousness of Ancient Indian: Embedded and Externalized Traditions	3	3
	4.2	Violence in Ancient India	4	4
	4.3	Myths in Early India	4	3
	4.4	Dissent and Protests in Early India	4	4
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  The course is designed as lectures, but students are also expected to read assigned sections from the reference materials and actively participate in class discussions. This includes presenting papers and engaging in discussions on the different course themes in the syllabus.			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Reflection Assignment Writing, Seminar Presentation, Written Test, In-class Discussion or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b>  A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks



	Short Essay Questions	8 out of 12	150 words	8 x 5 = 40
	Essay Questions	3 out of 6	300 words	3 x 10 = 30
	<b>Total</b>			<b>70</b>

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#### **Module 4**

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<div>Est. in 1921</div> 	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>Issues and Debates on Pre-Colonial India</b>					
<b>Type of Course</b>	<b>DCC</b>					
<b>Course Code</b>	<b>UC7DCCHIS401</b>					
<b>Course Level</b>	<b>400-499</b>					
<b>Course Summary</b>	The objective of this paper is to analyse the different historiographical interpretations of the pre-colonial period. The paper attempts to guide students to move beyond the preconceived notions on the history of institutions and structures in the sub-continent between 10th century and 18th century. Through the study of different structures and processes that shaped the period, students will be introduced to the different strands that allow for a more integral contextualization of its evolving society and politics in the history of South Asia.					
<b>Semester</b>	7	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others (Seminar)	
		4				60
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Conceptualize the nature of polities that emerged during the pre-colonial period	U, E	1, 2,
2	Examine the process of and analyse the forces in the making of early medieval India	An, U	1, 2, 7

3	Analyse the role of economic forces in the pre-colonial polities	An, U	1, 2
4	Analyse the role of various factors in the functioning of pre-colonial polities	An, U	1, 2, 7
5	Evaluate the debates and processes related to the decline of Mughal state and transition to colonialism	E	1, 2, 7
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Making of Early Medieval in India</b>			
1	1.1	The Nature of Pre-Modern Indian State	3	1
	1.2	Feudalism Debate	4	1, 2, 3
	1.3	Political Process and Structure of Polity – Processual Model of Integrative State Formation	4	1, 2
	1.4	Nature of Urbanism	4	2, 3
	<b>State in South India: Chola and Vijayanagara Polities</b>			
2	2.1	Early Models: Centralized State - Asiatic Mode – Early State Model	3	1
	2.2	Segmentary State Model	4	1
	2.3	Feudal State Model	4	1
	2.4	Role of Temples in Medieval South India	4	2, 4
	<b>State in North India</b>			
3	3.1	Role of Slaves in Sultanate of Delhi	3	4
	3.2	Religion and Polity in Medieval India	3	4
	3.3	Potentialities of Capitalist Development and Class Struggle in Mughal India	4	3

	3.4	Conceptualizing Mughal State	5	1, 2
4	<b>Eighteenth Century in India</b>			
	4.1	Locating Eighteenth Century in Indian History	3	5
	4.2	Debate on the Decline of Mughal State	4	5
	4.3	Emergence of Regional Polities	4	1, 2
	4.4	European Powers and Commercial Capitalism	4	3
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> The course is designed in lecture mode. At the same time the students are directed to read the portions given in the reference section and should actively participate in the class room procedure. There shall be students' paper presentation and discussion on the themes in the classroom on various themes in the course.			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b> Continuous Comprehensive Assessment (CCA): 30 Marks  Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Reflection Assignment Writing, Seminar Presentation, Written Test, In-class Discussion or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b> A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Essay Questions	8 out of 12	150 words	8 x 5 = 40
	Essay Questions	3 out of 6	300 words	3 x 10 = 30
	<b>Total</b>			<b>70</b>

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### Module 2

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<div><div><div>Est. in 1921</div><div></div></div></div>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>Research Methodology in History</b>					
<b>Type of Course</b>	<b>DCC</b>					
<b>Course Code</b>	<b>UC7DCCHIS402</b>					
<b>Course Level</b>	<b>400-499</b>					
<b>Course Summary</b>	The Paper seeks to provide the students the methods of research that is the basic tools and techniques of research as distinguished from methodology that is science of the construction of knowledge. It is primarily a Practice Oriented paper directly linked to research. However, it is not altogether devoid of theory, for it requires the students to gain considerable theoretical knowledge in textual analysis and source criticism					
<b>Semester</b>	7	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others (Seminar)	
		3		1		
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Develop skills to critically analyse various historical sources, recognizing the potential biases, interpretations, and manipulations inherent in different types of historical materials	U, C, S, E	1, 2, 10
2	Comprehend the diverse methodological tools available for extracting meaningful insights from various historical sources	U, An, E	1, 2, 3, 6, 10

3	Offer insights into the ethical considerations integral to the field of historical research and develop analytical skills to recognize and evaluate instances of historical distortion in various contexts.	U, A, E, S, An	1, 2, 6, 8, 10
4	Learn scientific and ethical practices in research including citation and referencing	U, A, S	1, 2, 6, 8, 10
5	Examine the epistemological and theoretical considerations working in research	E, An, Ap	1, 2, 3, 8
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
		<b>Approaching Sources</b>		
1	1.1	Epistemology, Ontology and the Research Practice in History	3	5
	1.2	Multidisciplinary – Transdisciplinary – Interdisciplinary Researches	2	5
	1.3	Theory Testing and Theory Building Approaches	2	5
	1.4	Historical Sources- Primary, Secondary and Tertiary (Practicum: Prepare and present a paper on a theme associated with Historical Sources. Word limit of the paper shall be 1000-1200)	4	1
	1.5	Non-Conventional Evidences: Oral Testimonies Approaching Visual Materials- Photographs- Feature Films, Advertisements and Cartoons	4	1
	1.6	Online Resources and Repositories (Practicum: Familiarise with various online resources and repositories facilitating historical research)	4	1
		<b>Reading Text</b>		

