



**Maharaja's
College
Ernakulam**



Re-Accredited by NAAC with 'A Grade'
Affiliated to Mahatma Gandhi University
Centre of Excellence under Govt. of Kerala
Identified by UGC as College with Potential for Excellence

POST GRADUATE AND RESEARCH DEPARTMENT OF HISTORY



Estd. 1875

**Under Graduate Curriculum and Syllabus
(Choice Based Credit Semester System)**

B.A. HISTORY

For 2020 Admission Onwards



**DEPARTMENT OF HISTORY
MAHARAJA'S COLLEGE, ERNAKULAM**

(A Government Autonomous College)
Affiliated to Mahatma Gandhi University, Kottayam
Under Graduate Programme in History
2020 Admission Onwards

MCUSSHI20

B A HISTORY SYLLABUS

(With effect from 2020 admission onwards)

PREFACE

The syllabus appended herewith is the product of continuous discussion among the faculty members and experts for the Undergraduate Programme in History of Maharaja's College, Ernakulam as part of periodical revision. It was being undertaken in harmony with the National Policy on Education, guidelines of University Grants Commission, recommendations of Kerala State Higher Education Council, and the guidelines of Mahatma Gandhi University, Kottayam.

History is not merely the study of past. It is a gauge to record the human progress and its study offers the quintessence of human experience. It is a reliable guide to overcome the challenges of present day life of man. The revision and restructuring of curriculum is inevitable in subjects like History so as to incorporate the recent developments and emerging trends in the discipline. The primary aim of the revision of syllabi attempted here is to accommodate some of such findings and approaches. At the same time considerable attention is also rendered for providing a strong base of the established and existing knowledge in the discipline.

The Syllabus aims at introducing inventive and socially pertinent fundamentals of historical knowledge to the students and revealing them to critical thinking and learning. It also intends to inspire a spirit of criticism, basics of research and liberated thinking among the students.

Transforming the study of history more attractive and meaningful without losing its spirit is one of the most challenging tasks that the academicians in this domain face today. In this mission the views of expert academics, teachers and young scholars have been solicited and included in the fresh syllabus. It was done with a broader intention of making students aware of the new avenues of the discipline of History

The main objective is to provide a global outlook and a secular orientation to the students in the changing world. It is also desired to enhance practical knowledge, widen critical thinking, and sharpen the intellect and analytical mind of the students. The new syllabus also laid emphasis on wider possibilities of exposing them to job opportunities. It shall offer unlimited opportunities to students in future for instance in higher studies, and research. Above all, these learning outcomes stand the highly placed objective of the

desired attitudinal change which invariably equips the students with all the necessary ingredients to build up responsible citizenship.

I would like to express my sincere gratitude to all the members of Board of Studies and Department and subject experts who have shown the generosity to cooperate with this endeavor and helped us in various ways.

C H Abdul Lathif
Chairman
Board of Studies in History

MCUSSHI20
B A HISTORY SYLLABUS
(With effect from 2020 admission onwards)

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MAHARAJA'S COLLEGE, ERNAKULAM

(A Government Autonomous College)
Affiliated to Mahatma Gandhi University, Kottayam
Under Graduate Programme in History
2020 Admission Onwards

Board of Studies in History

Sl. No.	Name	Designation
1	C H Abdul Lathif Head, Department of History	Chairman
2	Dr. Susan Thomas Professor of History Sree Sankara University of Sanskrit, Kalady	External Member
3	Dr. P S Manoj kumar Assistant Professor of History Sri. C Achuthamenon Govt. College, Thrissur	External Member
4	Dr. K L Antony Chief Executive, Enviro Designs, Eco Labs, Palarivattom, Ernakulam	External Member (Industry)
5	Dr. C. Haridas Special officer ,Kerala State Civil Service Academy, Sub Centre, Govt. Victoria College, Palakkad	External Member (Alumni)
6	Dipu P.K. Assistant Professor of History	Internal Member
7	Shanmughan C M Assistant Professor of History	Internal Member
8	Omal Aloysious Assistant Professor of History	Internal Member
9	Dr. M H Remesh kumar Assistant Professor of History	Internal Member
10	Dr. Vinodkumar Kollolickal Associate Professor of History	Internal Member
11.	Geetha P C Assistant Professor of History	Internal Member

MAHARAJA'S COLLEGE, ERNAKULAM
(A GOVERNMENT AUTONOMOUS COLLEGE)
REGULATIONS FOR UNDER GRADUATE PROGRAMMES
UNDER CHOICE BASED CREDIT SYSTEM 2020

1. TITLE

- 1.1. These regulations shall be called “**MAHARAJA'S COLLEGE (AUTONOMOUS) REGULATIONS FOR UNDER GRADUATE PROGRAMMES UNDER CHOICE BASED CREDIT SYSTEM 2020**”

2. SCOPE

- 2.1 Applicable to all regular Under Graduate Programmes conducted by the Maharaja's College with effect from 2020 admissions
- 2.2 Medium of instruction is English except in the case of language courses other than English unless otherwise stated therein.
- 2.3 The provisions herein supersede all the existing regulations for the undergraduate programmes to the extent herein prescribed.

3. DEFINITIONS

- 3.1. ‘*Academic Week*’ is a unit of five working days in which the distribution of work is organized from day one to day five, with five contact hours of one hour duration on each day.
- 3.2. ‘**Choice Based Course**’ means a course that enables the students to familiarize the advanced areas of core course.
- 3.3. ‘*College Coordinator*’ is a teacher nominated by the College Council to co-ordinate the continuous evaluation undertaken by various departments within the college. He/she shall be nominated to the college level monitoring committee.
- 3.4. ‘*Common Course I*’ means a course that comes under the category of courses for English.
- 3.5 ‘*Common Course II*’ means additional language.

'Complementary Course' means a course which would enrich the study of core courses.

- 3.6. **'Core course'** means a course in the subject of specialization within a degree programme. It includes a course on environmental studies and human rights.
- 3.7. **'Course'** means a portion of a subject to be taught and evaluated in a semester (similar to a paper under annual scheme).
- 3.8. **'Credit'** is the numerical value assigned to a paper according to the relative importance of the syllabus of the programme.
- 3.9. **'Department'** means any teaching department in a college.
- 3.10. **'Department Coordinator'** is a teacher nominated by a Department Council to co-ordinate the continuous evaluation undertaken in that department.
- 3.11. **'Department Council'** means the body of all teachers of a department in a college.
- 3.12. **'Faculty Advisor'** means a teacher from the parent department nominated by the Department Council, who will advise the student on academic matters.
- 3.13. **Grace Marks** shall be awarded to candidates as per the University Orders issued from time to time.
- 3.14. **'Grade'** means a letter symbol (A, B, C, etc.), which indicates the broad level of performance of a student in a Paper/Course/ Semester/Programme.
- 3.15. **'Grade Point'** (GP) is the numerical indicator of the percentage of marks awarded to a student in a course.
- 3.16. **'Parent Department'** means the department which offers core course/courses within an undergraduate programme.
- 3.17. **'Programme'** means a three year programme of study and examinations spread over six semesters, the successful completion of which would lead to the award of a degree.
- 3.18. **'Semester'** means a term consisting of a minimum **90** working days, inclusive of tutorials, examination days and other academic activities within a period of six months.

3.19. 'Vocational Course' (Skill Enhancement Course) means a course that enables the students to enhance their practical skills and ability to pursue a vocation in their subject of specialization.

4. ELIGIBILITY FOR ADMISSION AND RESERVATION OF SEATS

4.1 Eligibility for admissions and reservation of seats for various Undergraduate Programmes shall be according to the rules framed by the University/ State Government in this regard, from time to time.

5. DURATION

5.1 The duration of U.G. programmes shall be **6 semesters**.

5.2 There shall be two Semesters in an academic year, the "ODD" semester commences in June and on completion, the "EVEN" Semester commences. There shall be two months' vacation during April and May.

5.3 No student shall be allowed to complete the programme by attending more than 12 continuous semesters.

6. REGISTRATION

6.1. The strength of students for each programme shall be as per the existing orders, as approved by the University.

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

7. SCHEME AND SYLLABUS

7.1. The U.G. programmes shall include **(a)** Common Courses I and II, **(b)** Core Course(s), **(c)** Complementary/Vocational Courses, and **(d)** Choice based course.

7.2. There shall be Two Choice Based course (Elective Course) in the fifth and sixth semesters. In the case of B.Com Programme there shall be an elective stream from third semester onwards.

7.3. Credit Transfer and Accumulation system can be adopted in the programme. Transfer of Credit consists of acknowledging, recognizing and accepting credits by an institution for programmes or courses completed at another institution. The

Credit Transfer Scheme shall allow students pursuing a programme in one college to continue their education in another college without break.

- 7.4. A separate minimum of 30% marks each for internal and external (for both theory and practical) and aggregate minimum of 35% are required for a pass for a course. For a pass in a programme, a separate minimum of **Grade D** is required for all the individual courses. If a candidate secures **F Grade** for any one of the courses offered in a Semester/Programme, **only F grade** will be awarded for that Semester/Programme until he/she improves this to **D Grade** or above within the permitted period. The college shall allow credit transfer, subject to the approval of the concerned board of studies and Academic Council.
- 7.5. Students discontinued from previous regulations CBCSS 2016, can pursue their studies under the new regulation “Regulations for Under Graduate Programmes under Choice Based Credit System 2020” after obtaining readmission.
- 7.6. The practical examinations (external/internal) will be conducted only at the end of even semesters for all programmes. Special sanction shall be given for those programmes which need to conduct practical examinations at the end of odd semesters.

8. PROGRAMMS STRUCTURE

Model I/II BA/B.Sc.

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the Programme	120
c	Credits required from Common Course I	22
d	Credits required from Common Course II	16
e	Credits required from Core course and Complementary courses including Project	74
f	Choice Based Core Course	8
g	Minimum attendance required	75%

Model I or Model II B.Com

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the Programme	120
c	Credits required from Common Course I	14
d	Credits required from Common Course II	8
e	Credits required from Core and Complementary/Vocational courses including Project	90
f	Choice Based Core Course	8
g	Minimum attendance required	75%

Model III BA/B.Sc./B.Com

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the Programme	120
c	Credits required from Common Course I	8
d	Credits required from Core + Complementary + Vocational Courses including Project	109
e	Open Course	3
f	Minimum attendance required	75%

BA Honours

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the Programme	120

c	Credits required from Common Course I	16
d	Credits required from Common Course II	8
e	Credits required from Core + Complementary + Vocational Courses including Project	93
f	Choice Based Core Course	8
g	Minimum attendance required	75%

9. EXAMINATIONS

9.1 The evaluation of each paper shall contain two parts:

- i. Internal or In-Semester Assessment (ISA)
- ii. External or End-Semester Assessment (ESA)

9.2. The internal to external assessment ratio shall be 1:4.

Both internal and external marks are to be rounded to the next integer.

All papers (theory & practical), grades are given **on a 7-point scale** based on the total percentage of marks, **(ISA+ESA)** as given below:-

Percentage of Marks	Grade	Grade Point
95 and above	S Outstanding	10
85 to below 95	A ⁺ Excellent	9
75 to below 85	A Very Good	8
65 to below 75	B ⁺ Good	7
55 to below 65	B Above Average	6
45 to below 55	C Satisfactory	5
35 to below 45	D Pass	4
Below 35	F Failure	0
	Ab Absent	0

10. CREDIT POINT AND CREDIT POINT AVERAGE Credit Point (CP) of a paper is calculated using the formula:- $CP = C \times GP$, where *C* is the Credit and *GP* is the Grade point

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

$$SGPA = TCP/TC, \text{ where } TCP \text{ is the Total Credit Point of that semester.}$$

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

$$CGPA = TCP/TC, \text{ where } TCP \text{ is the Total Credit Point of that programme.}$$

Grade Point Average (GPA) of different category of courses viz. Common Course I, Common Course II, Complementary Course I, Complementary Course II, Vocational course, Core Course is calculated using the formula:-

$$GPA = \frac{TCP}{TC}, \text{ where } TCP \text{ is the Total Credit Point of a category of course. } TC \text{ is the total credit of that category of course}$$

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

GPA	Grade
9.5 and above	S Outstanding
8.5 to below 9.5	A+ Excellent
7.5 to below 8.5	A Very Good
6.5 to below 7.5	B+ Good
5.5 to below 6.5	B Above Average
4.5 to below 5.5	C Satisfactory
3.5 to below 4.5	D Pass
Below 3.5	F Failure

11. MARKS DISTRIBUTION FOR EXTERNAL AND INTERNAL EVALUATIONS

The external theory examination of all semesters shall be conducted by the college at the end of each semester. Internal evaluation is to be done by continuous assessment. For all courses without practical total marks of external examination is 80 and total marks of internal evaluation is 20. Marks distribution for external and internal assessments and the components for internal evaluation with their marks are shown below:

11.1 For all courses without practical

1.a) Marks of external Examination : 80

1.b) Marks of internal evaluation : 20

Components of Internal Evaluation of theory	Marks
Attendance	5
Assignment /Seminar/Viva	5
Test papers (2x5=10)(Marks of test paper shall be average)	10
Total	20

11.2 For all courses with practical total marks for external evaluation is 60 and total marks for internal evaluation is 15.

For all courses with practical

2.a) Marks of external Examination : 60

2.b) Marks of internal evaluation : 15

Components of Internal Evaluation	Marks
Attendance	5
Seminar/Assignments/Viva	2
Test paper (2x4)	8
Total	15

- c. **For practical examinations total marks for external evaluation is 40 for internal evaluation is 10**

Components of Internal Evaluation (Practicals)	Marks
Attendance	2
Test (1x4)	4
Record*	4
Total	10

*Marks awarded for Record should be related to number of experiments recorded

11.3 Project Evaluation

Components of Project evaluation	Marks
Internal Evaluation*	20
Dissertation (end semester)	50
Viva Voce(end Semester)	30

Components of Project Internal evaluation *

Components of internal evaluation	Marks
Relevance and Contents	5
Analysis and Presentation	5
Presubmission Presentation and viva	10

*Marks awarded for Record should be related to number of experiments recorded and duly signed by the teacher concerned in charge.

All three components of internal assessments are mandatory.

11.3 For projects

3.a) Marks of external evaluation : 80

3.b) Marks of internal evaluation : 20

c)

Components of External Evaluation of Project	Marks
Dissertation (External)	50
Viva-Voce (External)	30
Total	80

*Marks for dissertation may include study tour report if proposed in the syllabus.

Components of internal Evaluation of Project	Marks
Punctuality	5
Experimentation/data collection	5
Knowledge	5
Report	5
Total	20

Attendance Evaluation for all papers

% of attendance	Marks
90 and above	5
85 – 89	4
80-84	3
76-79	2
75	1

(Decimals are to be rounded to the next higher whole number)

13. ASSIGNMENTS

Assignments are to be done from 1st to 6th Semesters. At least one assignment should be done in each semester for all courses.

14. SEMINAR/VIVA

A student shall present a seminar in the 5th semester for each paper and appear for Viva-voce in the 6th semester for each course.

15. INTERNAL ASSESSMENT TEST PAPERS

Two test papers are to be conducted in each semester for each course. The evaluations of all components are to be published and are to be acknowledged by the candidates. All documents of internal assessments are to be kept in the college for one year and shall be made available for verification. The responsibility of evaluating the internal assessment is vested on the teacher(s), who teach the course.

15.1 Grievance Redressal Mechanism

Internal assessment shall not be used as a tool for personal or other type of vengeance. A student has all rights to know, how the teacher arrived at the marks. In order to address the grievance of students, a three-level Grievance Redressal mechanism is envisaged. A student can approach the upper level only if grievance is not addressed at the lower level.

Level 1: Department Level:

The Department cell chaired by the HOD, Department Coordinator, Faculty Advisor and Teacher in-charge as members.

Level 2: College level

A committee with the Principal as Chairman, College Coordinator, HOD of concerned Department and Department Coordinator as members.

The College Council shall nominate a Senior Teacher as coordinator of internal evaluations. This coordinator shall make arrangements for giving awareness of the internal evaluation components to students immediately after commencement of I semester

15.2 The internal evaluation marks/grades in the prescribed format should reach the Controller of Examination before the 4th week of October and March in every academic year.

16. External Examination

The external theory examination of all semesters shall be conducted by the Controller of Examinations at the end of each semester.

- 16.1** Students having a minimum of 75% average attendance for all the courses only can register for the examination. Condonation of shortage of attendance to a maximum of 10 days in a semester subject to a maximum of 2 times during the whole period of the programme may be granted by the subcommittee of the college council on valid grounds. This condonation shall not be counted for internal assessment. Benefit of attendance may be granted to students attending University/College union/Co-curricular activities by treating them as present for the days of absence, on production of participation/attendance certificates, within one week, from competent authorities and endorsed by the Head of the institution. This is limited to a maximum of 10 days per semester and this benefit shall be considered for internal assessment also. Those students who are not eligible even with condonation of shortage of attendance shall repeat the **semester** along with the next batch after obtaining readmission upon the recommendations of the head of the department and college council
- 16.2** All students are to do a **project in the area of core course**. This project can be done individually or in groups (not more than three students). for all subjects which may be carried out in or outside the campus. The projects are to be identified during the V semester of the programme with the help of the supervising teacher. The report of the project in duplicate is to be submitted to the department at the sixth semester and are to be produced before the examiners appointed by the College.
- 16.3** There shall be supplementary exams only for fifth semester. Notionally registered candidates can also apply for the said supplementary examinations. For reappearance/improvement for other semesters the students can appear along with the next batch.
- 16.4** A student who registers his/her name for the external exam for a semester will be eligible for promotion to the next semester.
- 16.5** A student who has completed the entire curriculum requirement, but could not register for the Semester examination can register notionally, for getting eligibility for promotion to the next semester.

16.6 A candidate who has not secured minimum marks/credits in internal examinations can re-do the same registering along with the external examination for the same semester, subsequently. **There shall be no improvement for internal evaluation.**

17. All courses shall have unique alphanumeric code.

18. PATTERN OF QUESTIONS

Questions shall be set to assess knowledge acquired, standard and application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. The question setter shall ensure that questions covering all skills are set. She/he shall also submit a detailed scheme of evaluation along with the question paper. A question paper shall be a judicious mix of short answer type, short essay type /problem solving type and long essay type questions.

Pattern of questions Papers

(a) Without practical

Sl. No.	Pattern	Marks	Choice of questions	Total marks
1	Short Answer/problem type	2	10/12	20
2	Short essay/problem	5	6/9	30
3	Essay/problem	15	2/4	30
Total				80

(b) With practical

Sl. No.	Pattern	Marks	Choice of questions	Total marks
1	Short Answer/problem type	1	10/12	10
2	Short essay/problem	5	6/9	30
3	Essay/problem	10	2/4	20
Total				60

Each BOS shall specify the length of the answers in terms of number of words. Pattern of questions for external examination of practical papers will be decided by the concerned Board of Studies/Expert Committees.

19. MARK CUM GRADE CARD

The College shall issue to the students a MARK CUM GRADE CARD on completion of the programme.