2	2.1	Source Criticism and Analysis: Heuristics and Hermeneutics	3	1, 2
	2.2	Textual Analysis- Structural and Post Structural methods	3	1, 2
	2.3	Representative Nature of Evidences	2	1, 2
	2.4	Oral History and Oral Tradition - Oral Textual Analysis- Oral History Interview methods - Life Stories and Historical Analysis	3	1, 2
	2.5	Reading Visual Sources - Collective Biography	2	1, 2
	2.6	Databases - Indexing and Citation Databases - Research Metrics (Practicum: Familiarise with various research databases and research metrics calculation)	4	1, 2
3	<b>Nature of Historical Research and Ethics</b>			
	3.1	Research Design – Formulation of Research Problem – Literature Review (Practicum: Prepare five book reviews. Each review shall be a word limit of 500 to 650 for each review. )	6	2
	3.2	Causation and Generalisation	2	5
	3.3	Historical Objectivity and Subjectivity (Practicum: Prepare and present a paper on the Question of Objectivity in Historical research. There shall be a word limit of 1000 words.)	6	5
	3.4	Hypothesis - Use of Theory in Historical research	2	5
	3.5	Distortion of History	2	3
	3.6	Ethics in Historical Research - Types of Plagiarism – Publication Misconduct – Open Access Publishing	3	3
4	<b>Referencing and Application of Technology in Research</b>			
	4.1	Stylistic Conventions - Referencing Methods - Foot Notes -End Notes – Bibliography	6	4

		(Practicum: Classroom and personal exercise of various referencing methods)		
	4.2	Glossary- Indexing- Illustrations-Use of Maps, Tables, Charts and Images	3	4
	4.3	Digital History- Use of Internet- Digital Archives and Libraries	3	4
	4.4	Oral history archives- Online Oral History	3	2
	4.5	GIS-Spatial Technologies and Digital Mapping	3	2
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>By the end of the course students should have a precise sense of the practices in historical research. Though the course designed in lecture mode, the participation of students through seminars and tutorials are essential. Book reviews shall be an unavoidable part and students have to participate in it actively. Students are requested to visit the research ethics and publication policies and guidelines published in the websites of publishers like Sage, Springer, Taylor &amp; Francis, Palgrave, CUP, OUP etc...</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p>Continuous Comprehensive Assessment (CCA): 30 Marks</p> <p>(Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)</p> <p>Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Reflection Assignment Writing, Seminar Presentation, Written Test, In-class Discussion or any other method designed by course faculty/ course coordinator</p> <p><b>B. Semester End examination</b></p> <p>A 2 Hour Written Examination of 70 marks</p>



	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Essay Questions	8 out of 12	150 words	8 x 5 = 40
	Essay Questions	3 out of 6	300 words	3 x 10 = 30
	<b>Total</b>			<b>70</b>

## References

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### Module 3

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### Module 4

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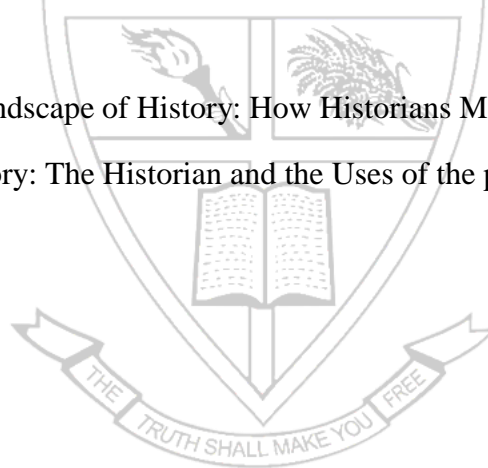
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<div>Est. in 1921</div> 	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>Pre-Colonial Indian Economy c. CE 1000-1800</b>					
<b>Type of Course</b>	<b>DCE</b>					
<b>Course Code</b>	<b>UC7DCEHIS400</b>					
<b>Course Level</b>	<b>400-499</b>					
<b>Course Summary</b>	The course seeks to have a specific focus on the major economic processes of the pre-colonial Indian subcontinent and the particular economic institutions and structures that emerged during the period. The focus is on the nexus of agriculture and craft production, its appropriation, and exchange. It involves the study of urbanisation, monetization, and the emergence of new groups in the economy, and the modes of resource extraction and production relations that emerged out of economic activities constituted the material base of pre-colonial polities.					
<b>Semester</b>	7	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Others (Seminar)	
		4				60
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Analyse the nature and characteristics of the Chola economy, with a special focus on agrarian relations and the taxation system	K, U, An, E	1, 2
2	Evaluate the basic characteristics of the Delhi Sultanate, with special reference to its economy and taxation system	K, U, An, E	1, 2

	by analysing the extent of agriculture, agrarian technologies, urbanism, and the monetization of the economy		
3	Reconstruct the Mughal economic system by examining manifold economic institutions and the peculiar agrarian relations that characterised this historical period	K, U, An, E	1, 2
4	Evaluate the Vijayanagara economy and its key characteristics, specifically focusing on tenorial relations and land assessments	K, U, An, E	1, 2
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Chola Economy</b>			
1	1.1	Extent of Agriculture: The Agrarian Expansion in the river banks – Agrarian Technology	3	1
	1.2	Agrarian Relations in Chola Kingdom: Land Tenure	2	1
	1.3	Chola Taxation: From Land and other extractions	3	1
	1.4	Monetization, Craft Production and Trade in South India	4	1
	1.5	Role of Mercantile Corporations and Temple in Economy	3	1
	<b>Economy under the Sultanate of Delhi</b>			
2	2.1	Extent of agriculture – Agrarian Technology	3	2
	2.2	Agrarian Relations – Land Classification and Assignments - Revenue Assessment and Extraction	3	2
	2.3	Agricultural and Non Agricultural Production	3	2
	2.4	Merchants, Commerce and Trade Routes	3	2
	2.5	Urbanism and Monetization of economy	3	2

3	<b>Mughal Economy</b>			
	3.1	Extent of Agriculture –Agrarian Technology	3	3
	3.2	Evolution of land revenue assessment and collection mechanism – Dynamics in Mansabdari System	4	3
	3.3	Agrarian Relations – Crisis in Agrarian Relations: Jagirdari Crisis	3	3
	3.4	Agricultural and Non Agraricultural Production	2	3
	3.5	Trade, Traders and Trade routes – Monetization: Credit and Exchange	3	3
4	<b>Vijayanagara Economy</b>			
	4.1	Agrarain Expansion and Agrarian Technology	3	4
	4.2	Land Classification and Tenurial Relations	3	4
	4.3	Revenue Assessment – Institutions of Dasavanda and Ayyagar	3	4
	4.4	Economic Role of the Nayankara System	3	4
	4.5	Monetization, Commerce and Urban Centers	3	4
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  The course is designed in lecture mode with reading assignments. During the course, students are expected to write and present reports and participate in class discussions. This exercise is to ensure that students learn to comprehend the reading material and are able to develop their oral presentations and writing skills
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks

	Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Reflection Assignment Writing, Seminar Presentation, Written Test, In-class Discussion or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b>			
	A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Essay Questions	8 out of 12	150 words	8 x 5 = 40
	Essay Questions	3 out of 6	300 words	3 x 10 = 30
	<b>Total</b>			<b>70</b>

## References

### Module 1

Champakalakshmi, R. (1995). *State and Economy: South India, c. A.D. 400-1300* in Romila Thapar (ed.), *Recent Perspectives of Early Medieval India*. Delhi: Popular Prakashan in association with Book Review Trust, pp. 275-317.

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## Module 2

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#### **Module 4**

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#### **SUGGESTED READINGS**

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<div><div><div>Est. in 1921</div><div></div></div></div>	<div>UNION CHRISTIAN COLLEGE, ALUVA</div> <div>AUTONOMOUS</div>					
Programme	BA (Hons) History					
Course Name	Making of a Colony: Indian Experience					
Type of Course	DCE					
Course Code	UC7DCEHIS401					
Course Level	400-499					
Course Summary	The paper seeks to stress the study of colonialism as a process. As the title implies, the purpose of the course is to discuss themes related to the historical process of making India a colony of Britain. This necessitates deeper access to history by means of recent studies. The readings have to be augmented and supplemented by learned articles from time to time.					
Semester	7	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others (Seminar)	
		4				
Pre-requisites, if any						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Analyse the English East India Company's political conflicts in India for political authority and evaluate the making of the British Paramountcy in India	U, E	1, 2, 7
2	Understand the various perceptions held by the British about Indian society	U, An	1, 7
3	Examine the creation and defining of identities in India	A	1, 2, 6, 7

4	Summarise the processes of the making of colonial economy in India	E	1, 6, 7
5	Critically analyse the development, impact, and implications of colonial knowledge systems on science, technology, medicine, finance, etc.	An	1, 2, 7, 8
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Colonialism in Action</b>			
1	1.1	Company's Political Conflicts and Ascendancy to power	4	1
	1.2	Orientalist and Utilitarian Perception on Indian Society and History	4	1, 2
	1.3	Colonial Legislations and Law Codes	3	1, 3
	1.4	Education, English and Vernaculars	4	1, 3
	<b>Making of Colonial World</b>			
2	2.1	Making of Sepoy Army	3	1, 3
	2.2	Princely States and British Paramountcy	3	1, 3
	2.3	Creation and Defining of Identities in India – Modalities: Surveys and Travels, Census, Museums, Clothes	3	3, 5
	2.4	New Society - New Classes	3	1, 3
	2.5	Colonial Architecture and Urban Spaces	3	3, 5
	<b>Colonial Economy</b>			
3	3.1	Transition to Colonial Economy	4	4
	3.2	Land Revenue Settlements	3	4
	3.3	Commercialization of Agriculture - Plantations	3	4

	3.4	Weavers, Pastoralists and Tribes in Colonial Economy	4	4
	3.5	Rural Indebtedness - Famine	3	4
	<b>Colonial Techno-Capitalism</b>			
4	4.1	Industry, Trade and Finance	4	4
	4.2	Colonialism and Labour	3	4
	4.3	Colonial Science and Medicine	3	5
	4.4	Technology under Colonialism - Railway	3	5
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  The course is envisaged in the form of lectures. Students will be asked to make short presentations on the themes and topics of the course to develop their persuasive and analytical abilities. Reading of the specified readings listed in reference section is mandatory.			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Reflection Assignment Writing, Seminar Presentation, Written Test, In-class Discussion or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b>  A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Essay Questions	8 out of 10	150 words	8 x 5 = 40
	Essay Questions	3 out of 6	300 words	3 x 10 = 30
	<b>Total</b>			<b>70</b>

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<div>Est. in 1921</div> 	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>					
<b>Programme</b>	<b>BA (Hons) History</b>					
<b>Course Name</b>	<b>Reflections on Gender in Indian History</b>					
<b>Type of Course</b>	<b>DCE</b>					
<b>Course Code</b>	<b>UC7DCEHIS402</b>					
<b>Course Level</b>	<b>400-499</b>					
<b>Course Summary</b>	This course intends to study Indian history by placing gender as the central analytical category of analysis. The course will be conducted in the form of seminars. The course aims at equipping students to have a reflective understanding of how gender was conceived and represented in various historical periods in India. The student will be able to place the complex operations of gender in reproducing social and cultural life, family, and other gender intimacies and the power structure of societies.					
<b>Semester</b>	7	Credits			4	Total Hours
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	Seminar	
		4				
<b>Pre-requisites, if any</b>						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Develop the skills to critically analyse and articulate the foundational principles, theoretical frameworks, and historical implications of gender studies, feminist perspectives, and patriarchal structures	C, An, E	1, 2, 6, 7, 8
2	Assess the historical dynamics shaping women's experiences and contributions across various aspects of	U, An, E	1, 2, 6, 7, 8

	life including religion, family, marriage, property and work in early India		
3	Critically evaluate the status of women and gender relations in the medieval Indian context	U, E	1, 2, 6, 7, 8
4	Examine the dynamics of gender relations, societal expectations, and the impact of anti-colonial movements and partition on women's roles	E, An	1, 2, 6, 7, 8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Locating Gender</b>			
1	1.1	Seeing History through Gender Lense	5	1
	1.2	Feminism	5	1
	1.3	Analysing Patriarchy	5	1
	<b>Gender and Women in Early India</b>			
2	2.1	Women in Religion	5	2
	2.2	Women, Family and Marriage	5	2
	2.3	Women, Property and Work	5	2
	<b>Gender Relations during Medieval Times</b>			
3	3.1	Women in the Heram and Court	5	3
	3.2	Dissent, Resistance and Protest in Bhakti Tradition	5	3
	3.3	Family, Love and Property	5	3
	<b>Gender in Modern India</b>			
4	4.1	Colonial Reforms and Women	5	4
	4.2	Gender and Anti-Colonial Struggle	5	4