Note: A separate minimum of 30% marks each for internal and external (for both theory and practical) and aggregate minimum of 35% are required for a pass for a paper. For a pass in a programme, a separate minimum of **Grade D** is required for all the individual papers. If a candidate secures **F Grade** for any one of the papers offered in a Semester/Programme **only F grade** will be awarded for that Semester/Programme until he/she improves this to **D GRADE** or above within the permitted period.

20. There shall be **2 level monitoring** committees for the successful conduct of the scheme. They are -

1. Department Level Monitoring Committee (DLMC), comprising HOD and two senior-most teachers as members.
2. College Level Monitoring Committee (CLMC), comprising Principal, Secretary Academic Council, College Council secretary and A.A./Superintendent as members.

Programme outcomes

1. **Scientific temper and critical thinking.** Mindset which enables one to follow a way of life that focuses upon the scientific method of understanding reality and the capability to think rationally and reflectively.
2. **Inclusiveness.** Constant exposure to and interaction with disparate social strata for an inclusive mindset, ethical sensibility and greater social sensitivity and empathy.
3. **Democratic practice and secular outlook.** As envisioned by the Constitution of India.
4. **Sense of equality, equity and environment.** Ability to differentiate between pure equality, social equity and a heightened awareness of how humans dialectically interact with environment.
5. **Synergetic work culture.** Capacity to work in groups and the attitude to consider larger goals greater than personal ones.
6. **Emancipatory and transformative ideals.** Attainment of cherished ideals of education for the eventual empowerment of humanity.

Programme specific outcomes

1. To help the students understand the historical processes that has gone into the making of societies
2. Enable the students to make history a tool for their social responsibility as a human being.
3. Critical understanding of the past.
4. Developing an empirical approach towards history.
5. Acquire the efficiency to sense history from popular history.
6. Open the scenario of historical research to the students.
7. Getting an ability to respect others and their culture.
8. Create the consciousness of the link between society, culture and environment.
9. Make an understanding of the origin and evolution of contemporary world.

Postgraduate and Research Department of History

**UG Programme : Bachelor of Arts (B.A) - HISTORY (MCUSSHI20) Total Credits: 120
Curriculum**

	Course Code	Course	Credit	Marks			Weekly Contact Hours
				Int.	Ext.	Total	
Semester I		Common Course: English-1	4	20	80	100	5
		Common Course: English-2	3	20	80	100	4
		Additional Language 1	4	20	80	100	4
	HIS1COR01	Historiography	4	20	80	100	6
		Complementary 1	4	20	80	100	6
		TOTAL	19				25
Semester II		Common Course: English-3	4	20	80	100	5
		Common Course: English-4	3	20	80	100	4
		Additional Language 2	4	20	80	100	4
	HIS2COR02	World History 1: Ancient civilizations and cultures	4	20	80	100	6
		Complementary 2	4	20	80	100	6
		TOTAL	19				25
Semester III		Common Course: English-5	4	20	80	100	5
		Additional Language 3	4	20	80	100	4
	HIS3COR03	Kerala History 1: From Prehistory to 1200 CE	4	20	80	100	5
	HIS3COR04	Indian History I: Ancient India	4	20	80	100	5
		Complementary 3	4	20	80	100	5
		TOTAL	20				25
Semester IV		Common Course: English 6	4	20	80	100	5
		Additional Language 4	4	20	80	100	4
	HIS4COR05	Methodology of History	4	20	80	100	5
	HIS4COR06	Kerala History II: From 1200 to 1800 CE	4	20	80	100	5
		Complementary 4	4	20	80	100	5
		TOTAL	20				25
Semester V	HIS5COR07	Kerala History III :from 1800 to 1956	4	20	80	100	5
	HIS5COR08	Indian History II: Medieval India	4	20	80	100	5
	HIS5COR09	An Introduction to Environmental Studies and Human Rights	4	20	80	100	5
	HIS5COR10	World History II: From fifth to fifteenth century	4	20	80	100	5
	HIS5CBC01	History of Gender Studies	4	20	80	100	5
		TOTAL	20				25
Semester VI	HIS6COR11	Indian History III: Modern India	4	20	80	100	5
	HIS6COR12	World History III: Rise of The West from 15 th Century To 19 th Century	4	20	80	100	5
	HIS6COR13	World History IV: from 1850 to 1950	4	20	80	100	5
	HIS6COR14	Indian History IV: Contemporary India	4	20	80	100	5
	HIS6CBC01	Archaeology in India	4	20	80	100	5
	HIS6V01	Project and Viva	2	20	80	100	
	TOTAL	22				25	

Theory and Practical shall be shown separately

**Bachelor of Arts in History Programme
Schedule and Course Structure
(With effect from 2020 Admission)**

Core Courses

Semester	Course Type	Code	Paper
First	Core	HIS1COR01	Historiography
Second	Core	HIS2COR02	World History 1: Ancient civilizations and cultures
Third	Core	HIS3COR03	Kerala History 1: From Prehistory to 1200 CE
	Core	HIS3COR04	Indian History I: Ancient India
Fourth	Core	HIS4COR05	Methodology of History
	Core	HIS4COR06	Kerala History II: From 1200 to 1800 CE
Fifth	Core	HIS5COR07	Kerala History III :from 1800 to 1956
	Core	HIS5COR08	Indian History II: Medieval India
	Core	HIS5COR09	An Introduction to Environmental Studies and Human Rights
	Core	HIS5COR10	World History II: From fifth to fifteenth century
	Choice Based Course	HIS5CBC01	History of Gender studies
	or	HIS5CBC02	Historiography of India
	or	HIS5CBC03	History of art and architecture in India
Sixth	Core	HIS6COR11	Indian History III: Modern India
	Core	HIS6COR12	World History III: Rise of The West from 15th Century To 19th Century
	Core	HIS6COR13	World History IV: from 1850 to 1950
	Core	HIS6COR14	Indian History IV: Contemporary India
	Choice Based Course	HIS6CBC01	Archaeology in India
	or	HIS6CBC02	Epigraphy with Special Reference to Kerala
	or	HIS6CBC03	Development of Numismatics in India

Project

A project work is obligatory and it can be completed individually or as a group of three students. However the viva-voce will be done individually. The project is to be identified in the fourth semester of the Programme with the assistance of supervising teachers. The project should be submitted in the department during the sixth semester for evaluation.

Study Tour

Compulsory study tour to destinations of architectural, archaeological, historical and cultural importance (national level) is to be conducted either in 5th or in 6th semesters.

Complementary Courses

Sl.No.	Code	Paper
1	HIS1CMP01	Roots of the modern world
2	HIS1CMP02	Modern India from 1857 to 1947
3	HIS2CMP01	Transition to the Modern world
4	HIS3CMP01	Polity and Society in Modern Kerala (1498-1957)
5	HIS3CMP02	Pre - imperialist Britain (For B.A.English Literature)
6	HIS4CMP01	Transition to the Modern world
7	HIS4CMP02	Impact of British imperialism (For B.A.English Literature)

First Semester

Core Course

HIS1COR01

Historiography

Objectives:

- To create a spirit of scientific enquiry among the students, while looking into the past.
- To know the genesis of historical writings and about the different ideologies that contributed to it.

Outcomes:

- Understanding the history of historical writings.
- Development of a scientific approach while addressing the past.
- Awareness about various schools and approaches in the philosophy of history.
- Understanding the theoretical base of history
- Developing a sense of history in addressing the problems of the past.

Module I

Historical Consciousness in Ancient and Medieval World

- Features of Classical historiography-Herodotus and Thucydides –
- Features of medieval historiography-St. Augustine -Ibn Khaldun-

Module II

Modern Historiography

- Anti cartesianism- Vico and New Sciences
- Positivism-Comte-Ranke -Toynbee – E.H Carr- Keith Jenkins

Module III

Marx and Historiography

- Major trends- classical Marxist Interpretation of History-History from below- Annals- Marc Bloch- Lucien Febvre- Braudel

Module IV

Indian Historiography

- Indian Historical tradition- Ithihasa Purana-Kalhana-Athula-Barani- Abul Fazl- James Mill-K.P Jayaswal- D.D Kosambi- Subaltern History

Books for Study

- R.G Collingwood, The Idea of History, Oxford University Press, New Delhi.
- E.Sreedharan, A Text Book of Historiography : From 500B.C to 2000A.D

Readings:

- B.Sheik Ali. : History Its theory and method, Trinity Press, 2014.
- Manrice Aymard and : French Studies in History Vol.II Herbans Mukhia, Sangam Books,
- E.Sreedharan : A Textbook of Historiography : 500 BC to AD 2000,Orient BlackSwan, 2004
- H.E Barnes: A History of Historical Writings, Dover Publications Inc.; 2nd edition, 1962.
- Eric Hobsbawm : On History, Little, Brown Book Group,1998.
- Peter Burke,The French Historical Revolution: The Annales School, 1929-1989, Stanford University Press, 1990
- Peter Burke,New Perspectives on Historical Writing, Penn State University Press, 2001.
- Andre Burguiere,The Annales School: An Intellectual History,Cornell University Press,2009.
- Marwick, The New Nature of History, Palgrave Macmillan, 2001.
- G A Cohen, Karl Marx's theory of History: A Defence, Princeton University Press ,1992.
- Fernand Braudel , On History, University of Chicago Press, 1982
- Robert V Daniels, Studying History How and Why?, Prentice Hall,1981.
- Keith Jenkins, Rethinking History, Routledge; 3 edition, 2003.
- What is History Now?by D. Cannadine, Palgrave Macmillan, 2002.
- Alun Munslow,Deconstructing History, Routledge; 2 edition ,2006.
- Michael Bentley, Modern Historiography: An Introduction,Routledge,1999.

- Partha Chatterjee and Anjan Ghosh , History and the Present, Orient Blackswan, 2006.
- Jeremy D. Popkin ,From Herodotus to H-Net: The Story of Historiography, Oxford University Press 2015.
- Anna Green,The Houses of History: A Critical Reader in Twentieth-Century History and Theory, New York University Press , 1999.
- Historiography in the Twentieth Century: From Scientific Objectivity to the Postmodern Challenge by Georg G. Iggers, Wesleyan; 2 edition, 2005.
- Ernst Breisach ,Historiography: Ancient, Medieval, and Modern, Third Edition by, University Of Chicago Press; Third Edition, 2007.
- The Varieties of History: From Voltaire to the Present by Fritz Stern, Vintage, 1973
- Michel de Certeau, The Writing of History, Columbia University Press; Reprint,1992.
- Joan Wallach Scott,Gender and the Politics of History, Columbia University Press; Revised edition, 1999.
- Joan Wallach Scott, Feminism and History, Oxford University Press, 1996.
- George G. Iggers,A Global History of Modern Historiography, Pearson Education, 2010.
- Lynn Hunt (Ed), The New Cultural History, University of California Press , 1992
- Felipe Fernández-Armesto, Food: A History, Pan Books, 2002

Second Semester

Core Paper

HIS2COR02

World History 1: Ancient civilizations and cultures

Objective

- This paper intends to analyse the developments and origin of ancient civilization and culture.

Outcome

- To study the evolution of mankind.
- Understand the evolution of Ancient civilizations and cultures.
- Provide a base for understanding the socio political economic and cultural patterns of each civilization.
- Make an understanding of the world beyond Europe.
- Get an idea on Universal History which promotes the universal harmony
- Acquire a knowledge that how different segments of the world interlinked for the smooth functioning of our world.

MODULE I

- Egyptian civilization –Political history under Pharaohs – Religious Philosophy- status of women- writing and literature- art and architecture- medicine- slavery- trade and commerce

MODULE II

- Indus valley civilization – pre Harappa cultures – Extent and sites of Indus civilizations- Urban development and material culture – Town planning, economic life, growth of agriculture, art and crafts, trade and transactions - Indus script , Religious practices and funerary customs –decline.

MODULE III

- Chinese Civilization – Unmatched durability – Geography of civilization – Chang culture – material life – system of writing – socio political institutions – religious practices – Chow dynasty the classical age – Chinese urbanism – Calendar.

MODULE IV

- Ancient Greece and Rome-slave societies-urbanization and Trade-Athenian democracy and Roman Republic-decline of the ancient

Books for study

- Edward Mcnnull Burns and others edited, World Civilization, Vol.A
- Arjun Dev, Indira Dev, A Short History of the World
- Walter Wallbank, Civilization Past and Present: to 1714, Vol I

READING LIST

- History of mankind – UNESCO publication revised edition
- B Kwang , Chit Chang - Archaeology of Ancient China
- N R Hall, Ancient history of Near east Forgotten scripts
- Gorden childe, what happened in history?
- Olym Daniel , First civilization
- W Watsen, Early civilization of China
- Joseph Metham, Science and civilization in China
- Lichi, Beginings of Chinese civilization
- S R Rao, Lotal and Indus civilization-Story of Archaeological decipherment
- Brigit and Raymond Allchin , Birth of Indian civilization
- MI Finley, The Ancient Greeks
- Trigger, Ancient Egypt: A social History.
- Burns and Ralph, World Civilizations
- P.Garnsey and Saller, The Roman Empire.
- Arjun Dev, Civilization

Third Semester

Core Paper

HIS3COR03

Kerala History 1-from prehistory to 1200 CE

Objective

- This paper aims to develop an understanding of historical past with empirical knowledge.

Outcome

- Understanding of the formation of Kerala
- Understanding of the rich cultural heritage of Kerala.
- Provide a base for the understanding of spiritual and material culture of Kerala
- Understanding of the Pre-history of Kerala

Module I: Geographical setting and sources

- Geography in the making of Kerala-Sources-B K Thapar-Terisappalli inscription-Periplus of Erithean sea-purananuru-Moosakavamsakavya-Historiography(major trends)—Elamkulam Kunjan pillai(for detailed study)

Module II : Megalithic culture in Kerala

- Evidences of History-Heroic age-Demographic patterns- Aintinai nanilam and the agrarian structure –pattanam-Roman Trade-

Module III: Kerala from 9th to 12th century

- Changes in Demographic patterns-power relations-expansion of wet land agriculture-calendrical knowledge-settlements and hierarchies on land-land tenure- kachams-Perumal polity-Nalu Tali-Nagaram-Nadu-Nuttuvar-fragmentation of Perumals

Module IV: Cultural Symbiosis

- Migrations-Brahmins-Jews-Arabs-syrian Christians-Jain, Budhists-Alvar Nayanar Traditions-structural temples-art forms and Devadasis

Books for study

- Raghava Varier and Rajan Gurukkal, Kerala Charitram (Vallathol Vidyapeetham,
- Sukapuram, Edappal)
- M G S Narayanan., Cultural Symbiosis, Sandhya Publications, Calicut.
- M G S Narayanan., Perumals of Kerala, Cosmo Books, Thrissur.

Readings:

- Raghava Varier and Rajan Gurukkal (eds.), Cultural History of Kerala. Vol. I, Govt of Kerala, Trivandrum,
- K.A.N.Nilakanta Sastri, A History of South India, OUP, 2008,
- Sreedhara Meneon, Survey of Kerala History (D. C Books, 2nd Ed. Kottayam, 2008)
- K N Ganesh., Keralathinre Innelakal, (1990), Cultural Department, Government of Kerala, Trivandrum
- K N Ganesh, Lived Spaces in History: A Study in Human Geography in the Context of Sangam Text, Studies in History, 25,2,n.s.[2009
- M P Mujeebu Rehman and K S Madhavan [eds], Explorations in South Indian History,SPCS/National Bookstall,Kottayam,2014.[Section II]
- Ilamkulam Kunjan Pillai, lamkulam Kunjan Pillaiyute Theranjedutta Kritikal,[ed] M Sam, International Center for Kerala Studies, University of Kerala.
- Elamkulam Kunjan Pillai, Studies in Kerala History (National Book Stall, Kottayam)
- M G S Narayanan, Aspects of Aryanisation. (Kerala Historical Society, Trivandrum)
- Rajan Gurukkal.,The Kerala Temple and the Early Medieval Agrarian System, Vallathol Vidyapeethom.
- P J Cherian, Perspectives in Kerala History
- Raghava Varier, Keraleeyatha : Charithra manangal(Article)
- K N Ganesh, State Formation in Kerala: A Critical Overview, Indian Council of Historical Research, Bangalore, 2010.
- R Champakalakshmi, Kesavan Veluthat et. al. State and Society in Pre- Modern Kerala, Cosmo Books, Trissur. [Chapters 2, 5,6,7]
- K P Padmanabha Menon, History of Kerala Vols.I-IV (Asian Education Services, New Delhi)
- P K Balakrishnan, Jati Vyavasthayum Kerala Charithravum, Poorna Publications Calicut.
- P K S Raja, Medieval Kerala. (Nava Kerala Co-operative Publishing House Ltd. Calicut)

- K V Krishna Iyer, Zamorins of Calicut, [Reprint, Calicut University, 1999]
- V V Haridas and Haskerali E C [Eds], Multi-cultures of South India: New Perception on History and Society, Karnataka State Open University, Mysore, 2015.
- SMH Nainar, Arab Geographer's Knowledge of South India, [Madras, 1942]
- A Mathias Mundaden, History of Christianity in India Vol, I, [Bangalore, 1984.]
- PA Sayed Muhammed, Kerala Muslim Charithram, [Thrissur, 1961]
- B Padmakumari Amma, Jain and Budhist Centers of Kerala, [Dravidian University Kuppam, 2008]
- M R Ragahava Varier, Jainamatham Keralathil, [Kottayam, 2012]
- A Ayyappan, Budhism in Kerala

Core Paper

HIS3COR04

Indian History I: Ancient India

Objective

- This paper intends to develop a mind of scientific enquiry about historical past of India.

Outcome

- Understanding India's Pre History
- Provide a base for the understanding of spiritual and material Culture of India
- understanding India as a land of unity in diversity
- To focus on the multifaceted contributions of ancient India to the world – science, philosophy, art , architecture and literature
- To create an understanding of the Emergence of different philosophical traditions which were extremely opposite in its base.

Module I: Vedic Age

- Decline of Indus valley civilization - Advent of the Aryans- Archaeological and Literary evidences
- Rig Vedic Society - Material Life - Political Institutions - Dasarajana yudha
- Later Vedic period- Eastward movement-use of iron- new settlements- Atranjhikera- agrarian economy
- Social Stratification-Varna System
- Religious practices

Module II: Age of Janapadas

- Dissent and discourse- Ajivikas-Buddhism- Jainism
- Second urbanisation – features - NBPW 1st and 2nd Phase
- 16 Mahajanapadas – Rise of Magadha

Module III: The Age of Mauryas

- Persian influence in the NorthWest- Alexander's Invasion and impact- Institutions- Art-Education-Sculpture
- Mauryan Rule – Arthasastra and political philosophy- Asoka and Dhamma
- Heroic age in south India- Megaliths- Sangam Literature- Tinais- Social Life- Roman Trade

Module IV: Post Mauryan India

- Expansion of Buddhism
- Land Grant Economy-mutts
- Indo Greeks-Sakas-Satavahanas-Kushanas
- Legacies of the Guptas– Art– Architecture– Religion– Medicine Astronomy– Literature – Philosophy
- Huns

BOOKS FOR STUDY

- Romila Thapar, History of Early India from the origins to AD 1300, Penguin Books, New Delhi.
- Upinder Singh, A History of Ancient and Early Medieval India: from the stone age to the 12th century, Pearson, Chennai.
- R.S Sharma, India's Ancient Past, Oxford University Press, New Delhi.