	4.3	Women and Partition	5	4
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  This is a readings-based course with students expected to read and discuss the suggested reading list during every class. They will be asked to make short presentations in every class in order to develop their persuasive and analytical abilities. More readings may be suggested keeping each student's specific research interest in mind as and when they write their research papers. Course coordinator should make necessary arrangements to ensure the availability of reading materials for every student.			
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Reflection Assignment Writing, Seminar Presentation, Written Test, In-class Discussion or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b>  A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Essay Questions	8 out of 12	150 words	8 x 5 = 40
	Essay Questions	3 out of 6	300 words	3 x 10 = 30
	<b>Total</b>			<b>70</b>

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## SEMESTER 2 8





<div><div><div>Est. in 1921</div><div></div></div></div>	<div>UNION CHRISTIAN COLLEGE, ALUVA</div> <div>AUTONOMOUS</div>					
Programme	BA (Hons) History					
Course Name	History and Social Theory					
Type of Course	DCC					
Course Code	UC8DCCHIS400					
Course Level	400-499					
Course Summary	The purport of this course is to empower the students for a Reflective thinking on the processes of history that make one capacitated to transcend beyond the borders of normal problematisation in historical research. Conceived from the stand point that without the knowledge of social theory, critical analytical explanation of historical events and processes cannot be attempted on a higher plane for the production of perspectives that sound meaningful for any given society at a given point of time, this course is indispensable for a student doing higher level course in history.					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others (Seminar)	
		3		1		75
Pre-requisites, if any						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Create a theoretical perspectives and intellectual disposition in order to problematize historical events and structure	C, S, Ap	1, 2, 3, 6, 8, 10
2	Develop cognitive and interpretative skills of the student	C, S, Ap	1, 2, 3, 4, 6, 7, 8, 10

3	Critical analysis of social problems and research questions	An, S, Ap	1, 2, 3, 6, 7, 8, 10
4	Develop higher academic sensibility, imaginative skills and attain high levels of interdisciplinarity	C, S,	1, 2, 3, 5, 6, 7, 8, 10
5	Evaluate the methodological and epistemological foundations of knowledge systems	E, An	1, 2, 3, 6, 7, 8, 10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	<b>Introducing Theory</b>			
	1.1	What is Theory? – Enlightenment, Modernity, Scientific Thinking and Social Theory	3	1, 2
	1.2	Scope of Social Theory in History- Varieties of Social Theory	2	1, 2, 5
	1.3	Idealism - Hegel's Dialectics – Teleology (Practicum: Read and discuss the Introduction part of Hegel's <i>Lectures on the Philosophy of History</i> )	4	1, 2, 5
	1.4	Marxist Social Theory: Historical Materialism (Practicum: Read and discuss the Introduction and Part I and II in the Volume 1 Critique of Modern German Philosophy in <i>The German Ideology</i> )	4	1, 2, 3, 5
	1.5	Sociological Materialism: Emile Durkheim - Max Weber and idea of Verstehen	4	1, 2, 3, 4, 5
2	<b>Neo Marxian Theories</b>			
	2.1	Cultural Hegemony and Antonio Gramsci	4	1, 2, 3, 5
	2.2	Reification, False Consciousness and Georg Lukacs	2	1, 2, 3, 5
	2.3	Critical theory: Frankfurt School and Thinkers Practicum: Discuss Walter Benjamin's <i>Theses on the Philosophy of History</i>	5	1, 2, 3, 5

	2.4	Jurgen Habermas and the theories on Public Sphere and Communicative Action (Practicum: Read and discuss the <i>Introduction: Preliminary demarcation of a Type of Bourgeois Public Sphere</i> in <i>The Structural Transformation of the Public Sphere</i> )	4	1, 2, 3, 5
	2.5	Structural Marxism and Louis Althusser	3	1, 2, 3, 5
	2.6	Henri Lefebvre and the Production of Space	3	
3	<b>Post Modernism and Post Structuralism</b>			
	3.1	Structuralism - Post Modernism and Post Structuralism - End of metanarratives	5	1, 2, 4, 5
	3.2	Michel Foucault and Discourse Analysis – Concept of History (Practicum: prepare and submit a review on any of Michel Foucault's work. Limit the review between 750 - 1000 words)	4	1, 2, 3, 4, 5
	3.3	Post Modern and Post Structural Feminism and Queer Theory	3	1, 2, 3, 4, 5
	3.4	Edward Said and Orientalism (Practicum: Read and discuss the Introduction part of <i>Orientalism</i> )	4	1, 2, 3, 4, 5
	3.5	Bourdieu and Reflexive Sociology	3	1, 2, 3, 4, 5
4	<b>Questioning the Epistemological Foundations</b>			
	4.1	Thoams Kuhn and Theories on Scientific Revolution - Paradigm Shift	3	1, 2, 5
	4.2	Theories on Risk Society: Giddens and Ulrich Beck - Reflexive Modernisation (Practicum: Read and discuss Chapter 1, Chapter 3 and Chapter 5 in <i>Risk Society: Towards a New Modernity</i> )	5	1, 2, 3, 4, 5
	4.3	Giorgio Agamben and Homo Sacer	3	1, 2, 3, 4, 5
	4.4	Debates on Experience and theory: Gopal Guru and Sunder Sarukkai.	3	1, 2, 3, 4, 5

	4.5	Social Theory from Global South: Decoloniality – Post Colonialism	4	1, 2, 3, 4, 5
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>			
	The course is designed in the form of lecture. The participants have to go through the readings and should try to problematize the world around them in the light of the course. The classroom transaction should be Reflective from both sides.			
	<b>MODE OF ASSESSMENT</b>			
	<b>A. Continuous Comprehensive Assessment (CCA)</b> Continuous Comprehensive Assessment (CCA): 30 Marks (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum) Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Reflection Assignment Writing, Seminar Presentation, Written Test, In-class Discussion or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b> A 2 Hour Written Examination of 70 marks			
<b>Assessment Types</b>		Question Type	Number of Questions to be answered	Answer Word Limit
		Short Essay Questions	8 out of 12	150 words
		Essay Questions	3 out of 6	300 words
		<b>Total</b>		<b>70</b>

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## **Module 2**

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### Module 3

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#### **Module 4**

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 <p>Est. in 1921</p>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>				
<b>Programme</b>	<b>BA (Hons) History</b>				
<b>Course Name</b>	<b>Themes in the Study of Modern Indian History</b>				
<b>Type of Course</b>	<b>DCC</b>				
<b>Course Code</b>	<b>UC8DCCHIS401</b>				
<b>Course Level</b>	<b>400-499</b>				
<b>Course Summary</b>	This course is intended to familiarise the students with the process of making of modern Indian nation. It covers selected themes in the history of the subcontinent from establishment of colonial control to the independence of India. The course aims to provide an understanding regarding the nature of colonial rule, Indian response to the colonial policies, national movement and its intricacies.				
<b>Semester</b>	8	<b>Credits</b>			<b>Total Hours</b>
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical	
		3		1	75
<b>Pre-requisites, if any</b>					

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Acquire analytical skills to critically assess the historical events, causes, and consequences of the Revolt of 1857	U, An, E	1, 2, 6
2	Critically evaluate and assess the theoretical foundations, historical developments, and diverse expressions of nationalism in India	E, U	1, 2, 7
3	Understand and evaluate the impacts of social reform movements, religious revivalism, and changing gender roles during the modern period	U, E	1, 2, 7, 8



4	Critically analyse the historical accounts, narratives, and the varied impacts of partition on different segments of society such as women and Dalits in India	An, U	1, 2, 7, 8
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Revolt of 1857</b>			
1	1.1	Pre 1857 Revolts: Regions and Nature of Uprising	3	1
	1.2	Role of Sepoys in the 1857 Revolt	3	1
	1.3	Role of Rumours and Intelligentsia in 1857 Revolt	3	1
	1.4	Fictional and Artistic Representations of the Revolt	3	1
	1.5	Perspectives on 1857 Revolt (Practicum: Prepare and present a paper on various perspectives on the revolt of 1857. The word limit shall be 1000-1200, exclusive of bibliography)	6	1
	<b>Locating Nationalism</b>			
2	2.1	Conceptualizing Nationalism: Ernest Gellner, Benedict Anderson and Eric Hobsbawm (Practicum: Prepare and present a paper on the feasibility and problems in employing any of the above given theoretician's framework in conceptualizing Indian nationalism. The word limit shall be 750-1000, exclusive of bibliography)	6	2
	2.2	Imperialist Interpretation of Indian Nationalism - Cambridge School	2	2
	2.3	Tracing Economic Nationalism (Practicum: Prepare and present a paper on the growth of economic nationalism in the subcontinent. The word limit shall be 1000-1200, exclusive of bibliography)	6	2

	2.4	Fundamentalist interpretations of Nation	3	2
	2.5	Alternative Perspectives: Tagore - G Aloysius – Partha Chatterjee - Ranajith Guha	4	2
3	<b>Social Reform, Revivalism and Creation of Identities</b>			
	3.1	Reading the 'Reformer' (Practicum: Prepare and present a paper on deconstructing the 'image of reformer'. The word limit shall be 1000-1200, exclusive of bibliography)	6	3
	3.2	Indian Reformers agony on and addressing of Gender Question	4	3
	3.3	Creation of Gender and Religious Identities	4	3
	3.4	Creation of Symbols: Bharatmata and Gaumata	4	3
4	<b>Partition</b>			
	4.1	Narratives on Partition	4	4
	4.2	Violence during Partition	4	4
	4.3	Partition and Women (Practicum: Prepare and present a paper locating the agency of gender in the partition of India. The word limit shall be 1000-1200, exclusive of bibliography)	6	4
	4.4	Partition and Dalit	4	4
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b> The course shall be conducted in the form of lectures. The students are directed to read the articles and book portions given in the reference section. They need to prepare and present paper on a theme of their own choice from the course and shall engage in discussion following the presentation of paper.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b> <b>A. Continuous Comprehensive Assessment (CCA)</b> Continuous Comprehensive Assessment (CCA): 30 Marks

	(Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)			
	Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Reflection Assignment Writing, Seminar Presentation, Written Test, In-class Discussion or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b>			
	A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Essay Questions	8 out of 12	150 words	8 x 5 = 40
	Essay Questions	3 out of 6	300 words	3 x 10 = 30
	<b>Total</b>			<b>70</b>

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#### **Module 4**

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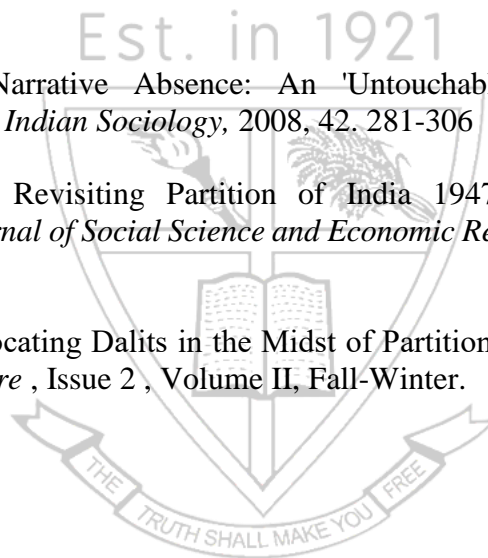
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 <p>Est. in 1921</p>	<b>UNION CHRISTIAN COLLEGE, ALUVA AUTONOMOUS</b>			
<b>Programme</b>	<b>BA (Hons) History</b>			
<b>Course Name</b>	<b>Social Institutions and Structures of Early India</b>			
<b>Type of Course</b>	<b>DCE</b>			
<b>Course Code</b>	<b>UC8DCEHIS400</b>			
<b>Course Level</b>	<b>400-499</b>			
<b>Course Summary</b>	This course will provide a detailed study and analysis of important aspects of the history of the subcontinent during early India. Themes discussed in the course cover the significant social, economic, political, religious and cultural processes that shaped the society of subcontinent.			
<b>Semester</b>	8	<b>Credits</b>		4
<b>Course Details</b>	Learning Approach	Lecture	Tutorial	Practical
		3		1
<b>Pre-requisites, if any</b>				