Readings

- Bridgett and Raymond Allchin, The Birth of Indian Civilization: India and Pakistan before 500 B.C.
- A L Basham, The Wonder that was India, Picador, 2004.
- Romila Thapar, Early India: From the Origins to AD1300, Penguin India, 2003
- Shereen Ratnagar, Understanding Harappa, Civilization in the Greater Indus Valley, Tulika, 2002
- Nayanjot Lahiri, Finding Forgotten Cities: How the Indus Civilization was Discovered, Seagull Books,2013
- Nayanjot Lahiri, The Decline And Fall of Indus Civilization, Permanent Black, 2000
- Irfan Habib, Prehistory, Tulika Books,2012

- Irfan Habib, *Indus Civilization*, Tulika Books; 20
- D. D. Kosambi, *An Introduction to the Study of Indian History*
- Romila Thapar, *Early India: From the Origins to AD1300*
- Romila Thapar, *From Lineage to State: Social Formations in the Mid- First Millennium B.C. in the Ganga Valley*
- R. S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*
- R. S. Sharma, *Material Culture and Social Formations in Ancient India*
- D. N Jha, *Ancient India: In Historical Ou*
- A L Basham, *The Wonder that was India*
- D. D. Kosambi, *An Introduction to the Study of Indian History*
- Romila Thapar, *The History of India Volume 1*
- Romila Thapar, *From Lineage to State: Social Formations in the Mid- First Millennium B.C. in the Ganga Valley*
- Romila Thapar, *Early India: From the Origins to AD1300*
- R. S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*
- R. S. Sharma, *Material Culture and Social Formations in Ancient India*
- Uma Chakravarti, *The Social Dimensions of Early Buddhism*
- D. N Jha, *Ancient India: In Historical Outline*
- Kumkum Roy, *The Emergence of Monarchy in North India: Eighth to Fourth Centuries BC- As Reflected in the Brahmanical Tradition*
- Nayanjot Lahiri, *Ashoka in Ancient Ind*
- Romila Thapar, *Early India: From the Origins to AD1300*
- Rajan Gurukkal, *Social Formations of Early South India*
- Rajan Gurukkal, *Rethinking Classical Indo- Roman Trade*
- K A N Sastri, *A History of South India*
- Noboru Karashima (ed.), *A Concise History of South India*
- R. Champakalakshmi, *Trade Ideology and Urbanization: South India 300 BC to AD 1300*

Fourth Semester
Core Paper
HIS4COR05
Methodology of History

Objectives

To Understand and Analyze

- The reasons for studying history
- The nature of History, its development and scope
- Issues in historical writings, past and present
- The ideas of different historians and their writings
- To analyze the future of the discipline of history
- To introduce the methods of historical research in a scientific manner

Outcome

It will develop the

- The student ability to look at society from a historical perspective
- Enable the students to address the social issues from a historical view point
- The ability to work with primary and secondary sources
- The ability to research and write a major historical project
- The ability to articulate issues, listen and respond to ideas in discussion format

Module 1 : The Discipline of History

- Definitions-Nature and Scope of History- Kinds of History
- Limits of historical knowledge-future of the past-contemporary Relevance.
- Sources and Auxiliary disciplines-Archaeology-epigraphy-Numismatics-Archival science -oral sources.

Module 2 : Processes of Understanding a historical Problem

- Historical Research - Identification of a problem-Hypothesis-tentative Bibliography-Collection and Verification of data Interpretation – Internal and external criticism-plagiarism.

Module 3 : Techniques of Research

- Arrangement of reference-footnote and end notes-style and bibliography- appendices-tables-photos-maps-glossary-abbreviations-index.

Module 4 : Local and Regional History

- Local History- differentiating Oral traditions and oral history- use of voice as source-interview methods- construction of oral archive.

Books for study

- Paul Thomson, *Voice of the Past: Oral History*, OUP, 2000
- E.Sreedharan, *A Manual of Historical Research Methodology*, CSIS, 2000

Readings

- E H Carr, *What is History*, Vintage 1967.
- G R Elton, *The Practice of History*, Wiley-Blackwell, 2001.
- Arthur Marwick, *The New Nature of History*, Palgrave, 2001.
- Jeremy Black and Donald D. MacRaild, *Studying History*, Macmillan, 2000.
- Vinay Lal, *The History of History: Politics and Scholarship in Modern India*, Oxford University Press, 2003
- Partha Chatterjee and Anjan Ghosh, *History and the Present*, Orient Blackswan, 2006.
- Sharon Sorenson, *How to Write Research Papers*, Prentice Hall & IBD; 3rd edition, 1995
- John Tosh, *The Pursuit of History*, Routledge, 2015.
- Richard Evans, *In Defense of History*, Granta Books, 2012.
- Jonathan Anderson, *Assignment and Thesis Writing*, Wiley India Pvt Ltd, 2011.
- Beverley C. Southgate, *History: What And Why?: Ancient, Modern And Postmodern Perspectives*, 2 Rev ed Edition, Manohar
- Barzun and Graff, *The Modern Researcher*, Wadsworth Publishing Co Inc, 1992,
- Louis R. Gottschalk, *Generalization in the writing of History*, University of Chicago Press, 1963
- K N Panikkar, *History as a Site of Struggle: Essays on History, Culture and Politics*, Three Essays Collective, 2013
- Marc Bloch, *The Historian's Craft*, Vintage, 1964.

- John Lewis Gaddis ,The Landscape of History: How Historians Map the Past, OUP,2004
- Martha C. Howell,From Reliable Sources: An Introduction to Historical MethodsCornell University Press, 2001
- Kate L. Turabian, A Manual for Writers of Research Papers, Theses, and Dissertations, Chicago Style...University Of Chicago Press; Eighth Edition .2013
- Michel-Rolph Trouillot,Silencing the Past: Power and the Production of History,Beacon Press ,1997
- David Hackett Fischer,Historians' Fallacies: Toward a Logic of Historical Thought,Harper & Row, Publishers, 1970.
- A L Rowse, The Use of History, Pelican, 1971.
- Marc Ferro, The Use and Abuse of History, Routledge, 2003.

Fourth Semester

Core Paper

HIS4COR06

Kerala History II: From 1200 to 1800 CE

Objective

- This paper aims to understand and analyse historical developments in a specific period of Kerala history.

Outcome

- To introduce the concept of Medieval
- To familiarize the practices of Medieval Kerala
- Acquire a critical understanding about the shaping of Kerala's Cultural heritage.

Module I : Sources and Historiography

- Grandhavari-sthanarohanam - Ma Huan - Kollam Pattanam (unnineeli sandesam)
- Tuhfat-ul- Mujahideen - Keralolpathi-Parasurama legend - Ballads-Chengannur Aathi - Portuguese accounts-Albuquerque – Barbosa - Hortus Malabaricus - Historiography (for general understanding) - K M Panikkar (for detailed study)

Module II : Post Perumal society

- Nadu-Desam –swarupam- Moopu-Kurvazhcha-Demographic transition-consolidation of Jati-Venad-Perumpadapu-Kolathunadu-Nediyiruppu-agrarian relations-land holding rights-changes in economy-parambu/ purayidam

Module III : Advent of the Europeans

- Indian Ocean networks and the ports of Kerala-Ponnani-Calicut-role of Zmorins, Arabs and Chinese- Kunhali Marakkar-changes in the trade practices with the coming of the Portuguese-cartaze
- The Dutch and native rulers-The rise of Marthanda Varma

Module IV : Growth of language, Literature and culture

- Manipravalam – Bhakthi – Theyyam – PottanTheyyam - Thunchathu Ezhuthachan – Poonthanam – Arabi – Malayalam - Jootha Malayalam - Gurshumi Malayalam - missionary Malayalam
- Art forms - Kathakali – Koothu – Koodiyattom - Chavittu Natakam -Margam Kali

Readings:

- Sreedhara Meneon, *Survey of Kerala History*.
- P K S Raja, *Medieval Kerala*. (Nava Kerala Co-operative Publishing House Ltd. Calicut)
- K V Krishna Iyer, *Zamorins of Calicut*. [Reprint, Publication Division University of Calicut,1999]
- Elamkulam Kunjan Pillai, *Studies in Kerala History* (National Book Stall, Kottayam).
- P.J.Cherian (ed.), *Perspectives in Kerala History*, Gazetteer Department, Trivandrum,
- Sreedhara Menon, *Cultural Heritage of Kerala*, S. V. Publishers, Madras,
- EKG Nambiar, [ed] *Agrarian India: Problems and Perspectives*, [Association for Peasant Studies, Calicut university ,1999]
- MR Raghava Varier, *Madhyakala Keralam: Sambath Samooham Samskaram*, [Trivandrum ,1998]
- M R Raghava Varier and Rajan Gurukkal , *Kerala Charithram Vol.II*. (Vallathol Vidyapeetham, Sukapuram, Edappal)
- C Paramesvaran Moosat , *Sankarasmtiti* (Edited and annotated)
- A P Ibrahim Kunju, *Mysore – Kerala relations in 18th Century*
- A P Ibrahim Kunju, *Martandavarma and His Times*
- Margret Frenz : *From Contact to conquest*, OUP India, 2003.
- Pius Melakandathil : *The Protughese at Cochin*
- H.K.S.Jacob : *The Dutch at Cochin*
- Adrain.C.Mayer : *Land and Society Malabar*
- T.C.Varghese : *Agrarian Change and Social Consequences*
- P.Radhakrishnan : *Land reform, Agrarian Struggle and Social Change*

- V.V.Kunhikrishnan : Tenancy legislation in Malabar
- K.K.N.Kurup : Modern Kerala: Studies in Social and Agrarian Relations , South Asia Books, 1998.
- K M Panikkar, Malabar and the Portuguese, 1997
- J Devika, Kulastreeyum Chanthappennum Undayathengane? CDS, 2011

Fifth Semester

Core Paper

HIS5COR07

Kerala History III-From 1800 to 1956

Objectives

- The objective of this paper is enabling the student to understand and analyse the developments that took place in the history of modern Kerala.

Outcomes

- Understand the concept of Modern Kerala
- Get awareness about the historical roots of the formation of Kerala
- To create awareness about cultural synthesis
- To enable students to form resistance against all forms of exploitation
- To create an understanding of the social reform movements and its drawbacks

Module I : Sources and Historiography

- Treaty of Srirangapattanam - Ward and Conor (Kanayannur Taluk) - Francis Buchanan - Kawai - Malabar Manual general information-Thittooram of Saktan Thampuran - L K Ananthakrishna Ayyer-Cochin castes and tribes - Edgar Thurston - Castes and Tribes of India
- Historiography-K M Panikkar (for detailed study)

Module II : Consolidation of British power

- Impact of Mysorean rule-revenue settlements-British administrative reforms in Malabar - Subsidiary Alliance - native resistance – Angengo – Attingal – Pazhassi – Kurichia – Veluthampi - Paliath Achan - Mappila uprisings

Module III : Socio-reform movements and memorials

- Channar revolt-memorials- malayalee – Ezhava - Civic rights agitation - Abstention movement

- Socio-reform movements-Vaikunda Swamikal-Sadhujana Paripalana Yogam-SNDP-Chattambi Swamikal - NSS-PRDS- Yogakshema Sabha- Sahodara movement(for details study)

Module IV : Gandhian intervention in Kerala

- Non-cooperation movement - Khilafath movement – Malabar Rebellion - Vazhinadappu Samarangal - Vaikom
- Civil disobedience movement - Guruvayoor Satyagraha - Temple entry Proclamation - Quit India Movement - Aikya Kerala Movement - formation of Kerala State

Readings:

- Sreedhara Menon, Survey of Kerala History, (D. C Books, 2nd Ed. Kottayam, 2008) [Chapters IX, X, XI]
- -----, The Legacy of Kerala.
- -----, Cultural Heritage of Kerala
- Narayanan, MGS, History of Calicut, University of Calicut.
- Krishna Iyer, K.V. Zamorins of Calicut. [Publication Division, University of Calicut,1999]
- P J Chreian (ed.), Perspectives in Kerala History, [Chapter III]
- Padmanabha Menon., Kochi Rajya Charithram, Mathrubhumi Publications, Calicut.
- T.P. Sankarankutty Nair.,A Tragic Decade in Kerala History, S V Publishers, Madras.
- Sreedhara Menon, Survey of Kerala History, [Chapter XIII]
- J Devika, En-gendering Individuals: The Language of Re- forming in
- Twentieth Century Kerala
- Janaki Nair, Women and Low in Colonial India, Kali for Women, 1996.
- G Arunima, ‘There Comes Papa’: Colonialism and the Transformation of Matriliny in Kerala, Malabar C.1850-1940, [Orient Longman, Hyderabad 2003]
- Rekha Raj, Dalit Women as Political Agents: A Kerala Experience. [Economic and Political Weekly, Vol - XLVIII No. 18, May 04, 2013.]
- Raghava Warriar, Village Communities in Pre- Colonial Kerala
- Raghava Warriar, Ammavazhi Keralam, Kerala Sahithya Academy, Thrissur.
- K K Kochu, Dalit Nerkazhchakal, [Raven Publication Thiruvananthapuram,2013.]

- P Bhaskaranunni, Pathonpatham nuttandile keralam
- P Bhaskaranunni, Irupatham nuttandile keralam
- Pradeepan Pampirikunnu, Dalit Patanam : Svatvam Samskaram Sahithyam, [State Institute of Languages, Thiruvananthapuram.]
- K Raviraman [ed], Development, Democracy and the State, [Routledge, 2010]
- K K Abdul Sathar[ed] , Mappila Kizhala Patanangal, [Vachanam Books, Calicut, 2014]
- V.V. Haridas & Haskarali .E.C: Multicultures of South India New Perceptions on History and Society, Karnataka State Open University, Mysore 2015.
- K M Bahauddin, Kerala Muslim History: A Revisit, [Other Books, Calicut, 2012.]
- K N Ganesh, Keralathinte Samuhya Prathisanthy, [Center for Social Studies Thissur, 2003] C K Janu and M Gethanandan,, Adivasi Gramapanjayathum Swayambharanavum, [Clan and Culture, Cochin,]
- T P Kunjikannan, Gadgil Reportum Kerala Vikasanavum, [Mathrubhumi, Books, 2013]
- P K K Menon, Freedom Movt. in Kerala Vol.1, Vol 2
- Dr. C. Haridas, Nationalist Movement in Cochin

Core Paper

HIS5COR08

Indian History II: Medieval India

Objective

- This paper aims understanding the basic features of medieval Indian society and its historical background.

Outcome

It will enable the student

- To understand the '*concept of medieval*'
- To create an awareness among the students about the culture, tradition and heritage of Medieval India
- To understand the medieval Indian innovations in science and technology
- To acquire a positive knowledge about the shaping of India's cultural identity.
- To enable the students to understand the historical roots of certain contemporary issues

Module I: Sources

- Persian and Arab Sources- Tarikh and Nama Traditions-Ibn Batuta- Barani-Abul Fazal-Badauni
- Polity and Institutional structure under Sultanate and Mughals-Foundation and expansion
- Consolidation of Sultanate and Mughals-Mongol menace
- Mughal empire –campaign and conquest-Mughal polity- Rajputs
- Emergence of Marathas- Ashtapradhan

Module II: Legitimization of power

- Nature of State under Sultanate and Mughals-Letter of Investiture
- Nobility-Royal Court –Sufism and state
- Fear and discipline-Sulh-i-kul and Thauh-i-de-Ilahi
- Jagirdari-mansabdari and Alamgiri

Module III: South India: Political and Cultural Experiences

- Power relations in peninsular India-Pallavas – Pandyas
- Chola administration – Uttirameroor Inscription
- Vijayanagar and Bahmanid kingdoms –Krishna Devaraya- Raichur doab
- Architectural developments

Module IV: Society and Economy

- Technology and society-Monetization-Market and Regulations-Urban centers-
- Trade and craft
- Sufism and Bhakti movement
- Art and Architecture – Qutb Minar- Taj Mahal- Tanjavur- Golgumbaz
- Medicinal Practices

BOOKS FOR STUDY

- Sathish Chandra, Medieval India Part I, II
- Meena Bhargava, Understanding Mughal India, Orient Blackswan, 2019

Readings

Module I

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

Module II

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

Module III

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

Module IV

- K A N Sastri, *A History of South India*
- Burton Stein, *Peasant State and Society in Early Medieval South India*
- Kesavan Veluthat, *Political Structure of Early Medieval South India*
- R. Champakalakshmi, *Religion Tradition and Ideology: Pre- Colonial South India*
- R. Champakalakshmi, *Trade Ideology and Urbanization: South India 300 BC to AD 1300*
- Noboru Karashima (ed.), *A Concise History of South India*
- R. Champakalakshmi, *Trade Ideology and Urbanization: South India 300 BC to AD 1300*

Fifth Semester

Core Paper

HIS5COR09

An Introduction to Environmental Studies and Human Rights

Objective

This course is designed for enabling the under graduate student in history to understand varied aspects that come in the inter play of human nature relations. It intends to sharpen the thought process of the students through giving an exposure to the field of environmental studies, history and human rights, not just for understanding these as something out there, but as an essential reference point for rightly conceiving social, political, economic and cultural histories. The whole syllabus is set against the broad contextual background of global issues in the field. Towards the end of the course, the students are expected to come out with a critical historical understanding of major environmental problems/issues that confront the present society and also initiate studies on the history of local environmental issues and concerns. For the students who select this course it offers a gate way to the higher path way of environmental studies and human rights offered at the post graduate level.

Outcome

It will enable the student to understand

- Preserving, protecting and improving the quality of the environment;
- Protecting human health ;
- Prudent and rational utilization of natural resources ;
- Promoting measures at international level to deal with regional or worldwide environmental problems.
- Protecting the Environment using a Human Rights Approach
- Identify, analyze and compare good examples of national laws and public policies for the protection of the environment under a human rights approach.
- Determine how the exercise of human rights can help promote environmental protection.

Module I : Introduction to Environmental Studies.

- Environment-Definition –scope and importance-Eco system and Biodiversity-definition-threats to biodiversity
- Environmental issues- Environmental pollution- Air, water, soil, marine, noise and thermal pollutions- cause and effects-Solid waste management
- Social issues- Sustainable development-water conservation –wasteland reclamation- Environmental protection Act
- Human population and environment-population growth-Environment and human health-Population explosion-Family Welfare Programme

Module II : Environment and History in Indian Context I

- Environment and History-Environmental History-Dimensions of Environmental History- Global trends in environmental history- Approaches to Indian Environmental History- Sources for the study of environmental history. Pre- colonial attitudes towards environment.

Module III : Environment and History in Indian Context II

- Colonialism as a watershed in Indian environmental history- debate over emergence of environmentalism-the question of deforestation- Impact of ship building industry, railways and world wars on the forests- forest legislations--Ecological Imperialism- Ecological nationalism- Contestations over forests- the question of tribals- Tribal protest and resistance-the question of hunting

Module IV : Introduction to Human Rights

- The concept of Human Rights– origin and development-classification-Rights of I Generation(civil and political rights)-II Generation(economic,social and cultural rights)-III Generation(collective rights)
- Human Rights and United Nations –Universal Declaration of human rights UDHR- role of UN in the protection of human rights - UNESCO, UNICEF, WHO, ILO
- Leaders of Human rights movement-Mahathma Gandhi-Nelson Mandela-Martin Luther King Jr-Desmond Tutu-Medha Patkar

- Human Rights in India – Fundamental rights and Constitution, National Human rights commission in India-Human Right for women, child, Refugees, Minorities, Human Environment.

Readings

Module I

- John Barry, Environment and Social Theory, Routledge, 2007
- Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses, University Press, II Edition 2013
- Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001 Environmenta Encyclopedia, Jaico Publ. House. Mumbai.
- Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press.
- Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA.
- Clark.R.S., Marine Pollution, Clanderson Press Oxford (Ref)
- Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication
- Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub.
- House Mekinney, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition, Delhi.
- Rao.M.N & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.
- Rajagopalan. R, Environmental Studies from crisis and cure, Oxford University Press, Published: 2016
- Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (Ref)
- Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (Ref)
- Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (Ref)

Module II

- Gadgil, M. and R.Guha, 1992, This Fissured Land: An Ecological History of India. Delhi: Oxford University Press

- Gadgil, M. and R.Guha, 1992, *This Fissured Land: An Ecological History of India*. Delhi: Oxford University Press.
- Habib, Irfan, 2010, *Man and Environment: The Ecological History of India*, Aligarh: Tulika
- Rangarajan, Mahesh, 2001, *India's Wildlife History: An Introduction*. Delhi: Permanent Black.
- Rangarajan, Mahesh and K.Sivaramakrishnan, eds, 2011, *India's Environmental History: Volumes 1 and 2*. Delhi: Permanent Black.
- Gadgil, Madhav, 1995, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*, Delhi.
- J. Donald Hughes, *Global Dimensions of Environmental History*, *Pacific Historical Review* Vol. 70, No. 1 (February 2001), pp. 91-101, DOI: 10.1525/phr.2001.70.1.91, Stable URL: <http://www.jstor.org/stable/10.1525/phr.2001.70.1.91>
- RamachandraGuha, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*, New Delhi, 1989.
- David Arnold and RamachandraGuha, eds.1995, *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press.
- Worster, D, ed, 1988, *The Ends of the Earth: Perspectives on Modern Environmental History*. New York: Cambridge University Press.
- Sebastian Joseph, *From the Timber to the Smoke: Situating Indian Environmental History*, *Journal of Indian History*, Vol. XCII, April, August, December, 2013, pp.193-219

Module III

- Arnold, David and RamachandraGuha, eds.1995, *Nature, Culture and Imperialism: Essays on the Environmental History of South Asia*. Delhi: Oxford University Press.
- Brandis, Dietrich, 1897, *Indian Forestry*, Woking.
- Ribbentrop, Berthold, 1900, *Forestry in British India*, Calcutta.
- Skaria, Ajay, 1999, *Hybrid Histories: Forests, Frontiers and Wildness in Western India*, New Delhi.
- Stebbing E.P, 1921, *The Forests of India*, vol.I, London.
- Gadgil, M. and R.Guha, 1992, *This Fissured Land: An Ecological History of India*. Delhi: Oxford University Press.

- Crosby, Alfred.W,1986, *Ecological Imperialism: The Biological Expansion of Europe,900-1900*,New York.
- Grove, Richard, 1995, *Green Imperialism: Colonial Expansion, Tropical Island Edens and the Origins of Environmentalism, 1600-1860*.Cambridge: Cambridge University Press.
- -----, 1997 *Ecology, Climate and Empire: Colonialism and Global Environmental History, 1400-1940*, Cambridge.
- Gunnar Cederlof and K. Sivaramakrishnan, *Ecological Nationalisms*, 2005.
- Grove, Richard, Vinita Damodaran and SatpalSangwan, eds.1998, *Nature and the Orient: The Environmental History of South and South East Asia*. Delhi: Oxford University Press.
- Rangarajan, Mahesh and K.Sivaramakrishnan, eds, 2011, *India's Environmental History: Volumes 1 and 2*.Delhi: Permanent Black.
- Rangarajan, Mahesh, 2001, *India's Wildlife History: An Introduction*. Delhi: Permanent Black.
- Baviskar, Amita, 1995, *In the Belly of the River: Tribal Conflicts over Development in Narmada Valley*. Delhi: Oxford University Press.

Module IV

- Amartya Sen, *The Idea Justice*, New Delhi: Penguin Books, 2009.
- Chatrath, K. J.S., (ed.), *Education for Human Rights and Democracy* (Shimla:Indian Institute of Advanced Studies, 1998)
- *Law Relating to Human Rights*, Asia Law House,2001.
- Shireesh Pal Singh, *Human Rights Education in 21st Century*, DiscoveryPublishing House Pvt.Ltd, New Delhi,
- S.K.Khanna, *Children And The Human Rights*, Common Wealth Publishers,1998. 2011.
- Sudhir Kapoor, *Human Rights in 21st Century*,Mangal Deep Publications, Jaipur,2001.
- United Nations Development Programme, *Human Development Report 2004*:
- *Cultural Liberty in Today's Diverse World*, New Delhi: Oxford University Press, 2004.

Fifth Semester

Core Paper

HIS5COR10

World History II: From fifth to fifteenth century

Objective

- The paper intends to develop an ability to understand and analyse the historical developments that took place in the world.

Outcome

- To examine the transition of the world from Ancient to Medieval.
- To analyse the salient features of Medieval feudal societies.
- To study and analyse the medieval innovations in agrarian technology.
- To critically analyse the emergence of non-agricultural groups in the medieval world.
- To study the intellectual contributions of non-European societies.

MODULE 1 .Medieval Europe

- Rise of Feudal Institutions in Europe- Manorialism - Church and Monasticism- Carolingian, Merovingian Monarchies - Holy Roman Empire - Crusades - The great Schism

MODULE II The Arab Empire

- The Arab Empire: Growth of Art and Architecture; Education; Intellectual Contribution: Language, Literature and Sciences

MODULE III-The Chinese Empire

- The Sui dynasty(589 CE)-Tang dynasty(613-907CE)-Song dynasty(907-1126CE) Jin dynasty(1126-1236 CE)
- Progress in economy - Technology-Printing –Gun powder-Art and Architecture
- Mangols - Chenkiz Khan and Kublai Khan-Yuan Dynasty(1271-1368 CE)
- The Ming Dynasty (1368-1644CE)-Achievements-cultural developments-Neo-Confucianism -foreign contacts

MODULE IV: Decline of Feudalism

- Agricultural revolution- Organization of Non-Agricultural Production-Artisans and Merchants - Growth of Foreign Trade and Commerce- -Urbanization: Urban Centers and Society; Mercantilism -Crisis of Feudalism.-Theory of Henry Pirenne- Decline of Medieval and Transition to modern

READING LIST

- Anderson, Perry, *Passages from Antiquity to Feudalism*
- Bloch, March *Feudal Society*, 2 Vols.
- Cipolla, Carlo (ed.) *The Fontana Economic History of Europe: The Middle Ages*
- Colemn, D.C. *Revisions in Mercantilism*
- Dobb, Maurice & Sweezy *Dobb Studies in the Development of Capitalism*
- Ganshof, F.L. *Feudalism*
- Hall, A.R. *The Scientific Revolution 1500-1800.*
- Heaton, Herbert *Economic History of Europe*
- Hilton, Rodni (ed.) *Transition from Feudalism to Capitalism*
- Hodgett, A.J. Gerald *A Social and Economic History of Medieval Europe*
- Pirenne, Henri *Economic and Social History of Medieval Europe*
- Rolls, Eric *History of Economic Thought*
- Takashesh et. *The Transition from Feudalism to Capitali*
- White, Lynn *Medieval Technology and Social Change*
- P K Hitti, *History of Arabs*
- Bernards Lewis, *Arabs in History*
- Amar Farooqi, *Early Social Formations*
- Meenaxi Phukan, *Rise of Modern West*
- Langlois, John(ed), *China under Mongol rule,*
- Fitz, Gerald, C P, *The southern Expansion of the Chinese people, Newyork ,1972*
- John Keay, *China: A History, Harper Press, Newyork, 2009*
- Jack Weather Ford, *Chengizkhan and the making of the modern world, RHOS, 2005*

FIFTH SEMESTER
Choice Based Course
HIS5CBC01
History of Gender Studies

Objectives

- This paper serves as an introduction to Gender Studies to the UG students and hence the aim of the syllabi is to introduce how the discipline emerged and the Key concepts of the same. The syllabus also aims at sensitizing the students to develop a more gender friendly attitude and unravels the dominant paradigm of patriarchy and the politics of gender.

Outcome

- Acquire a general consciousness about the idea of gender
- Enable the student the nature of gender relations
- Giving an understanding of specific features of gender and sex
- Getting the basic features of gender oriented development mechanism
- Avail the basic characters of gender biased social structure

Module I

- Theories and Concepts-Sex and Gender- Social construction of gender and Engendering -Gender a tool of Historical analysis -locating gender identity – Silence and Gendering – The language of disciplines and absence of women - Patriarchy and its creation, Sexuality-Androcentrism- Masculinities - Other Genders - LGBTQ, Queer Theory

Module II

- Feminism -Waves of Feminism and major thinkers- Emergence of Gender Studies as a discipline -themes in Gender Studies -Gender Studies in India- Leela Dube - Seed and Earth-Bina Agarwal -Eco-feminism- Vandana Shiva.

Module III

- Patriarchy with caste and class -Brahmanical patriarchy– Pattern of Gender inequality in terms of Religion- wifehood, pathivratha, streedharma, widowhood – Issue of class. Social Reform Movements and the ‘Recasting’ of women

Module IV

- Women and National Movement - Peasant Movement–Telengana: a case study, Movements for liberation, for education, anti- price rise movements, movements against alcohol abuse, Women’s Movements- Issues and Debates from 1970s. Issues of Violence in Public and Private Spaces - Rape- Custodial and Marital.
- Legal reforms on Marriage, Inheritance, Dowry, Rape, Domestic Violence, Sexual Harassment at Workplace, Women’s Reservation Bill-Act on Triple Talaq

Reading List

Module I

- Freedman, Jane. *Feminism*, Buckingham Open University Press, Buckingham, 2001.
- Bhasin, Kamala. *Understanding Gender*, Women Unlimited, New Delhi, 2003.
- Bhasin, Kamala. *What is Patriarchy?*, Women Unlimited, New Delhi, 2003.
- Bhasin, Kamala. *Exploring Masculinity*, Women Unlimited, New Delhi, 2003.
- V, Geetha. *Patriarchy*, in *Theorizing Feminism Series*, (ed.) Maithreyi Krishnaraj, Stree, Kolkata, 2007.
- V, Geetha. *Gender*, in *Theorizing Feminism Series*, (ed.) Maithreyi Krishnaraj, Stree, Kolkata, 2002.
- Pilcher, Jane & Whelehan, Imelda. *50 Key Concepts in Gender Studies*, Sage, 2004
- Davis, Kathy (ed.). *Handbook of Gender and Women’s Studies*, London, 2006
- J, Devika. *Kulasthreyum Chandapennu Undayadengane? Athava Adhunika Malayalee Sthreyude Charithrathinu Oramukham*, C.D.S., 2010.

Module II

- Freedman, Jane. *Feminism*, Buckingham Open University Press, Buckingham, 2001.
- Jane Pilcher & Imelda Whelehan. *50 Key Concepts in Gender Studies*, Sage, 2004
- *The Polity Reader in Gender Studies*, Cambridge, 1994
- Davis, Kathy (ed.), *Handbook of Gender and Women’s Studies*, London, 2006

- Desai, Neera and Krishnaraj, Maithreyi. "An overview of the status of women in India", in Mohanty, Manoranjan. (ed.), *Class, Caste, Gender- Readings in Indian Government and Politics-5*, Sage Publications, New Delhi, 2004, pp. 296-319.
- Mazumdar, Vina. "Emergence of Women's Question in India and the Role of Women's Studies", Occasional Paper, No. 7, Centre for Women's Development Studies, New Delhi, 1985.
- Omvedt, Gail. *Feminism and the Women's Movement in India*, Bombay, 1987.
- Forbes, Geraldine. "The Indian Women's Movement: Struggle for Women's Right or National Liberation", in Gail Minault (ed.) *The Extended Family: Women's Political Participation in South Asia*, Chanakya Publications Delhi, 1981, 49-82.
- Agarwal, Bina. "Bargaining" and gender relations: Within and Beyond the Household", *Feminist Economics* 3(1): 1997, 1-51.
- Dube, Leela. *Anthropological Explorations in Gender: Intersecting Fields*, Sage, New Delhi, 2001
- Shiva, Vandana and Mies, Maria. *Ecofeminism*, Fern wood Publications, Canada, 1993.
- J. Bandopadhyay and Shiva, Vandana. *Chipko: India's Civilizational Response to the Forest Crisis*, INTACH, 1986.

Module III

- Dube, Leela. "On the Construction of Gender: Hindu Girls in Patrilineal India", *Economic and Political Weekly*, Vol. 23, No. 18 (Apr. 30, 1988), 11-19.
- Chakravathy, Uma. *Gendering Caste: Through a Feminist Lens*, Bhatkal and Sen, 2003.
- Chakravathy, Uma. "Conceptualizing Brahmanical Patriarchy in Early India: Gender, Class, Caste and State", *Economic and Political Weekly*, Vol. 28, No. 14 (Apr. 3, 1993), 579-585.
- Sumit and Tanika Sarkar, (eds.) *Women and Social Reform in India – A Reader*, 2 Vols., Permanent Black and Bloomington, 2008.
- Sarkar, Tanika. "Woman is a Political Animal: Historical Possibilities and Problems", Paper for Symposium on Reconstructing Gender History. Calicut: Indian History Congress, 1999.

- Sarkar, Tanika. "Strishikksha and its Terrors: Re-reading 19th Century Debates on Reform" in Supriya Chaudhari and Sajini Mukherji (eds.), *Literature and Gender*, Orient Longman, Hyderabad, 2002.
- J, Devika. *Kulasthreeyum Chandapennu Undayadengane? Athava Adhunik Malayalee Sthreeyude Charithrathinu Oramukham*, C.D.S., 2010.
- J, Devika. Avanti Mukherjee, 'Re-forming Women in Malayalee Modernity, A Historical Overview', in Swapna Mukhopadhyay, *The Enigma of the Kerala Women, A Failed Promise of Literacy*, Social Science Press, 2012.

Module IV

- Chatterji, Partha. "The Nationalist Resolution of Women's Question", in Sangari, Kumkum and Vaid, Sudesh. (eds.), *Recasting Women: Essays in Colonial History*, Kali for Women, New Delhi, 1989.
- Forbes, Geraldine. "Mothers and Sisters: Feminism and Nationalism in the thought of Subhash Chandra Bose", *Asian Studies*, 2:1, 1984, 23-32.
- Kasturi, Leela and Majumdar, Veena. "Women and Indian Nationalism", *Occasional Paper*, cwds.ac.in/OCPaper/WomenandIndianNationalism.pdf
- Kumar, Radha. *The History of Doing: An Illustrated Accounts of Movements for Women's Rights and Feminism in India 1800-1990*, Zubban, 1993, Chapters 1 & 2.
- Agarwal, Bina. "Who Sows? Who Reaps? Women and land rights in India", *Journal of Peasant Studies*. 15 (4): 531-581
- Shah, Ghanashyam. *Women's Movements, Social Movements in India, A Review of Literature*, Sage Publications 2004, New Delhi, pp.147 – 179.
- Chaudhuri, Maitreyi (ed.). *Feminism in India, Women Unlimited*, New Delhi, 2005.
- Forbes, Geraldine. *Women in Modern India*, CUP, 1996.
- Baxi, Pratiksha. *Public Secrets of Law: Rape Trials in India*, Oxford University Press, 2014.
- Baxi, Pratiksha. *Rape Cultures in India*, Kafila, 23 December 2012 <http://kafila.org/2012/12/23/rape-cultures-in-india-pratiksha-baxi/>
- SundaraRajan, Rajeswari. *Sign Post: Gender Issues in Independent India*, Kali, 2001.

Further Readings:

- Harre, Rom. "Contested Constructions: Man and Woman", In Donn Welton (ed.) *Body and Flesh: A Philosophical Reader*, pp. 11-27. OUP

- The Polity Reader in Gender Studies, Cambridge, 1994
- Scott, Joan W. Gender and the Politics of History, Columbia University Press, New York, 1988.
- Cornwall, Andrea and Lindisfarne, Nancy (eds.).Dislocating Masculinity: Comparative Ethnographies, Routledge, 1994.
- Leacock, Eleanor, Safa, Helen. et.al. (eds.) Women's work: Development and the Division of Labour, Bergin and Garvey Publishers, Massachusetts.
- Agarwal, Bina.A Field of One's Own: Gender and Land relations in South Asia, CUP, Cambridge, 1994.
- Rege, Sharmila (ed.), Sociology of Gender: The Challenge of Sociological Thought, Sage, 2004
- Lerner, Gerda. Creation of Patriarchy, OUP, New York, 1986.
- J,Devika.Engendering Individuals: The Language of Re-forming in the Twentieth Century Keralam,Orient Longman, New Delhi, 2007
- Butler, Judith.Gender Trouble:Feminism and Subversion of Identity, Routledge.
- L. Stanley (ed.), Feminist Praxis: Research, Theory and Epistemology in Feminist Sociology, Rutledge, 1990.
- Chakravarthy, Uma. "The Myth of the Golden Age of Equality: Women Slaves in Ancient India",Manushi, 8-12, 1983.
- Chakravarthy, Uma. "Wifhood, Widowhood and Adultery: Female Sexuality, Surveillance and the State in 18th century Maharashtra", Contributions to Indian Sociology, 3-21 (n.s.) 29, 1&2. 1995.
- Chakravarti, Uma. 'The Development of the Sita Myth: A Case Study of Women in Myth and Literature' In Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of Ancient India,Tulika, New Delhi; 2006.
- Jeffrey, Patricia.Frogs in a well: Indian Women in Purdah, Manohar, New Delhi
- Jayavardhana, Kumari. Feminism and Nationalism in the Third World, Zed Books, 1986.
- Butalia, Urvashi. The Other Side of Silence: Voices from Partition of India, Penguin, 1998.
- Forbes, Geraldine. Women in Modern India, CUP, 1996.
- Sangari, Kumkum and Vaid, Sudesh. (eds.), Recasting Women: Essays in Colonial History, Kali for Women, New Delhi, 1989.