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Conceptualize the process of social formation by analysing multiple facets of the process	C	1, 6
2	Evaluate various historiographical positions on the social formation and dynamics in the economy	E	1, 3
3	Analyse how an image of alien and sense of otherness created in the society of early India	An	1, 2, 6, 8, 10



4	Attain the capacity to read and prise out the internal meaning from myths and traditions and learn how to approach archaeology from the perspective of history	S, A	1, 2, 6, 10
5	Examine the development and transitions in cults, faith traditions and practices in early Indian society	An	1, 8, 10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Practices and Traditions</b>			
1	1.1	Institution of Slavery and Making of Sudras	4	1, 2
	1.2	Social Implications of Heterodox Tradition	4	1
	1.3	Reading History from the Epics (Practicum: Prepare and present a paper on the historical reconstruction based on the embedded traditions in epic traditions. The word limit shall be 1000-1200, exclusive of bibliography)	8	4
	1.4	Historian and Archaeology of Early India	3	4
	<b>Locating the 'Other'</b>			
2	2.1	Women as Renouncer and in Bhakthi - Tantric Cults	4	1, 3, 5
	2.2	Women lifeworld as Widow and Ganika	4	1, 3
	2.3	Perceiving Forest and Forest Dwellers in Early India	4	1, 3
	2.4	Image of Foreigner in Literary Sources (Practicum: Prepare and present a paper problematizing the image of foreigners in various genres of Indian literature. The word limit shall be 800-1000, exclusive of bibliography)	6	1, 3
3	<b>Society and Political Economy in Transition</b>			

	3.1	Trade and Craft in Post Mauryan Period	4	2
	3.2	Money and Usury in Early Mediaeval Times	3	2
	3.3	Urban Process in Subcontinent	4	1, 2
	3.4	Changing Nature in Land Relations (Practicum: Prepare and present a paper problematizing the concept of Indian feudalism. The word limit shall be 1200-1400, exclusive of bibliography)	8	1, 2
4	<b>State and Society towards Early Medieval Times</b>			
	4.1	Beyond Stereotypes of Dark Age and Golden Age	4	2
	4.2	Post Mauryan State Formations (Practicum: Prepare and present a paper on the process of post Mauryan political formations. The word limit shall be 1200-1400, exclusive of bibliography)	8	1, 2
	4.3	Bhakti and Tantric Cults	3	4, 5
	4.4	Crystallization of Jati Hierarchy	4	1, 2
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<b>Classroom Procedure (Mode of transaction)</b>  The course is designed a lecture course. There will be discussions, presentations by students so that they develop a conceptual understanding of the history of the period.
<b>Assessment Types</b>	<b>MODE OF ASSESSMENT</b>  <b>A. Continuous Comprehensive Assessment (CCA)</b>  Continuous Comprehensive Assessment (CCA): 30 Marks  (Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)  Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Reflection Assignment Writing, Seminar

Presentation, Written Test, In-class Discussion or any other method designed by course faculty/ course coordinator				
<b>B. Semester End examination</b>				
A 2 Hour Written Examination of 70 marks				
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Essay Questions	8 out of 12	150 words	8 x 5 = 40
	Essay Questions	3 out of 6	300 words	3 x 10 = 30
	<b>Total</b>			<b>70</b>

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<div><div><div>Est. in 1921</div><div></div></div></div>	<div>UNION CHRISTIAN COLLEGE, ALUVA</div> <div>AUTONOMOUS</div>					
Programme	BA (Hons) History					
Course Name	Understanding Caste in India					
Type of Course	DCE					
Course Code	UC8DCEHIS401					
Course Level	400-499					
Course Summary	<p>This course is designed to provide a critical understanding on the ways in which the caste has been perceived by various scholars and the role of caste in the shaping of South Asian society and history. The system of caste as structuring process of socio-economic and cultural relations that made possible the institutionalization of divisions and stratification on unequal and exploitative structures and social positions. One module is dedicated to the colonial and post-colonial construction of tribe identity and the nature of relationship between state and indigenous people. The students need to have a critical interrogation in to the historical process of the emergence of south Asian Caste system and on the material and mental structure of this systemic social order which still influence the everyday life of the people of South Asian countries</p>					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others (Seminar)	
		3		1		
Pre-requisites, if any						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Create a perspectival understanding on caste by analysing various scholarly engagements on caste	C	1, 6, 8

2	Analyse the role of caste in the making of South Asian social world and institutions	An	1, 6, 8, 10
3	Examine and evaluate the colonial construction of the identity of tribe	An, E	1, 6, 8
4	Analyse and evaluate the post-colonial state approach towards indigenous people	An, E	1, 2, 6, 7, 8, 10
5	Evaluate the working of caste and its exclusion mechanism in the everyday lives and academics	C, Ap, I	1, 2, 6, 7, 8, 10
<b>*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)</b>			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
	<b>Perception and Understandings on Caste</b>			
1	1.1	European and Colonial perception of Caste	3	1, 2
	1.2	Occupational and Labour Theories of Caste	3	1, 2
	1.3	Louis Dumont and Homo Hierarchicus	3	1, 2
	1.4	B R Ambedkar's view on Caste (Practicum: Prepare and submit a paper on Ambedkar's analysis of caste. The word limit shall be 1000-1200, exclusive of bibliography)	6	1, 2
	1.5	Caste and Kinship - Marriage Circle	3	1, 2
	<b>Studies on Caste and Indian Social Order</b>			
2	2.1	Caste as Class: DD Kosambi, Irfan Habib	3	1, 2
	2.2	Caste and Graded Inequality, Untouchability: BR Ambedkar, Jyothirao Phule	3	1, 2
	2.3	Caste and Slavery: D R Chanana and R S Sharma (Prepare and present a paper on the relation between caste and slavery in the subcontinent. The word limit shall be 1000-1200, exclusive of bibliography)	6	1, 2