- Sarkar, Tanika. *Rebels, Wives and Saints: Designing Selves and Nation in Colonial Times*, Seagull Books, 2010.
- Sarkar, Tanika. *Hindu Wife, Hindu Nation: Religion, Community, Cultural Nationalism*, Permanent Black, New Delhi, 2000.
- John, E Mary. (ed.) *Women's Studies in India*, Penguin Books, New Delhi, 2008.
- Gail Minault (ed.) *The Extended Family: Women's Political Participation in South Asia*, Chanakya Publications Delhi, 1981

HIS5CBC02
HISTORIOGRAPHY OF INDIA

Module -I

- Historical Consciousness in Ancient India
- Concept of past in Early India-Ithihasa-purana tradition-Jain and Buddhist traditions
- Harshacharita – Mooshakavamsakavya-Rajatharangani

Module –II

- Historical Writing in Medieval India
- Characteristic features - Sultanate and Mughal Writings – Barani – Abul Fazal

Module –III

- Colonial Historiography-
- Orientalists-William Jones-Max Muller- Evangelists Utilitarian and Imperialist
- approaches James Mill- Vincent Smith-Features of colonial Historiography.

Module –IV

- Nationalist historiography
- -K.P. Jayaswal – R.C Majumdar –K.A.N. Sastri, K.M.Panicker-Features of nationalist historiography.

Module –V: Marxist School and its Critique

- D.D.Kosambi R.S.Sharma, Romila Thapar- Irfan Habib--Bipan Chandra – Sumit Sarkar
- Subaltern Studies Guha- Gyanendra Pandey-Partha Chatterjee-Shahid Amin- New Cambridge Historians-Judith Brown Anil Seal John Gallegar

Readings:-

- B.Sheik Ali. : History Its theory and method
- Manrice Aymard and : French Studies in History Vol.II Herbans Mukhia
- E.Sreedharan : A Text Book of Historiography
- H.E Barnes : A History of Historical Writings
- Eric Hobesbawm : On History
- Peter Burke : French Historical Revolution. The Annales Schools 1129-89
- Keuth Jenkins : Rethinking History : On what is History
- Satheesh.K.Bajaj : Recent Trends in Historigraphy
- Romila thapar : Cultural Past
- Ancient Indian Social History Some Interpretations
- : The Past Before us: Historical Traditions of Early North India
- T.R.Venugopal : History and Theory
- C.H.Phillip.(ed.) : Historians of India. Pakistan and Ceylon.
- R.C Majumdar : Historiography in Modern India.
- S.P.Sen.(ed) : History and Historians of Modern India
- Ranajit Guha.(ed) : Subaltern Studies Vol .1
- Elliot and Dorsen : Medieval Historians of India
- Peter Hardy : Studies in Indo-Muslim HistoricalWritings
- Narayana Rao, V. : Textures of Time:Writing History in South India 1600–1800
David Shulman, and Sanjay Subrahmanyam.

Or

HIS5CBC03

HISTORY OF ART AND ARCHITECTURE IN INDIA

Module I

- Definition of Culture- feature of Indian Culture
- Art and Architecture in Pre-historic India.
- Pre-historic art- Cave paintings.

Module II

- Proto-historic Art and Architecture -Harappan Town planning.

Module III

- Mauryan art and architecture
- Gandhara and Mathura school of arts
- Buddhist and Jain architecture
- Temple art and architecture:- Nagara, Vesara and Dravida styles

Module IV

- Origin and development of Church architecture in India.
- Indo- Islamic architecture in India with special reference to Sultanate and Mughal phase.

Reading

- B. Rowland, *Art and Architecture of India*, Delhi, 1968.
- A.K. Coomaraswami, *Early Indian Architecture*, Madras, 1926.
- B.s.Harishankar, *Art and Archaeology of India*; Stone age to the present, New Delhi, 2003.
- S. Piggot, *Prehistoric India*, Harmondsworth, 1950.
- R.E.M.Wheeler, *Early Indian and Pakistan*, London,1959.
- R.E.M.Wheeler, *The Indus Valley Civilization*, London, 1959.
- Zimmer, *The Art of Indian Asia, 2 Vols*, New York, 1955.
- Ananda.K. Coomaraswami, *Early Indian Architecture- Places*, New Delhi, 1975.

- O.M.Prakash, *Cultural History of India*, New Delhi, 2005.
- Satheesh Grover, *Buddhist and Hindu Architecture in India*, Delhi, 2003.
- Gordon Sanderson, *The Art and Antiquities of India*, New Delhi, 1983
- K.R.Srinivasan, *The Temples of South India*, Madras, 1914.
- P. Gupta, *Elements of Indian Art*
- H. Sarkar, *An Architectural Survey of Temples Vol II*, New Delhi, 1978.
- Stella Kramrish, *The Hindu Temple*, Calcutta, 1946.
- Percy Brown, *Indian Architecture*, Mumbai, 1971.
- A. Volwahren, *Living architecture of India*, London, 1970.
- J. Fergusson, *History of Indian and Eastern architecture*, London, 1910.

SIXTH SEMESTER
Core
HIS6COR11
Indian History III: Modern India

Objective

- This paper tries to analyse the basic features of modern India and its structure based on historical position.

Outcome

- Understand the concept of modern India
- Critically analyze India's struggle for freedom.
- Understanding Gandhian philosophy of non-violence and its role in freedom struggle.
- Acquire a positive knowledge on communal harmony and its contribution towards designing new India.
- Get awareness about historical roots of the contemporary issues.

Module I: Policies and Practices of Colonial State

- Subsidiary alliance – Native States – Doctrine of Lapse
- Revenue policies
- Early resistance against the colonial state – Sanyasi- Fakir Rebellions – Santhal, Kol uprisings
- 1857 Revolt –Queen's proclamation-End of Mughal empire-Act of 1858

Module II: New Awakening in India

- Socio-religious movements : Brahma Samaj - Arya Samaj - Ramakrishna Mission - Aligarh movement - Satyasodhak movement - Pandita Ramabai- Sharda Sadan -Mukti Mission - EV Ramaswamy Naiker- Sree Narayana Guru
- Nationalism debate

Module III: Early phase of Indian Nationalism

- Indigo revolts-early political associations-Indian National Congress
- Theories on Indian Nationalism
- Economic critique of colonialism — Poverty and Famine-Drain Theory

- Partition of Bengal-Swadeshi movements-Revolutionary movements –Ghadar Party-Home rule movement

Module IV:

- Gandhian Methods of struggle-Act of 1919-Non co-operation movement--Civil Disobedience movement-Constructive programme
- Peasant movements –working class movements
- Gandhi- Ambedkar debate.
- Govt. of India Act of 1935
- Rise of communalism –India and world war II-Quit India Movement-Partition of India

BOOKS FOR STUDY

Module I

- Percival Spear, The History India, Vol 2
- Percival Spear, Oxford History of Modern India 1740- 1947
- Sekhara Bandyopadhyaya, From Plassey to Partition: A History of Modern India
- A. R, Desai, Social Background of Indian Nationalism
- Ishita Banerjee- Dube, A History of Modern India
- R.C. Majumdar ,Hem Chandra Raychaudhuri,and Kalikinkar Datta, *An Advanced History of India* ,Madras, 1946

Module II

- Percival Spear, The History India, Vol 2
- Percival Spear, Oxford History of Modern India 1740- 1947 R, Desai, Social Background of Indian Nationalism
- Bipan Chandra et.al., India's Struggle for Independence
- Sekhara Bandyopadhyaya, From Plassey to Partition: A History of Modern India
- Ishita Banerjee- Dube, A History of Modern India
- Uma Chakravarti, Rewriting History: Life and Times of Pandita Ramabai
- R.C. Majumdar ,Hem Chandra Raychaudhuri,and Kalikinkar Datta, *An Advanced History of India* ,Madras, 1946

Module III

- Percival Spear, The History India, Vol 2
- Percival Spear, Oxford History of Modern India 1740- 1947
- A. R, Desai, Social Background of Indian Nationalism
- Bipan Chandra et.al., India's Struggle for Independence
- Sumit Sarkar, Modern India 1885- 1947
- Sumit Sarkar, Modern Times: India 1880s- 1950s: Environment, Economy and Culture
- Sekhara Bandyopadhyaya, From Plassey to Partition: A History of Modern India
- Ishita Banerjee- Dube, A History of Modern India
- R.C. Majumdar ,Hem Chandra Raychaudhuri,and Kalikinkar Datta, *An Advanced History of India* ,Madras, 1946

Module IV

- Percival Spear, The History India, Vol 2
- Percival Spear, Oxford History of Modern India 1740- 1947
- A. R, Desai, Social Background of Indian Nationalism
- Bipan Chandra et.al., India's Struggle for Independence
- Sumit Sarkar, Modern India 1885- 1947
- Sumit Sarkar, Modern Times: India 1880s- 1950s: Environment, Economy and Culture
- Shekhar Bandyopadhyaya, From Plassey to Partition: A History of Modern India
- Ishita Banerjee- Dube, A History of Modern India
- R.C. Majumdar ,Hem Chandra Raychaudhuri,and Kalikinkar Datta, *An Advanced History of India* ,Madras, 1946
- Jalal, Ayesha; Bose, Sugata , Nationalism, democracy, and development: state and politics in India. Delhi New York: Oxford University Press, 1997
- Jim Masselos, Indian Nationalism: A History , Sterling Publications, 2010

SIXTH SEMESTER

Core

HIS6COR12

World History III : Rise of The West from 15th Century To 19th Century.

Objective

- The paper tries to understand the student about major developments that took place in the world from 15th to 19th century with a historical position.

Outcome

- Understand the world in new order and power relations.
- Understanding and analyzing the role of various factors in framing a new world.
- To discuss and analyse the impact of new learning, technology and scientific revolution and their role in changing the power relations .
- Acquire knowledge on European hegemony over the world and its historical causes.
- Get awareness about consequences of imperial rivalries.

MODULE I

- Transition from Feudalism to Capitalism – problems and Theories – Colonial Expansion – Renaissance- Reformation – Economic Developments of 16th century – European State system

MODULE II

- English revolutions of 17th century- Modern Science- Mercantilism- Parliamentary monarchy- Absolutism- American - Industrial revolution

MODULE III

- French Revolution- Its impact on Europe and the world - Revolutionary and radical movements 1832- 48

MODULE IV

- Capitalism- Social and economic transformation in Europe- Family, Gender and Process of industrialization

READING LIST

- Cambridge Economic History of Europe, Vol.I to VI
- Rodney Hilton, Transition from feudalism to capitalism
- Meeanaxi Phukan, Rise of the Modern West
- M.Burns,et.al Western Civilizations, Vol.B&C
- Mourice Dobb, Studies in the development of Capitalism
- JR Hale, Renaissance Europe
- V Scammell, The First Imperial Stage: European Overseas Expansion
- Eric Hobbwarm, Age Of Revolutions
- Thomas Carlyle, French Revolution
- Gerald N . Grobb & George A Billias, Interpretations of American History: Patterns and Perspectives, 2 Vols
- H.Butterfield, The origins of Modern Science
- Perry Anderson, The Lineages of the Absolutist State
- G.R.Elton, Reformation Europe 1517 to 1559
- Peter Mathias, First Industrial Revolution
- Albert Sobol, French Revolution
- DH Pennangton, Seventeenth Century Europe
- R Hall, From Galileo to Newton
- Christopher Hill, A Century of Revolutions

SIXTH SEMESTER

HIS6COR13

World History IV: Modern World (1850-1950)

Objective

- This paper enable the student the idea of modern world and its political structure.

Outcome

- Understand the meaning and structure of modern world.
- Understanding the developments in world history.
- Analysing Euro-centric political developments and its worldwide impact.
- Acquire knowledge on European hegemony over the world and its historical causes.
- Get awareness about consequences of imperial struggles.

MODULE I

- Crimean war-American Civil war-Paris Commune-Unification of Italy- Unification of Germany-New Imperialism-Scramble for Africa-colonial rivalry-Boxer Rebellion-Trade Union Movements-Women suffragette movements

MODULE II

- Extreme Nationalism- Moroccan Crisis- Balkan Crisis-Russo-Japanese war- Chinese Revolution- World War 1-Impact of the war on colonies-peace treaties-League of Nations-Russian revolution.

MODULE III

- Turkish republic-Formation of USSR- rises of dictatorship in Italy and Germany-The Great Depression of 1929-New Deal-Japan as an imperial power-Invasion of Manchuria-Italian invasion on Ethiopia-Spanish civil war-Hitler-Stalin Pact.

MODULE IV

- World War II- entry of USA and USSR-Role of colonies in the war-UNO-Decolonisation-Chinese Revolution-Formation of Israel- Cold War.

Reading list

- Peter Cain and Mark Harrison, *Critical Concepts in Historical Studies: Imperialism*, Routledge, 2001
- Anthony Brewer, *Marxist Theories of Imperialism: A Critical Survey*, Routledge, 2003
- Tom Kemp, *Theories of Imperialism*, Dobson, 1967
- Kedourie, *Nationalism*, Blackwell, 1993
- Gellner, *Nations and Nationalism*, Cornell University Press, 2008
- E.J. Hobsbawm, *Nations and Nationalism since 1780*, CUP, 1997
- Ania Loomba, *Colonialism/Postcolonialism*, Routledge, 2005
- Benedict Anderson, *Imagined Communities*, Verso, 2006
- John Hutchinson and Anthony Smith (eds.), *Critical Concepts in Political Science: Nationalism*, Routledge, 2000
- Homi K bhabha, *Nation and Narration*
- G Aloysious, *Nationalism without a Nation India*.
- Partha Chatterjee, *Nation and its Fragments*
- E.J. Hobsbawm, *Age of Empires*,
- E.J Hobsbawm, *Age of Extremes*,
- Edward Mc Nell Burns & Philip Ralphe (edited) *World Civilizations*, Vol.C
- Wall bank, Taylor, carson, *Civilization –Past and Present*, Vol.2,

SIXTH SEMESTER

HIS6COR14

Indian History IV: Contemporary India

Objective

- This paper enables the student to understand the issues and problems of contemporary India.

Outcome

- To introduce the students, the concept of contemporary India
- To understand and analyse the problems and issues of contemporary India.
- Make an understanding on the need of the time and how can be it separated from its historical base.
- Acquire a positive knowledge on the cultural diversity, communal harmony and its contribution towards designing new India.
- To analyse the present economic problems of the nation.

Module I: India: Initial Years

- Constitutional Assembly- Role of B.R.Ambedkar- Salient Features of Indian Constitution
- Integration Process- The Iron and Peace Policy- Patel Factor
- Nehruvian era -- Concept of development – Five Year Plans- Mixed economy -- Large scale industrialization – Big Dams- Green Revolution – principle of unity in diversity – India in the era of cold war- NAM.

Module II: Experiments in Indian Economy and Polity

- Indira Gandhi– Nationalisation of banks – central PSUs
- Janata Ministry and Economic Experiments
- Rajiv Gandhi – Technological Innovations
- P. Singh and Mandal Commission Report- Anti Mandal Agitation
- Narasimha Rao– Liberalisation, Privatisation, Globalisation (LPG)
- Manmohan Singh- SEZs- Nuke Deals

Module III: Challenges within the Nation

- Partition and its scars
- Naxalbari – Maoist movements
- Emergency in India- Causes and Resistance
- Secessionism – Kashmir – Punjab – Assam
- Communalism and Violence– Delhi Riots- Babri Masjid issue – Gujarat carnage- Kandhmal issues
- Inter-state water disputes – Cauveri – Mullapperiyar
- Development paradigms and social issues -Chipko movement – Narmada Bachao Andolan – Bhopal Gas Massacre and Social Responsibility- Dalit Panthers- Dalit atrocities- Khairlanji- Adivasi struggles – Minority rights issues- LGBTQ rights issues- Acts against Gender Discrimination and Violence
- Anti-globalisation movements- Struggles for livelihoods, subsistence and basic resources

Module IV: Democratic Culture in India

- Indian democracy in practice – Reservations- elections – RTI – food safety bill – right to education
- Democratic expressions in art, literature, films – IPTA- Chithralekha– Mahasweta Devi – Tarasankar Bandyopadhyaya—Satyajit Rai – Ritwik Ghatak – Shyam Benegal- Jahnua Barua- Adoor Gopalakrishnan

Maps

- India in 1950
- Linguistic States, 1956
- States and Capitals, 2014
- Major Dams and river Projects built in Post Independent India
- Major Rivers causing Interstate water disputes in Independent India- Yamuna, Krishana, Godavari, Cauvery, Ravi, Beas, Periyar, Vansadhara, Mandovi, Kabani
- Major Stages of environmental Movements
- Major Stages of Struggles against MNCs on Land Acquisition, Environmental and Pollution Issues
- Major Stages of Communal Violence

BOOKS FOR STUDY

Module I

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

Module II

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

Module III

- Bipan Chandra et. al., India Since Independence
- Bipan Chandra, In the Name of Democracy: JP Movement and the Emergency
- K. N. Panikkar, Communal Threat, secular Challenge
- K N Panikkar, Before the Night Falls: Forebodings of Fascism in India
- K N Panikkar, The Concerned India's Guide to Communalism
- Ramachandra Guha, India after Gandhi: The History of World's Largest democracy
- Ramachandra Guha, The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya
- Ramachandra Guha & Madhav Gadgil, This Fissured Land
- Vandana Shiva, Staying Alive: Women, Ecology and Survival in India
- Vandana Shiva, The Violence of Green Revolution
- Uma Chakravarti and Nandita Haksar, The Delhi Riots: Three Days in the life of a Nation
- Uma Chakravarti, Gendering Caste Through Feminist Lens

- P. Sainath, Everybody loves a Good Drought: Stories from India's Poorest districts
- Gail Omvedt, Dalit Visions
- Ashis Nandy et al., Creating a Nationality: Ramajanmabhumi Movement and the Fear of the Self
- Amartya Sen, The Argumentative Indian: Writings on Indian History, Culture and Identity

Module IV

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

SIXTH SEMESTER

Choice Based Course

HIS6CBC01 Archaeology in India

Or

HIS6CBC02 Epigraphy with Special Reference to Kerala

Or

HIS6CBC03 Development of Numismatics in India

HIS6CBC01

ARCHAEOLOGY IN INDIA

Objectives

- This paper helps the student to understand the basic ideas of archaeology and its developments in India.

Outcome

- Understanding the role of Archaeology in the study of History
- Tracing the evolution and growth of archaeology in India.
- Developing awareness about the different the methods of archaeological excavations.
- To realize the future prospects and possibilities of archaeology as an academic discipline.