	2.4	Caste and Patriarchy: Uma Chakravathy, Sharmila Rege	3	1, 2
	2.5	Caste Slavery and Colonial Modernity: P Sanal Mohan, K Saradamoni	3	1, 2
3	<b>Indigenous People and Notions of Tribe and Race</b>			
	3.1	Colonial Ethnographical Construction of Tribe (Practicum: Prepare and present a paper problematizing the colonial ethnographical construction of indigenous communities. The word limit shall be 1000-1200, exclusive of bibliography)	6	3, 4
	3.2	Colonial State and the Indigenous People	4	3, 4
	3.3	Post Colonial Indigenous Life (Practicum: Prepare and present a paper on taking any one of the lived experiences of post-colonial indigenous life. The word limit shall be 1000-1200, exclusive of bibliography)	6	3, 4
	3.4	Race and Caste	4	1, 3
4	<b>Working of Caste in Daily Life</b>			
	4.1	Caste in Life Narratives/ Experiences (Practicum: Prepare and present a paper/ review of life narrative/ autobiographical account narrating caste experience. The word limit shall be 1000-1200, exclusive of bibliography)	6	2, 5
	4.2	Women and Caste	5	2, 5
	4.3	Caste and Indian Social Science	4	2, 5
	4.4	Dalit Studies, Nation State and History	4	2, 5
5	5.1	Teacher Specific Content (to be valued internally)		

Teaching and Learning Approach	<b>Classroom Procedure (Mode of transaction)</b>  Students will have to read the weekly assigned readings by the course coordinator and participate in formal class discussions. There will be discussion after formal introduction of every theme. Students need to connect the class room discourses to the wide world of academic as well as life experience of self and around.			
Assessment Types	<b>MODE OF ASSESSMENT</b>			
	<b>A. Continuous Comprehensive Assessment (CCA)</b>			
	Continuous Comprehensive Assessment (CCA): 30 Marks			
	(Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)			
	Faculty member in charge of the course can make use of following methods of evaluation; Practical Assignment, Reflection Assignment Writing, Seminar Presentation, Written Test, In-class Discussion or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b>			
A 2 Hour Written Examination of 70 marks				
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Essay Questions	8 out of 12	150 words	8 x 5 = 40
	Essay Questions	3 out of 6	300 words	3 x 10 = 30
	Total			70

## References

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## Module 2

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### Module 3

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#### **Module 4**

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<div><div><div>Est. in 1921</div><div></div></div></div>	<div>UNION CHRISTIAN COLLEGE, ALUVA</div> <div>AUTONOMOUS</div>					
Programme	BA (Hons) History					
Course Name	Reading Subaltern Studies					
Type of Course	DCE					
Course Code	UC8DCEHIS402					
Course Level	400-499					
Course Summary	This course will explore the historiography of the Subaltern studies group, one of the influential history writing movement initiated in the 1980’s on the historiographical scholarship of South Asia. The scholars of the group initially located them in the Marxist tradition and used Gramscian analytical tools, later many of them draw largely from post-modern and post structuralist framework.					
Semester	8	Credits			4	Total Hours
Course Details	Learning Approach	Lecture	Tutorial	Practical	Others (Seminar)	
		3		1		
Pre-requisites, if any						

### COURSE OUTCOMES (CO)

CO No.	Expected Course Outcome	Learning Domains *	PO No
1	Demonstrate the fundamental ideas and concepts of subaltern studies as an academic discipline	U, An, E	1, 2, 4, 6, 7, 8
2	Critically evaluate and analyse subaltern theories in understanding different perspectives within the broader realm of Indian historiography	U, An, E	1, 2, 4, 6, 7, 8



3	Evaluate the applicability and limitations of Subaltern Studies in understanding historical narratives	U, An, E	1, 2, 4, 6, 7, 8
4	Critically assess different approaches, methodologies, and theoretical perspectives employed by historians contributing to Subaltern Studies	U, E	1, 2, 4, 6, 7, 8
5	Develop analytical skills to critically assess the theoretical foundations, methodologies, and key critiques within the field of Subaltern Studies	U, An, E	1, 2, 4, 6, 7, 8
*Remember (K), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C), Skill (S), Interest (I) and Appreciation (Ap)			

## COURSE CONTENT

### Content for Classroom transaction (Units)

Module	Units	Course description	Hrs	CO No.
1	1.1	Introduction to the Course and Subaltern Studies	4	1
	1.2	Practicum: Discussion on – ‘On some aspects of the Historiography of Colonial India’	4	1
	1.3	Ranajith Guha’s <i>Dominance without hegemony and its historiography</i>	3	1, 2
	1.4	Ranajith Guha’s <i>Elementary Aspects of Peasant Insurgency in Colonial India</i>	6	1, 2
2	2.1	Ranajith Guha’s <i>Chandra’s Death</i>	3	2, 4
	2.2	David Hardiman’s <i>Origins and Transformations of Devi</i>	3	2, 4
	2.3	Discussion on Founding Statement of Latin American Subaltern Studies Group	2	1
	2.4	Dipesh Chakraborty’s <i>Provincializing Europe: Postcoloniality and the Critique of History</i>	3	2, 4
	2.5	Practicum: Discussion on Gautam Bhadra’s <i>Four Rebels of eighteen Fifty-Seven</i>	4	2, 4
	2.6	Practicum: Discussion on David Arnold’s <i>Touching the Body</i>	4	2, 4



3	3.1	Reading Gandhi through Subaltern Perspectives	5	2, 4
	3.2	Practicum: Discussion of MSS Pandian's work on UC Ramachandran – <i>The Image Trap</i>	8	4
	3.3	Gayatri Chakravorty Spivak's <i>Can the Subaltern Speak</i>	4	4, 5
	3.4	Practicum: Submit a paper on 'Subaltern Studies in Translation'	4	2, 1
4	4.1	Practicum: Discussion on Sumit Sarkar's critique of Subaltern Studies - Ramachandra Guha's arguments on Subaltern Studies	6	3
	4.2	Vinay Bahl's <i>Relevance (or Irrelevance) of Subaltern Studies</i> Vinay Lal's Critique on Subaltern Studies	4	3, 5
	4.3	Vivek Chibber's critique of Subaltern Studies and Response from Subaltern Studies collective	6	3
	4.4	Jim Masselos's <i>The Dis/appearance of Subaltern</i>	2	5
5	5.1	Teacher Specific Content (to be valued internally)		