Module I

- What is Archaeology - Definition, aim, nature and scope, and evolution
- Relationship of Archaeology with Social, Natural and Physical Sciences

Module II

- Archaeological data Retrieval: Exploration Techniques, Excavation Techniques, Experimental Archaeology, Ethno-archaeology, Ethnography,
- Recording Methods, Conservation and preservation of archaeological remains
- Dating Methods: Relative and Chronometric

Module III : History of Archaeology in India

- Major approaches- Colonial intervention-Indology-Alexander Cunningham,James Princep-Robert Bruce Foote- John Marshall, Mortimer Wheeler-Indian Archeologists- A Gosh- B. Subbarao- Dhawalikar,-South Indian perspectives-H D Sankalia-Satyamurti-K V Raman-Kerala experience-Anujan Achan
- Inter-disciplinary approach in Archaeology - Marine Archaeology- S.R. Rao- Public Archaeology, Industrial Archaeology- Paleo-Anthropology-P.K.Thomas-Archeo-Botany-M.D Kajale,S.N.Rajaguru. -

Module IV

- Archaeological Sites in India- Bhimbetka- V.S. Wakanker- Dholavira, Lothal, Hastinapura- B.B. Lal -Brahmagiri, Kodumanal, Arikamedu, Pattanam,Keeladi

Reading List

Module I

- Brothwell, D. and E. Higgs (eds.). 1969. *Science in Archaeology*. London: Thames and Hudson.
- Fagan, B.1994. *In the Beginning: An Introduction to Archaeology*. London.
- Gamble, C. 2008. *Archaeology: the Basics*. Abington: Routledge.
- Grant, J., S. Gorin and N. Fleming. 2002. *The Archaeology Course Book: An Introduction to Study, Skills, Topics and Methods*. London: Routledge.
- Renfrew, C. and P. Bahn. 2005. *Archaeology: the Key Concepts*. Abington: Routledge.

Module II

- Adams, W. Y. and E. W. Adams. 1991. *Archaeological Typology and Practical Reality A Dialectical Approach to Artifact Classification and Sorting*. Cambridge: Cambridge University Press.
- Agrawal,D.P and M.D.Yadava. 1995. *Dating the Human Past*. Pune: ISPQS.
- Banning, E. B. 2002.*The Archaeologist's Laboratory - The Analysis of Archaeological Data*. New York: Kluwer Academic Publishers.
- Drewett. L. Peter. 1999. *Field Archaeology*. London: UCL Press.

- Eddy, F. W. 1984. *Archaeology A Cultural – Evolutionary Approach*. New Jersey: Prentice Hall, Inc.
- Gamble, C. 2008. *Archaeology: the Basics*. Abington: Routledge.
- Grant, J., S. Gorin and N. Fleming. 2002. *The Archaeology Course Book: An Introduction to Study, Skills, Topics and Methods*. London: Routledge.
- Hodder, I. and S. Hutson. 2003. *Reading the Past – Current Approaches to Interpretation in Archaeology*. Cambridge University Press: Cambridge.
- Walker, M. 2005. *Quaternary Dating Methods*. West Sussex: John Wiley and Sons Ltd.

Module III

- Chakrabarti, D. K. 2012, *Fifty Years of Indian Archaeology (1960-2010): Journey of a Foot Soldier*. New Delhi: Aryan Books International.
- Chakrabarti, D. K. 1995, *History of Indian Archaeology: The Beginning to 1947*. Delhi: Munshiram Manoharlal.
- Delgado, J. P. 1998, *Encyclopedia of Underwater and Maritime Archaeology*. New Haven: Yale University Press.
- Palmer, M. and P. Neaverson. 1998, *Industrial Archaeology: Principles and Practice*. Abington: Routledge.
- Skeates, R., C. McDavid and J. Carman. 2012, *The Oxford Handbook of Public Archaeology*. Oxford: Oxford University Press.

Module IV

- Abhayan G.S., P.P. Joglekar, Ajit Kumar, Rajesh S.V. 2014. Utilization of Animal Resources at Vizhinjam, Kerala: A Study Based on Faunal Remains. *Heritage: Journal of Multidisciplinary Studies in Archaeology* – 2: 253-271.
- Agrawal, D. P. and J. S. Kharakwal. 2003. *Bronze and Iron Ages in South Asia*. New Delhi: Aryan Books International.
- Ajitkumar, Rajesh S.V., Abhayan G.S., Vinod V. and Sujana Stephen. 2015. International Maritime Trade: Evidences from Vizhinjam Excavations, South India. *Imperial Rome, Indian Ocean Regions and Muziris – New Perspectives on Maritime Trade*. K.S. Mathew (ed.). Manohar Publishers and Distributors. New Delhi: 297-306.

- Allchin, B. and F. R. Allchin. 1982. *The Rise of Civilization in India and Pakistan*. Cambridge: Cambridge University Press.
- Allchin, B. and F. R. Allchin. 1997. *Origins of a Civilization: The Prehistory and Early Archaeology of India*. New Delhi: Penguin Books India.
- Brown, Percy. 1956. *Indian Architecture (Islamic period)*. Bombay: Taraporewala.
- Brown, Percy. 1960. *Indian Architecture (Buddhist and Hindu)*. Bombay: Taraporewala.
- Cherian, P. J. 2015. Pattanam Represents the Ancient Urban Periyar River Valley Culture: 9th Season Excavation Report (2014 - 15). *Heritage: Journal of Multidisciplinary Studies in Archaeology* – 3: 738-759.
- Dhavalikar, M.K. 1999. *Historical Archaeology of India*. Delhi: Books and Books.
- Fergusson, J. 1961. *History of Indian and Eastern Architecture 2 Vols*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Ghosh, A. 1989. *An Encyclopaedia of Indian Archaeology*. Vols. I and II. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
- Gurukul, Rajan. 1999. *Cultural History of Kerala*. Trivandrum.
- <http://www.newindianexpress.com/cities/thiruvananthapuram/Archaeologist-Throws-Light-on-Thangassery-Artefacts/2014/03/10/article2100824.ece>
- Kenoyer, J. M. 1998. *Ancient Cities of the Indus Civilization*. Oxford: American Institute of Pakistan Studies and Oxford.
- Premkumar, G. 2015. *A brief report on Archaeology excavation at Kottapuram Fort*. Thiruvananthapuram: Department of Archaeology- Government of Kerala.
- Sengupta, G. and K. Gangopadhyay. 2009. *Archaeology in India – Individuals, Ideas and Institutions*. New Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.

or

HIS6CBC02

Epigraphy with Special Reference to Kerala

Module 1

- Epigraphy-Definition-Nature-Scope
- Evolution of Writings-Indus Script-Hieroglyphics-Cuneiform

Module 2

- Asiatic Society of Bengal-William Johnes-James Prinsep-James Bergess-Hultzch
- Brahmi-Kharoshti- Asokan Inscriptions-Allahabad Pillar Inscriptions-Hathigumpha Inscription-Saka Era-Vikrama Era.

Module 3

- Edakkal Cave -Vattezhuthu-Grantham-Kolezhuthu- -Vazhappalli Copper Plate-Tarissappalli Copper Plate –Muccunti Palli Inscription-Veera raghava Pattayam-Parthiva Puram Copper Plate-Kadavayathi- Bhuthasankhya-Kollam Era.

Module 4

- T A Gopinatha Rao - T K Joseph- V R Parameswaran Pillai- Ilamkulam Kunjan Pillai-L A Ravivarma - MGS Narayanan-M R Raghava Varrier

Readings

- D C Sircar, Indian Epigraphy
- MGS Narayanan, Kerala Charithrathile Adisthana Silakal
- MGS Narayanan, Perumals of Kerala, Cosmo Books
- Puthusseri Ramachandran, Kerala Charithrahinte adisthana rekhakal
- M R Raghava Varrier, Keraliyatha Charithra Maanangal
- M R Raghava Varrier, Ashokante Dharmasasanangal
- Bulletin of Rama Varma Research Institute
- V R Parameswan Pillai, Keralathile Pracheena Likhithangal
- Pothuval, Lexicon of Travancore Inscriptions

- Elamkulam Kunjan Pillai, Collected Works of Ilamkulam Kunjan Pillai (Edt N Sam)
- Tharissapalli Pattayangal, Kesavan Veluthat, M R Raghava Varrier-NBS Publishers
- N Sam, Prachina Lipi Mathrukal
- L A Ravivarma, Pracheena Malayala Lipikal, [Kerala Sahithya Academy, thrissur.1971]

Or

HIS6CBC03

DEVELOPMENT OF NUMISMATICS IN INDIA

Module I: Meaning and scope of Numismatics

- Importance of the study of Numismatics
- Emergence of Numismatics as a sub-discipline

Module II: Coinage of Early India

- System of exchange in ancient India
- History of Coinage in ancient India

Module III: Ancient Indian coins

- Study of Early Indian Coins
- Antiquity of Coins in India: PMC, Tribal and Local coins, Indo- Greek, Western Kshatrapas, Kushan, Satavahana and Gupta Coinage

Module IV: South Indian Coinage

- Chera, Chola and Pandya coins
- Early Kerala coins

Readings

- S.K. Chakrabarty, *Ancient Indian Numismatics*
- P.L.Gupta, *Coins*, Delhi, 1969
- K.K.Das Gupta, *Tribal History of India, A Numismatic Approach*, Calcutta, 1975
- M.K.Sharan, *Tribal Coins*, Delhi, 1972
- D.C.Sircar, *Studies in Indian Coins*, Delhi, 1966
- A.N. Lahiri, *Corpus of Indo-Greek Coins*

COMPLEMENTARY COURSES

- | | | |
|---|-----------|--|
| 1 | HIS1CMP01 | Roots of the modern world |
| 2 | HIS1CMP02 | Modern India from 1857 to 1947 |
| 3 | HIS2CMP01 | Transition to the modern world |
| 4 | HIS3CMP01 | Polity and Society in Modern Kerala(1498-1957) |
| 5 | HIS3CMP02 | Pre - imperialist Britain (For B.A. English Literature) |
| 6 | HIS4CMP01 | Transition to the modern world |
| 7 | HIS4CMP02 | Impact of British imperialism (For B.A.English Literature) |

HIS1CMP01
ROOTS OF THE MODERN WORLD

The course intends to give the students a general idea on the origins of the modern world and the force and course of various developments in different parts of the world.

Objective

- To introduce the students the factors paving way for the transition to the modern world
- To critically study the historical developments in modern Europe
- To analyze the democratic revolutions of the world in a historical perspective
- Focus on the role of non-European countries in the exercise of capital oriented European politics.

Outcome

The course will enable the students with the skills to

- Analyze the historical events in a Pan World context and its implications in the present
- Correlate the historical events that took place in various parts of the world in a cause - effect context
- Examine the nature of past revolutions and its significance in the contemporary world
- Assess the functioning of world organizations like UNO SAARC ASEAN etc in the present world

Module-1

- Pre-capitalist formations in the premodern world. Decline of Feudalism- Pre capitalist Formations in Afro-Asian societies- Asiatic Mode of production, Prebendalism .Tributary State Segmentary State. Manchu State in China and Feudalism in Japan

Module-2

- Renaissance and Reformation. Origin of the Nation State. Genesis of Capitalism- Mercantilism - Commercial revolution. Transformation of ideas and cultural life in Europe - Protestant Ethics. The Ideology of Enlightenment from Locke to Rousseau.

Module-3

- Scientific Revolutions - Industrial revolution and Agricultural revolution - Evolution of English Democracy- French Revolution- History of Nationalism - Liberalism and Democracy- History of Socialism

Module-4

- Capitalism World System Theory- Colonialism- in Asia , Africa and South America- Colonial Encounters-Piracy, Proselytisation - Slave trade. Orientalism in theory and Practice, Civilizing Mission Education Religion, Role of Missionaries - Socio-Economic Transformation of Colonies.

REFERECES

- A.J. Stavrianos, *World Since 1500*.
- R.R. Palmer, *History of the Western World*.
- R.Hilton, (ed.,) *The Transition From Feudalism to Capitalism*.
- Maurice Dobb, *Studies in the Development of Capitalism*.
- Cranbriton, *Anatomy of Revolution*
- E.J. Hobsbawn, *Age of Revolution*.
- L. Huberman, *Mans Worldly Goods*.
- L.S. Stavrianos, *A Global History*.
- UNESCO :*History of Mankind* (All the Vols.)
- K.M.Panikkar, *Asia and Western Dominance*.
- Rondo Cameron, *A Concise Economic History of the World*

HIS1CMP02

MODERN INDIA FROM 1857 TO 1947

Objective

This course intends to inform the students the various socio-political and cultural aspects that collectively contributed to the emergence of Indian nationalism and struggle towards independence. The process of establishment of colonial power over the Indian subcontinent and the resistance made by the Indian people against British dominance is also to be disseminated within an explanative and narrative mode of understanding.

Outcome

- To generate a creative understanding on contemporary India.
- To study the evolution of modern India and address its problems and Challenges.
- Get awareness about the multi-faceted participation in Indian National Movement.
- Focus on the role of different schools of ideology in sparking the movement.
- To highlight Gandhian ideology as a tool for a non-violent struggle

Module I

Establishment of British Power and the Revolt of 1857

- English East India Company and Consolidation of Colonial Power- Subsidiary Alliance - Doctrine of Lapse – Revenue Settlements - William Bentick and humanitarian reforms - English Education- Revolt of 1857–Causes and Impact - Transfer of power from Company to the Crown- Policies and Reform - Ripon and Curzon.

Module II

Socio- Religious Reform Movements and Emergence of National Consciousness in India

- BrahmSamaj - Arya Samaj– Prarthana Samaj- Nirangaries and Namadharies - Assertion of backward classes and anti-caste movements - Jyothiba Bhule - Narayanaguru – EVR -. Emergence of National Associations- Indian National Congress - early policies and methods - Dadabhai Naoroji - exposing colonialism - Drain theory - Partition of Bengal - Swadheshi Movement - Surat split.

Module III

Struggles against British Imperialism - The Beginning of Gandhian Era

- Impact of First World War on the national movement. -Rowlatt Act - Jallian Wallabagh -Advent of Gandhi - Khilafat movement - Malabar Rebellion –Non-cooperation movement - the Swaraj party- Montague-Chelmsford reforms - Simon Commission - Revolutionary nationalists - Bhagat Singh and Surya Sen –Ghadar Movement.

Module IV

Towards Independence

- Purna Swaraj Resolution -Civil Disobedience Movement - Gandhi Irwin Pact - Round Table Conferences - Gandhian Methods of Struggles –Emergence of Left Wing - Ambedkar and Struggle for social Justice -Communal Award and the Puna Pact-Second World War and Indian Nationalists- Quit-India Movement- Crips Mission- Cabinet Mission - Mount Batten Plan - Interim government -Wawell Plan - Partition and Independence.

Readings:

- Navaroji Dadabhai : *Poverty and un-British rule in India*
- Bipan Chandra (et. al): *India's Struggle for Independence*
- Bipan Chandra (et. al) : *Nationalism and Colonialism in Modern India*
- Metcalf Barbara. D and Thomas. R. Metcalf : *A Concise History of Modern India 4th Edition*, OUP, 2008
- Bandothyaya Sekhar : *Plassey to Partition*
- Mahajan Sucheta : *Independence and Partition: The Erosion of Colonial Power in India*
- Desai.A.R :*Social Background of Indian Nationalism* ,Popular Prakasan, Bombay, 1976.
- Panikkar. K.N. : *Culture Ideology Hegemony Intellectual and Social Consciousness in Colonial India*: Tulika, New Delhi, 1995
- Panikkar K.N: *Against Lord and State*.
- Gangadharan M :*Malabara Rebellion*.
- Sarkar Sumit : *Modern India 1885-1947*[Pearson]
- Majumdar. R.C: *The Struggle for Freedom*
- Chatterjee Partha : *Wages of Freedom*

- Hanlon O'Rasalind : *Caste Conflict and Ideology: Mahatma Jyothi Rao Phule Law Caste Protest Movement in Nineteenth Century Western India*, Cambridge, Cambridge University Press 1985.
- Hasan Mushirul (ed) : *India's Partition: Process, Strategy and Mobilisation*, Oxford and Delhi, O.U.P, 1995.
- Pandey Gyanendra : *Remembering Partition*, Cambridge University Press, 2001.
- Seal Anil : *Emergence of Indian Nationalism*, Cambridge University Press, 1960.

HIS2CMP01
TRANSITION TO THE MODERN WORLD

Objective

This course explains the trials and turbulences and transition that the world had experienced over the years and analyses the problems of the present day world developments.

It also helps the student

- To know the evolution of the modern world.
- To identify the events and personalities, that influenced the modern world history.
- To analyse the different historical events that changed the course of history of modern world.
- To develop a skill of evaluation through the proper analysis of different historical events.

Outcome

- Understand the evolution of the modern world.
- Acquire the ability to assess the problems of the modern world, historically.
- Understand the new forms of imperialism and strategies in the present world.

Module I

- World after French Revolution - Continental impact and reactions - Metternich and Congress of Vienna - German & Italian Unification

Module II

- Imperialism-Theories of Imperialism, Inter- Imperialist Rivalry - World War I- League of Nations -Russian Revolution of 1917-.Rise of Fascism and Nazism in Europe.-World War II
- Spread of Communist Ideology- Lenin and Stalin. The Soviet Union and its fortunes. The spread of Communism in East Europe.The Chinese Revolution of 1948-Impact and Consequences.

Module III

- New Economic Policy -The Great Depression in 1929-33. Emergence of Anti-Colonial Movements in Asia and Africa- UNO – Cold war-NAM

Module IV

- Decolonisation – neo – colonialism - Globalisation - Development and Sustainable Development
- Growth of Mass Media and Information Technology – Post-Truth

Readings

- Arjun Dev and Indira Dev, *History of the World*, Orient Blackswan
- L.S.Stavrianos, *A Global History*.
- E.J. Hobsbawn, *Age of Revolutions*.
- -----, *Age of Capital*
- -----, *Age Empire*.
- -----, *Age of Extremes*.
- R.R. Palmer, *History of the Modern World*.
- Cran Briton, *Anatomy of Revolution*.
- Albert Sbou, *French Revolution*.
- E.H.Carr, *History of Soviet Russia* (3 Vols).
- -----, *Russian Revolution 1917-21*
- I.Wallerstein, *Historical Capitalism*.
- A.G.Frank, *Latin America and Underdevelopment*.
- Immanuel C.Y. Hsu, *The Rise of Modern China*.
- Jerome Chen, *Mao and the Chinese Revolution*.
- T.K. Hopkins and I.Wallerstein, *World System Analysis*.
- Basil Davidson, *A History of Africa*.
- J.R. Hicks, *Theory of Economic History*.
- UNESCO, *History of Mankind*.
- Suyin Han, *The Morning Deluge: Mao Tse-Tung and the Chinese Revolution 1893-1953*.
- Harry Magdoff, *Imperialism*
- Jaideep Saikia (ed.), *Terrorism*, Sage India, new Delhi, 2009

HIS3CMP01

POLITY AND SOCIETY IN MODERN KERALA (1498-1957)

Objective

- This paper helps the student to understand and analyse the major development in the formation of Kerala state and society.

Outcome

- Understand the concept of Modern Kerala
- Get awareness about the historical roots of the formation of Kerala
- To create awareness about cultural synthesis
- To enable students to form resistance against all forms of exploitation
- To create an understanding of the social reform movements and its drawbacks

Module I

Advent of European Powers.

- Advent of Portuguese. Conflict between Arabs and Portuguese—Kunhali Marakars—Portuguese domination in Kochi—Synod of Diamper. Coonari Cross Oath—Defeat of Portuguese—Dutch in Kochi—French and English—Marthanda Varma and the creation of Thiruvithamkur—Sakthan Tamburan and Kochi. Hyder Ali, Tipu Sulthan and Mysore interlude. Mysorean land settlement.

Module II

Rise of British and Response to Colonialism.

- Elimination of Rival European Powers—Domination of British Power--Resistance movements—Pazhasi Raja and the Kurichiyas—Paliyath Achan and Velu Thampi--Agrarian discontent and Mappila revolts. Administrative and social change in Malabar, Kochi and Thiruvithamkur. Reform of Marumakkathayam.

Module III

Towards Socio- cultural Transition.

- Vaikunda Swamikal—Channar revolt—Chattampi Swamikal, Sri Narayana Guru, Sahodaran Ayyappan, Ayyamkali, Vagbhatanada, etc. New awakening in arts and

literature. Realist and humanist trends. New literary forms – Novel –criticism, Essays, Drama. New trends in poetry.

Module IV

Kerala in the Independence struggle.

- Rise and growth of Indian National Congress—Khilafat and Non-co- operation movements in Malabar—Malabar rebellion and its consequences, Growth of responsible government in Kochi and Thiruvathamkur. Social and economic movements in Kerala. Left movements—peasant struggles—Trade union movements—Punnapra Vyalar— Independence and integration of states—Formation of Kerala state.

Readings:

- Sreedhara Meneon, Survey of Kerala History.
- P K S Raja, Medieval Kerala. (Nava Kerala Co-operative Publishing House Ltd. Calicut)
- K V Krishna Iyer, Zamorins of Calicut. [Reprint, Publication Division University of Calicut, 1999]
- P.J.Cherien (ed.), Perspectives in Kerala History, Gazetteer Department, Trivandrum,
- Sreedhara Menon, Cultural Heritage of Kerala, S. V. Publishers, Madras,
- MR Raghava Varier , Madhyakala Keralam: Sambath Samooham Samskaram,[Trivandrum ,1998]
- M R Raghava Varier and Rajan Gurukkal , Kerala Charithram Vol.II. (Vallathol Vidyapeetham, Sukapuram, Edappal)
- A P Ibrahim Kunju, Mysore – Kerala relations in 18th Century
- A P Ibrahim Kunju, Martandavarma and His Times
- Margret Frenz : From Contact to conquest, OUP India, 2003.
- Pius Melakandathil : The Protughese at Cochin
- H.K.S.Jacob : The Dutch at Cochin
- Adrain.C.Mayer : Land and Society Malabar
- T.C.Varghese : Agrarian Change and Social Consequences
- P.Radhakrishnan : Land reform, Agrarian Struggle and Social Change
- V.V.Kunhikrishnan : Tenancy legislation in Malabar

- K.K.N.Kurup : Modern Kerala: Studies in Social and Agrarian Relations ,
- South Asia Books, 1998.
- K M Panikkar, Malabar and the Portuguese, 1997
- Ayyappan, Social Revolution in a Kerala Village: A study in Cultural Change, Bombay, 1965
- K.N. Panikkar, Against Lord and State, Oxford University Press 1989
- K.N. Panikkar, Culture Ideology Hegemony, Tulika
- K.N. Ganesh, Keralathinte Innalekal, Thiruvananthapuram, 1990
- P.K. Michael Tharakan, —Socio-religious Reform Movements and- Demand for indications of Development □ Alok Bhalla & Peter Bunke eds. Images of Rural India, Sterling Publishers, New Delhi, 1992
- T.K. Raveendran, Asan and Social Revolution in Kerala
- T.K. Raveendran, Vaikom Satyagraha and Gandhi
- A.K. Poduval, Keralathile Karshaka praasthanam, Thiruvananthapuram 1976
- C. Kesavan, Jeevitha Samaram
- Robin Jeffry, Politics, Women and Welbeing, Oxford University Press,. 19
- T.C. Varghese, Agrarian Change and Economic Consequences, Bombay, 1970
- R.K.K. Menon, The History of Freedom Struggle in Kerala, Thiruvananthapuram, 1972
- P Radhakrishnan, Peasant struggles land reforms and social change Malabar 1836-1982.
- K N Ganesh, Kerala Samooha Padanangal
- Nammude Samooham Sambath Samskaram Sahitya Akademi
- A sreedhara menon, Kerala and freedom struggle DC Books

HIS3CMP02

PRE - IMPERIALIST BRITAIN

(For B.A.English Literature)

Objective

- The complementary course helps the students especially of English Literature to understand the antecedents of modern Britain in all its complexity and its political, social, cultural and economic growth.

Outcome

- To study the historical background of early Britain.
- To provide a base for the understanding of Britain's cultural tradition and heritage.
- To assess the political and economic developments and its impact on English society
- To understand the emergence of Britain as a world power
- Ability to explore the pattern of International relations.

Module I : Antecedence of Modern Britain

- Anglo- Saxon Britain Literature - Norman monarchical structure- Domesday Book Medieval jurisprudence Magna Carta - Impact o Crusades Hundred Years War - Wars of the Roses - Black Death Peasants unrest Chaucer and his society - Manorial system Universities Wycliffe and Lollardy -Towns and Trade in the Middle Ages craft guilds - Break up of the manorial system - Dissolution of the feudal order.

Module II : Into the Modern Period

- Tudor despotism Features initiatives- Renaissance and English Literature Printing Francis Bacon - Elizabethan Era Reformation The Social Impact of British Expansion in Asia and the New World.

Module III : Period of Constitutional Conflict

- Social Life During the period of the Stuarts - Puritanism Oliver Cromwell Civil war Restoration Glorious Revolution - Socio-political movements - Constitutional developments towards Imperialism .

Module IV : Mercantilism and Colonialism

- English Economic History English overseas trade Navigation Acts Mercantilism - Founding of the English East India Company and its investments abroad European Rivalry outside the continent - Beginnings of Imperial traits - War of Spanish Succession- Treaty of Utrecht England during the period of Queen Anne War of Austrian Succession Seven Years War Colonialism as a cultural phenomenon

Readings

- G M Trevelyan.,*English Social History*
- G M Trevelyan.,*Illustrated English Social History*
- J. R. Greene., *A Short History of the English People.*
- Warner and Marten.,*The Groundwork of British History.*

HIS4CMP02

IMPACT OF BRITISH IMPERIALISM

(For B.A.English Literature)

Objective

The course aims at introducing the students various developments in the imperialistic age and their impact on Britain. The course will discuss the events that had a profound influence on the imperialistic goals of Britain from the 18th century to the Post Second World War era. The course will emphasize the reforms in England during the Victorian age. The course also aims at introducing the ideas like racialism, pluralism and multiculturalism that became significant after 1945.

Outcome

- Give a basic knowledge on historical background of imperialistic Britain.
- Acquire the base for the understanding of Britain's origin and growth as an imperial state.
- to develop an ability to assess the political and economic developments and its impact on Britain
- To analyze Britain's emergence as a world power
- Ability to explore the pattern of International relations and its role in the rise and fall of Britain

Module I : Intellectual Movements and Economic Changes

- The American War of Independence and its implications The Age of Reason - The French Revolution and the Napoleonic Era Continental System - The Colonial Surplus and the Splendour of Aristocracy The rise of the Middle class New Humanism -

Module II : The Reform Era

- The Rise of Romanticism - Agricultural Revolution and Industrial Revolution *Laissez faire* - The Reform Act of 1832 Abolition of Slavery Factory Legislations - The New Poor Law The Education Act of 1833 Growth of Trade unionism and working class movements in England The cooperative movement John Wesley - Pauperism and Public health

Module III :

- Britain in the World Economy The Common Wealth Expansion of the British markets and Empire - Spread of British institutions and culture- The Victorian Age Literature - Developments in Science and technology Classical Economists -

Module IV

- Liberalism and Fabien Socialism - Britain Socio economic impact of the First World War- The Second World War and its social and economic consequences- Decolonisation-The Post-war cultural scenario - Racialism Pluralism and Multi-culturalism.

Readings

- G M Trevelyan, *English Social History*
- Warner and Marten., *The Groundwork of British History.*
- E. J. Hobsbawm., *The Age of Revolution.*
- E. J. Hobsbawm., *The Age of Capital.*
- E. J. Hobsbawm., *The Age of Empire.*
- C Hibbert, *The English: A Social History*

BLUE PRINT
SEMESTER I
PROGRAMME: BA HISTORY
COURSE CODE: HIS1COR01
COURSE TITLE: Historiography

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	16	2	2	1	5
2	13	2	2	1	5
3	13	3	2	1	6
4	18	5	3	1	9

MODEL QUESTION PAPER

B A HSITORY

HIS1COR01

Historiography

Time: 3 Hrs

Maximum Marks: 80

Part A

(Answer any Ten questions. Each question carries 2marks)

1. *Kavya* tradition
2. Inductive Method
3. Mentality History
4. Oral traditions
5. *Decline of the West*
6. Micro History
7. *Muqaddimmah*
8. History from Below
9. Livy
10. *Idea of History*
11. Antonio Gramsci
12. Total History

(10x 2=20)

Part B

(Answer any six questions. Each question carries 5 marks)

13. Discuss the growth of historical writing in India with special reference to the Ithihasa-Purana tradition.
14. Explain Anti-Cartesianism.
15. Briefly discuss the Hegelian Dialectics.
16. Explain the growth of medieval historiography in West Asia.
17. Discuss the development of Sabalturn Historiography in India.
18. Write a note on Foucault's Discourse Analysis.
19. What are the contributions of Descartes to historical writings?
20. What was the influence of Enlightenment on the historical writings in Europe?
21. Briefly explain the growth Indian Marxist historiography.

(6x5=30)

Part C

(Answer any two questions Each question carries 15 Marks)

22. Explain the growth of historiography in ancient Greece.
23. Discuss the materialist interpretation of history.
24. Briefly explain the contributions of Annales school.
25. Explain the contributions of Positivist school to historiography

(2x15=30)

BLUE PRINT
SEMESTER II
PROGRAMME: BA HISTORY
COURSE CODE: HIS2COR02
COURSE TITLE: World History 1: Ancient civilizations and cultures

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	16	2	2	1	5
2	14	2	2	1	5
3	18	3	2	1	6
4	13	5	3	1	9

MODEL QUESTION PAPER

B A HISTORY

HIS2COR02

World History 1: Ancient civilizations and cultures

Time: Three hours

Maximum: 80 Marks

Part A

(Answer any Ten questions. Each question carries 2 marks)

1. Pharaoh
2. Akhnatten
3. Lothal
4. Mother goddess
5. Chow dynasty
6. Great wall of China
7. Athens
8. Patricians
9. Who is the author of the work 'What happened in History'?
10. Hanibal
11. Pyramids
12. Indus script

(10x2=20)

Part B

(Answer any six questions. Each question carries 5 marks)

13. Describe the religious Philosophy of Egyptians in the period of Pharaohs?
14. Make a critical assessment of status women in Ancient Egypt?
15. Point out the salient feature of Town planning during Indus civilization?
16. Describe the salient aspects of religion of Indus people?
17. Give an account of Chinese urbanism?
18. What do you mean by 'Un matched durability' of Chinese civilization? Explain?
19. Make a critical assessment of slave societies?
20. Give an account of Athenian democracy?
21. Assess the impact of geography on Chinese civilization?

(6x5=30)

Part C

(Answer any two questions Each question carries 15 Marks)

22. Enumerate the contributions of Ancient Egypt to World civilization?
23. Discuss various theories on the decline of Indus valley civilization?
24. Make a critical assessment of the socio-political institutions in Ancient China?
25. Examine the salient features of Roman civilization?

(2x15=30)

BLUE PRINT
SEMESTER III
PROGRAMME: BA HISTORY
COURSE CODE: HIS3COR03
COURSE TITLE: Kerala History 1: From Prehistory to 1200 CE

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	16	2	2	1	5
2	13	2	2	1	5
3	13	3	2	1	6
4	18	5	3	1	9

MODEL QUESTION PAPER
B A HISTORY
HIS3COR03
Kerala History 1: From Prehistory to 1200 CE

Time: Three Hours

Maximum: 80 Marks

Section A: Short Answer

(Answer any Ten questions, each questions carries 2 marks)

1. *Sanketham*
2. Cheraman Perumal Nayanar
3. Uraler
4. *Tolkapiyam*
5. *Periplus of the Erythrean sea*
6. Koyiladhikarikal
7. Kudi
8. Kizhar
9. Terisappalli Copper Plate
10. Robert Brucefoot
11. *Nizhal*
12. *Pathittuppathu*

(10x 2=20)

Section B: Short Essay

Answer any six questions, each question carries 5 marks

13. Write a note on Roman coins unearthed in Kerala
14. Assess the impact of Buddhism in Kerala
15. What do you mean by slash and burn cultivation
16. How the classical Greco Roman accounts help the reconstruction of Kerala History
17. Write a note on Brahmin settlements of Kerala
18. Differentiate between Ur and Kudi
19. Discuss the role of Nattudayavar in ancient Kerala History
20. Write a note on Jewish copper Plate inscription
21. Analyse the nature of polity of ancient Kerala

(6x5=30)

Section C: Essay

Answer any two questions, each question carries 15 marks

22. Analyse the trade relations of Kerala with outside world. How it helped for the formation of a composite culture
23. Discuss the processes of agrarian expansion in Kerala
24. Examine the life and culture of the Sangham Period with special reference to the society
25. Discuss the various elements behind cultural synthesis

(2x15= 30)

BLUE PRINT
SEMESTER III
PROGRAMME: BA HISTORY
COURSE CODE: HIS3COR04
COURSE TITLE: Indian History I: Ancient India

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	16	2	2	1	5
2	13	2	2	1	5
3	15	3	2	1	6
4	16	5	3	1	9

MODEL QUESTION PAPER
B A HSITORY
HIS3COR04
Indian History I: Ancient India

Time: Three Hours

Maximum: 80 Marks

Section A: Short Answer

Answer any Ten questions, each questions carries 2 marks

1. Dholavira
2. Sabha and Samithi
3. Varna system
4. *Kula*
5. *Gavishti*
6. Menander
7. Shahabuzgiri
8. Asoka's Dhamma policy
9. John Marshall
10. Alexander Dow
11. PGW
12. NWPW

(10 x 2=20)

Section B: Short Essay

Answer any six questions, each question carries 5 marks

13. Assess the salient features of Asiatic Mode of Production.
14. Give a critical note on Oriental Despotism
15. Point out the changes in the religious beliefs and practices in the later Vedic age.
16. Describe the political system in the age of the Rig Veda?
17. Explain the major theories on Harappan Polity
18. Trace the history of the formation of the Mauryan Empire
19. Explain the emergence of monarchy in the Gangetic North India
20. Briefly examine the recent interpretations of the Mauryan State.
21. Give a note on Sangam Age

(6 x 5 = 30)

Section C: Essay

Answer any two questions, each question carries 15 marks

22. Review the history of the role of iron in the agricultural development of ancient India
23. Discuss the features of Harappan Civilization
24. Assess the salient features of Early Vedic economy and society
25. Explain the nature of Mauryan state

(2 x 15=30)

BLUE PRINT
SEMESTER IV
PROGRAMME: BA HISTORY
COURSE CODE: HIS4COR05
COURSE TITLE: Methodology of History

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	16	2	2	1	5
2	13	2	2	1	5
3	16	3	2	1	6
4	16	5	3	1	9

MODEL QUESTION PAPER

B A HSITORY

HIS3COR05

Methodology of History

Time: Three Hours

Maximum: 80 Marks

PART A

Answer any ten questions (Each question carries 2 marks)

1. E.H Carr
2. Social History
3. Primary Sources
4. Paleography
5. Epistemology
6. Plagiarism
7. External Criticism
8. Semiotics
9. Glossary
10. Oral History
11. Archives
12. Empiricism

(10x2=20)

PART-B

Answer any six in short essay form. Each question carries 5 marks

13. Examine the nature and scope of history as an academic discipline.
14. "History is science no less, no more"- Discuss
15. Assess the importance of Epigraphy in the study of history.
16. Discuss the relation between History and Political Science.
17. Explain the important factors in the identification of a historical research problem.
18. Define Hermeneutics. How far it is important in research?
19. What are the different types of Hypothesis?
20. Examine the functions of footnotes and end notes.
21. Explain the uses and abuses of history.

(6x5=30)

PART -C

Answer any two in long essay form. Each question carries 15 marks

22. Explain the different kinds of history.
23. Examine the relationship between history and its auxiliary disciplines.
24. Define Historical Research. What are the steps involved in it?
25. Explain the recent trends in local history writing.

(2x15=30)

BLUE PRINT
SEMESTER IV
PROGRAMME: BA HISTORY
COURSE CODE: HIS4COR06
COURSE TITLE: Kerala History II: From 1200 to 1800 CE

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	16	2	2	1	5
2	15	2	2	1	5
3	11	3	2	1	6
4	18	5	3	1	9

MODEL QUESTION PAPER
B A HSITORY
HIS3COR06
Kerala History II: From 1200 to 1800 CE

Time: Three Hours

Maximum: 80 Marks

Section A: Short Answer

Answer any Ten questions, each questions carries 2 marks

1. D'Lanoy
2. 2 Maryadai
3. 3 Malikhans
4. Kalari
5. Van Rheede
6. *Muzhiculam Kaccam*
7. Uraler
8. Joint Family System
9. Vasco Da Gama
10. Matriliny
11. *Manigramam*
12. Patriarchy

(10x2=20)

Section B: Short Essay

Answer any six questions, each question carries 5 marks

13. Discuss the impact of Mysorean invasions
14. Write a note on the impact of the Dutch in Kerala
15. Write a note on the performing arts of pre-modern Kerala
16. Give an account of sanketham
17. Write a note on the oath of coonan cross
18. Write a note on the impact of Portuguese In Kerala
19. Evaluate the achievements of Sakthan Thanpuran
20. Give an account of Cabral
21. Analyse the contributions of Zamorin of Calicut

(6x5=30)

Section C: Essay

Answer any two questions, each question carries 15 marks

22. Discuss the rise and fall of the Portuguese in Kerala
23. Illustrate the feature, of pre-modern Kerala society
24. Give an account of the evolution of Malayalam language
25. Discuss the role of Kunjali Marakkars

(2x15=30)

BLUE PRINT
SEMESTER V
PROGRAMME: BA HISTORY
COURSE CODE: HIS5COR07
COURSE TITLE: Kerala History III :from 1800 to 1956

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	16	3	2	1	6
2	15	2	2	1	5
3	15	3	2	1	6
4	18	4	3	1	8

MODEL QUESTION PAPER
B A HSITORY
HIS3COR08
Kerala History III :from 1800 to 1956

Time: Three Hours

Maximum: 80 Marks

Section A: Short Answer

Answer any Ten questions, each questions carries 2 marks

1. Aruvippuram Revolt
2. Wagon Tragedy
3. GP Pillai
4. Dr. Palpu
5. Paliyath Achan
6. Temple Entry Proclamation
7. KM Panikkar
8. Veluthampi
9. Kurichyars
10. K. Kelappan
11. Guruvayur Satyagraha
12. Malabar migration

(10x 2= 20)

Section B: Short Essay

Answer any six questions, each question carries 5 marks

13. Make an analysis of various stages through which Kerala was united
14. Evaluate the struggle of Chattampi Swamikal
15. Evaluate the activities of Quit India Movement in Kerala
16. Assess the role of Vakkam Abdul Khadar Maulavi in the social reform movement of Kerala
17. Make an analysis on the political movement in Malabar in the first half of the 20th century in the history of Kerala
18. How far the medieval Journal Dhanvanthari enlightened the indigeneous medicinal knowledge?
19. Analyse the role of Christian missionaries in spreading education in Kerala
20. Evaluate the contributions of Ayyankali to modernise Kerala society
21. Write a note on Punnapra-Vayalar Revolt

(6x 5=30)

Section C: Essay

Answer any two questions, each question carries 15 marks

22. Describe the role of Kudumbasree in the empowerment of women in Kerala
23. Critically analyse the role of social reform movements in the development of modern Kerala
24. Critically analyse the law for the land reforms owes to the Adivasi Land struggle in Kerala
25. Analyse the early struggles in Kerala against the British.