<b>Teaching and Learning Approach</b>	<p><b>Classroom Procedure (Mode of transaction)</b></p> <p>The course is structured primarily as a seminar course where students actively participate throughout the term. The reference section of corresponding modules provided. The course coordinator is responsible for introducing the topics of discussion and offering necessary support to ensure the course runs as intended. Participants have the option to divide the seminar themes amongst themselves with the assistance of the course coordinator.</p>
<b>Assessment Types</b>	<p><b>MODE OF ASSESSMENT</b></p> <p><b>A. Continuous Comprehensive Assessment (CCA)</b></p> <p>Continuous Comprehensive Assessment (CCA): 30 Marks</p> <p>(Practicum components will be evaluated under CCA - Students are required to complete all assigned practicum tasks as designed and expected. The faculty member in charge of the course can determine the mark allocation proportion based on the credit weightage assigned to each practicum)</p>

	Faculty member in charge of the course can make use of following methods of evaluation; Seminar Presentation, Practical Assignment, Reflection Assignment Writing, Written Test, In-class Discussion or any other method designed by course faculty/ course coordinator			
	<b>B. Semester End examination</b>			
	A 2 Hour Written Examination of 70 marks			
	Question Type	Number of Questions to be answered	Answer Word Limit	Marks
	Short Essay Questions	8 out of 12	150 words	8 x 5 = 40
	Essay Questions	3 out of 6	300 words	3 x 10 = 30
	<b>Total</b>			<b>70</b>

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## Internship Guidelines and Evaluation

- The Department shall approve the institution/ organization/ agency/ place where every student is planning for internship at the end of fourth semester. An Internal mentor, a faculty of the department, shall be assigned to each student for necessary guidance.
- The nature of the work shall depend on the type of institution/ organization/ agency/ place selected. Students can seek internship in association with the public and private archives, museums, educational and research institutions, Chairs and study centers, trusts, local history associations, newspapers, media houses, non-governmental organizations, theatre, television, local governing institutions, government departments, art houses, private entrepreneurial corporates/ companies and institutions, community centers/ associations or any area which provides practical insights for the students and improves their practical skills associated with the discipline of history shall be considered for internship. Online internship can be permitted depending on the nature of the work. The internship shall be 60 to 120 hours duration after the fourth semester.
- The student shall prepare a Daily Work Record and submit the same to the department periodically as decided by the internal mentor. At the end of the Internship tenure, an Internship Report (2500-3000 words/ 10-12 pages) with the outcomes along with the certificate of attendance shall also be submitted.

- Evaluation Criteria

CCA (15 marks) shall be based on the Daily work record. It shall be evaluated by a Board of Internal Examiners constituted by the Department Level Committee.

For the End Semester Evaluation (35 marks),

- (a) Internship Report Evaluation (15 marks) and
- (b) Presentation and Viva (20 marks)

The evaluation of the report and presentation/viva shall be done by a Board of Internal Examiners constituted by the Department Level Committee.

## **Project Evaluation Guidelines**

1. All students of fourth year shall prepare and submit a project report as part of the Honours Programme. The project has to be undertaken on an individual basis.
2. The general guidelines and further amendments of the Mahatma Gandhi University UGP Honours Regulations shall apply for both Internal and External Evaluations of Project Report.
3. The Project shall be done under the supervision and guidance of faculty of the department mentioned in the UCU UGP Honours Regulation as Mentor.
4. Students shall submit the report in the prescribed format at least two weeks before the commencement of end semester examination of the eighth semester. Internal assessment shall be based on completion of the project, following the norms prescribed in general guidelines.
5. The area of project/ research problem shall be finalized after enough consultation with the faculty member acting as the project mentor. Individual student researcher and project mentor together have complete autonomy in the selection of area of project/ research problem and the way of doing research project.
6. The student shall submit printed copies of the project report in the department. There shall be a minimum of 40 pages and a maximum of 70 pages in the project report. The report may be hard bound or soft bound or spirally bound and the printing can be either double sided or single sided. A softcopy of the report shall also be submitted to the department.
7. The report shall contain the following:
  - i. Title page with topic, details of the student with register number, supervisor details and month and year of submission.
  - ii. Certificate from Supervising teacher and counter signed by the Head of the Department with department seal.
  - iii. Declaration by the student which shall include plagiarism details also. The relevant guidelines issued by the UGC and the University shall be strictly adhered to.
  - iv. Statement of problem, Hypothesis, Methodology, Literature Review, Scope of the project shall mention specifically. Based on the specificity of the problem of research student can decide chaptalization following consultation with the mentor. Proper bibliography and appendix shall be included.
8. The student shall do progress presentation and pre-submission presentations. The first two presentation – progress presentation shall be evaluated by the Mentor/Guide and the Head of the Department. The mentor shall decide the dates of the progress presentations. The final pre-submission presentation shall be an open presentation with the help of audio-visual aids and shall be evaluated by a Board of Internal Examiners including the Mentor/Guide and the Head of the Department, Final submission of the project report shall be based on the suggestions of the open presentation. The student must produce a certificate before the Viva



Board from the Head of the Department stating that the progress and open presentation was done for the purpose of Internal Evaluation.

9. The End Semester Evaluations shall be done by an external examiner and the Head of the Department/the nominee of the Head of the Department. There shall be a viva voce.
10. It is the responsibility of the student to put earnest effort into the completion of the project. The consequences of plagiarism beyond permissible level in project work may result in failure of the course, in addition to other consequences.

### **Evaluation Criteria for Research Project of Honours with Research**

Total Marks – 200 (CCA- 60 and ESA- 140)

#### ***CCA- 60 marks***

1. Progress Presentation 1 – 15 marks
2. Progress Presentation 2- 15 marks
3. Pre-submission presentation – 30 marks

#### ***ESA- 140 marks***

##### ***1. Report- 80 marks***

- a.*** Research Problem and Relevance- 10 marks
- b.*** Methodology and Hypothesis – 10 marks
- c.*** Review of Literature- 20 marks
- d.*** Findings and Analysis - 30 marks
- e.*** Stylistic Conventions and Referencing - 10 marks

##### ***2. Viva Voce- 60 marks***

- a.*** Presentation (with audio visual aids) – 20 marks
- b.*** Understanding of the work – 30 marks.
- c.*** Articulation skills- 10 marks



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