(2x15= 30)

BLUE PRINT
SEMESTER V
PROGRAMME: BA HISTORY
COURSE CODE: HIS5COR08
COURSE TITLE: Indian History II: Medieval India

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	16	2	2	1	5
2	13	2	2	1	5
3	15	3	2	1	6
4	16	5	3	1	9

MODEL QUESTION PAPER
B A HSITORY
HIS3COR08
Indian History II: Medieval India

Time: Three Hours

Maximum: 80 Marks

Section A: Short Answer

Answer any Ten questions, each questions carries 2 marks

1. Barani
2. Abul Fazal
3. Kabir panth
4. Sufism
5. Mansabdari System
6. Chola local self government
7. 'Tauhid-i-ilahi'
8. *Sulh - i- kul*
9. Indo-Saracenic architecture
10. *Sar - i - Naubat*
11. Krishna Devaraya
12. Raichur doab

(10x 2= 20)

Section B: Short Essay

Answer any six questions, each question carries 5 marks

13. Assess the factors that contributed to the establishment of Delhi Sultanate.
14. Give a note on Sufism
15. Examine the political structure of Vijayanagara State with reference to the Nayankara System
16. Give a note on Bhamani State
17. Trace the origion and grwoth of Bhakti movement
18. Explain the agrarian system of Mughal India
19. Review the significance of Mansabdari System
20. Do you agree with the thesis that Akbar was a nationalist monarch
21. What are the functions of Ashta Pradhan under the Marathas

(6x 5=30)

Section C: Essay

Answer any two questions, each question carries 15 marks

22. Describe the administrative structure of Vijayanagara Empire
23. Examine the experiments of Delhi Sultanate in the field of currency
24. Discuss the various theories on the charactor of the Mughal State
25. Elaborate the features of the Chola administration

(2x15= 30)

BLUE PRINT
SEMESTER V
PROGRAMME: BA HISTORY
COURSE CODE: HIS5COR09
COURSE TITLE: An Introduction to Environmental Studies and Human Rights

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	16	2	2	1	5
2	13	2	2	1	5
3	15	3	2	1	6
4	16	5	3	1	9

MODEL QUESTION PAPER

B A HSITORY

HIS3COR09

An Introduction to Environmental Studies and Human Rights

Time: Three Hours

Maximum: 80 Marks

Part A

(Answer any 10 questions. Each question carries 2 marks)

1. Posco Act
2. Magnacarta
3. Article 21
4. NHRC
5. Climate change
6. Deforestation
7. Chipko movement
8. Explain women and environment.
9. Give a note on global sustainability.
10. Forest reservation
11. Silent valley
12. Western Ghats

(10x 2= 20)

Part B

(Answer any SIX questions. Each question carries 5 marks)

13. Discuss the relevance of Gadgil and Kasturirangan reports.
14. Trace the different ages of natural history.
15. Explain the recent trends in environmental history
16. Discuss the development and deprivation in free India.
17. Narmada bachao movement.
18. Discuss the influence of Western Ghats on Kerala Society.
19. Critically evaluate human Rights Movements in India
20. Analyses the concept of civil rights and political rights
21. Write a short note on UN Human Right commission

(6x 5=30)

Part C

(Answer any Two questions. Each question carries 15 marks)

22. What is environmental history? Describe the recent challenge, responsibilities and solutions
23. Discuss briefly major environmental problems in Kerala.
24. Write an Essay on origin and development of Human wrights
25. Analysis the role of judiciary in protecting and Promoting Human rights in India

(2x15= 30)

BLUE PRINT
SEMESTER V
PROGRAMME: BA HISTORY
COURSE CODE: HIS5COR10
COURSE TITLE: World History II: From fifth to fifteenth century

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	16	2	2	1	5
2	14	2	2	0	4
3	12	3	2	2	7
4	18	5	3	1	9

MODEL QUESTION PAPER

B A HSITORY

HIS3COR10

World History II: From fifth to fifteenth century

Time: Three Hours

Maximum: 80 Marks

Part A

(Answer any Ten questions. Each question carries 2 marks)

1. Carolingian Monarchy
2. Merovingian Monarchy
3. The Great schism
4. Tang dynasty
5. Taoism
6. Bedouins
7. Abu bakr
8. Umayyads
9. Who is the author of the work 'Passages from Antiquity to feudalism'
10. Mercantilism
11. Emperor Constantine
12. Abbasids

(10x 2= 20)

Part B

(Answer any six questions. Each question carries 5 marks)

13. Examine the role of church in European society?
14. Give an account of the Holy Roman Empire?
15. Describe the contribution of Arab empires towards Art and Architecture?
16. Make a critical assessment of the role of Islam in the evolution of Arab empire?
17. Discuss the impact of Mongol invasions on society and polity of Medieval China?
18. Make a critical appraisal of the impact of Confucianism on society and polity of Medieval China ?
19. Describe salient aspects of Agricultural revolution in Europe?
20. Give an account of urbanization and Urban centres in medieval Europe?
21. Give an account of Sung dynasty?

(6x 5=30)

Part C

(Answer any two questions Each question carries 15 Marks)

22. Trace the course of crusades and analyse its impact on medieval European society and culture?
23. Examine the contribution of Arab empire to Education, Language, Literature and Science?
24. Critically evaluate the contribution of Medieval China to World civilization?
25. What do you mean by 'Crisis of feudalism'? Examine various factors behind the decline of feudalism in Europe?

(10x 2= 20)

BLUE PRINT
SEMESTER V
PROGRAMME: BA HISTORY
COURSE CODE: HIS5CBC01
COURSE TITLE: History of Gender Studies

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	18	2	2	1	5
2	13	2	2	1	5
3	13	3	2	1	6
4	18	5	3	1	9

MODEL QUESTION PAPER
B A HISTORY
HIS5CBC01
History of Gender Studies

Time: Three Hours

Maximum: 80 Marks

Section A: Short Answer

Answer any Ten questions, each questions carries 2 marks

1. Patriarchy
2. Gender
3. Feminist Epistemology
4. Sex
5. Altekarian Paradigm
6. Women and Rigveda
7. The women in Bhakti movement
8. LGBTQ
9. Feminism
10. Vandana Shiva
11. Gender & Silence
12. Triple Talaq

(10x 2= 20)

Section B: Short Essay

Answer any six questions, each question carries 5 marks

13. Explain the social status of Rigvedic woman.
14. "The Absence of woman in History is political" -Comment.
15. Discuss the emergence of Gender studies in India.
16. Write a note on Androcentrism.
17. Define Brahmanical patriarchy.
18. Examine the status of vedic woman.
19. Critically examine the nature of socio reform movement.
20. Discuss the major legal reforms on marriage.
21. How far Gandhian philosophy on woman was progressive?

(6x 5=30)

Section C: Essay

Answer any two questions, each question carries 15 marks

22. Critically examine the features of feminist methodolgy in writing Gender history.
23. Evaluate the characterestics of waves of feminism.
24. How far teh agenda of women was addressed in the socio-religious reform movements in India?
25. Discuss the role of woman in Indian National Movement.

(2x15= 30)

BLUE PRINT
SEMESTER VI
PROGRAMME: BA HISTORY
COURSE CODE: HIS5COR11
COURSE TITLE: Indian History III: Modern India

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	16	2	2	1	5
2	12	2	2	1	5
3	14	3	2	1	6
4	18	5	3	1	9

MODEL QUESTION PAPER
B A HSITORY
HIS3COR11

Indian History III: Modern India

Time: Three Hours

Maximum: 80 Marks

Section A: Short Answer

Answer any Ten questions, each questions carries 2 marks

26. End of Mughal Empire
27. English East India Company
28. Robert Clive
29. *Hind Swaraj*
30. Doctrine of Lapse
31. *Arya Samaj*
32. Rowlatt Act
33. Gopal Krishna Gokhale
34. Indian National Army
35. Khan Abdul Gafar Khan
36. M. N. Roy
37. Two Nation Theory (10x 2= 20)

Section B: Short Essay

Answer any six questions, each question carries 5 marks

38. The Act of 1858
39. Dadabhai Naoroji
40. Theosophical Society
41. Partition of Bengal
42. Chauri Chaura incident
43. Montague-Chelmsford Reforms
44. Jallianwala Bagh Massacre
45. Swadeshi Movement
46. Government of India Act of 1935 (6x 5=30)

Section C: Essay

Answer any two questions, each question carries 15 marks

47. Explain the nature and results of the Revolt of 1857
48. Evaluate social and cultural awakening of India in the 19th century
49. Explain the genesis and course of the Quit India Movement
50. Show how the social base of the national movement was broadened with the rise of peasants and workers as new classes (2x15= 30)

BLUE PRINT
SEMESTER VI
PROGRAMME: BA HISTORY
COURSE CODE: HIS5COR12
COURSE TITLE: World History III:
Rise of The West from 15th Century To 19th Century

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	16	2	2	1	5
2	13	2	2	1	5
3	13	3	2	1	6
4	18	5	3	1	9

MODEL QUESTION PAPER

B A HISTORY

HIS3COR12

World History III: Rise of The West from 15th Century To 19th Century

Time: Three Hours

Maximum: 80 Marks

Part A

(Answer any Ten questions. Each question carries 2 marks)

1. White men's burden
2. David Livingston
3. Opium war
4. Long parliament
5. Mercantilism
6. Isaac Newton
7. Tennis court oath
8. Carbonari
9. Proletariate
10. Bourgeoisie
11. Petrarch
12. Boston tea party

(10x 2= 20)

Part B

(Answer any six questions. Each question carries 5 marks)

13. Examine salient features of European state system?
14. Make a critical assessment of Reformation?
15. Trace the course of American Revolution?
16. Describe the developments in Modern science in 18th century?
17. Make a critical assessment of revolutionary movement in Italian territories in the year 1848?
18. What was the impact of French revolution on Europe and the world? Explain?
19. Make a critical assessment of status of women in Europe in 19th century?
20. Examine the role of expansion of railways in facilitating the process of Industrialization?
21. What do you mean by 'Reign of Terror'? Explain?

(6x 5=30)

Part C

(Answer any two questions, Each question carries 15 Marks)

22. Point out the factors behind the dawn of 'Renaissance'?
23. Make a critical appraisal of English revolutions of 17th Century?
24. Discuss the factors that led to the outbreak of French revolution?
25. Critically evaluate social and economic transformation of Europe in 19th Century?

(2x15=30)

BLUE PRINT
SEMESTER VI
PROGRAMME: BA HISTORY
COURSE CODE: HIS5COR13
COURSE TITLE: World History IV: from 1850 to 1950

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	16	2	2	1	5
2	13	2	2	1	5
3	13	3	2	1	6
4	18	5	3	1	9

MODEL QUESTION PAPER
B A HISTORY
HIS3COR13
World History IV: from 1850 to 1950

Time: Three Hours

Maximum: 80 Marks

Part A

(Answer any ten questions. Each question carries 2 marks)

1. Abraham Lincoln
2. Paris commune
3. New Imperialism
4. Morocco crisis
5. Nihilism
6. Menshevik
7. Soviets
8. Sarajevo
9. New Deal
10. Mussolini
11. Pearl Harbour
12. UNO

(10x 2= 20)

Part B

(Answer any six questions. Each question carries 5 marks)

13. Write a note on Scramble for Africa
14. Describe the features of early Trade Union Movement
15. What were the circumstances leading to Crimean war
16. Analyze the nature of aggressive nationalism
17. Assess development of Nazism
18. Analyse Great Depression
19. Discuss the importance of Chinese Revolution
20. Write a note on Decolonisation
21. Write a note on formation of Israel.

(6x 5=30)

Part C

(Answer any two questions, Each question carries 15 Marks)

22. What are the causes of First World War
23. Analyse the features of Russian Revolution
24. Assess the major developments between the World Wars
25. Describe the results of Second World War

(2x15= 30)

BLUE PRINT
SEMESTER VI
PROGRAMME: BA HISTORY
COURSE CODE: HIS5COR14
COURSE TITLE: Indian History IV: Contemporary India

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	16	5	2	1	8
2	13	2	2	1	5
3	18	3	3	1	7
4	13	2	2	1	5

MODEL QUESTION PAPER
B A HSITORY
HIS3COR14
Indian History IV: Contemporary India

Time: Three Hours

Maximum: 80 Marks

Part A

(Answer any Ten questions. Each question carries 2 marks)

1. Sardar Patel
2. Mixed economy
3. Fundamental Rights
4. Syndicate
5. Morarji
6. New Education policy
7. Operation Blue Star
8. LPG
9. RTI
10. Bipan Chandra
11. Charu Majumdar
12. Plachimada

(10x 2= 20)

Part B

(Answer any six questions. Each question carries 5 marks)

13. Discuss the achievements of Five year plans
14. Describe the features of Green Revolution
15. What was the circumstances leading to Emergency
16. Analyze the nature of Naxalbari Movement
17. Assess the advances in technology under Rajiv Gandhi
18. Analyse the election system in India
19. Discuss the Reservation policy in India
20. Write a note on Bengali literature
21. Write a note water dispute among states

(6x 5=30)

Part C

(Answer any two questions Each question carries 15 Marks)

22. What are the salient features of Indian constitution
23. Analyse Indira Gandhi as Prime minister
24. Assess the features of Indian cinema
25. Describe the changes after New economic policy in 1991

(10x 2= 20)

BLUE PRINT
SEMESTER VI
PROGRAMME: BA HISTORY
COURSE CODE: HIS6CBC01
COURSE TITLE: Archaeology in India

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	13	2	2	1	5
2	16	2	2	1	5
3	18	3	2	1	6
4	10	5	3	1	9

MODEL QUESTION PAPER

B A HISTORY

HIS6CBC01

Archaeology in India

Time: Three Hours

Maximum: 80 Marks

Section A: Short Answer

Answer any Ten questions, each questions carries 2 marks

1. Robert Bruce Foote
2. Marine Archaeology
3. K V Raman
4. *Pattanam*
5. Paleo-Anthropology
6. Ethnography
7. James Princep
8. Dholavira
9. Indology
10. Ethno-archaeology
11. *Asiatic Researches*
12. Kodumanal

(10x 2= 20)

Section B: Short Essay

Answer any six questions, each question carries 5 marks

13. Discuss the nature and scope of archaeology.
14. Explain the relationship of archaeology with other social sciences.
15. Briefly discuss the different methods for the conservation and preservation of archaeological remains.
16. What are the contributions of Alexander Cunningham to Indian archaeology?
17. How does the natural science help us in the study of archaeology?
18. Write a note the excavation techniques.
19. Explain the significance of Bhimbetka.
20. What do you know about Industrial archaeology?
21. Briefly explain the contributions of HD Sankalia towards the growth of archaeology in South India.

(6x 5=30)

Section C: Essay

Answer any two questions, each question carries 15 marks

22. Explain the growth of Indian archaeology during the colonial period.
23. Discuss the different techniques of exploration in archaeology.
24. Briefly discuss the dating methods in archaeology.
25. Explain the inter-disciplinary approach in archaeology.

(2x15=30)

BLUE PRINT
PROGRAMME: BA HISTORY
COMPLEMENTARY COURSE
COURSE CODE: HIS1CMP01
COURSE TITLE: Roots of the modern world

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	15	2	2	1	5
2	18	2	2	1	5
3	15	3	2	1	6
4	16	5	3	1	9

MODEL QUESTION PAPER
B A HISTORY
HIS1CMP01
Roots of the modern world

Time: Three Hours

Maximum: 80 Marks

PART A

Answer any ten questions (Each question carries 2 marks)

1. Manorial System
2. Tributary State
3. Burton Stein
4. Samurai
5. 'The Prince'
6. Mercantilism
7. Erasmus
8. 'Social Contract'
9. Heliocentric Theory
10. Oath of Tennis Court
11. Civilizing Mission
12. Orientalism

(10x 2= 20)

PART-B

Answer any six in short essay form. Each question carries 5 marks

13. Examine the features of Asiatic Mode of Production.
14. Give an account of the origins of Nation States in Europe
15. Discuss the impact of Renaissance on Literature
16. Analyze the significance of scientific revolution .
17. Explain the role of Martin Luther in German Reformation
18. Briefly examine the evolution of English Democracy
19. Write a note on the World System Theory.
20. Examine the nature of Manchu state in China
21. Explain the role of European missionaries in the spread of colonial ideas (6x 5=30)

PART –C

Answer any two in long essay form. Each question carries 15 marks

22. Explain the factors that paved way for the decline of Feudalism.
23. Discuss the nature of Pre capitalist social formations of the world.
24. Analyze the impact of French Revolution
26. Why did Industrial Revolution begin in England? Examine its impact on world economy. (2x15= 30)

BLUE PRINT
PROGRAMME: BA HISTORY
COMPLEMENTARY COURSE
COURSE CODE: HIS1CMP02
COURSE TITLE: Modern India from 1857 to 1947

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	16	2	2	1	5
2	13	2	2	1	5
3	14	3	2	1	6
4	16	5	3	1	9

MODEL QUESTION PAPER
B A HISTORY
HIS1CMP02
Modern India from 1857 to 1947

Time: Three Hours

Maximum: 80 Marks

Part A

(Answer any ten questions. Each question carries 2 marks)

1. Poverty and Un-British Rule in India
2. The Lucknow Pact
3. Satyasodhak Samaj
4. Doctrine of Lapse
5. Wavell Plan
6. Prarthana samaj
7. The Montagu Chemsford reforms
8. Wagon Tragedy
9. Poorna Swaraj resolution
10. The Cabinet Mission
11. Surat Split
12. Back to Vedas

(10x2=20)

Part B

(Answer any six questions. Each question carries 5 marks)

13. Results of the revolt of 1857.
14. Provisions of the Montagu - Chelmsford reforms.
15. The circumstances leading to the signing of the Poona Pact.
16. Cripps Mission proposals.
17. Government of India Act 1858 and major provisions.
18. Gandhi-Irwin Pact.
19. The political associations before the formation of the Indian National Congress.
20. Reforms of Lord Ripon.
21. Mappila Rebellion and its impacts

(6x 5=30)

Part C

(Answer any two questions. Each question carries 15 marks)

22. Assess the role of E V Ramaswami Naikar in the growth of Dravidian nationalism in the south.
23. Describe economic nationalism took roots in India.
24. What were causes and results of the Malabar rebellion?
25. Describe the growth of communalism and its links with separatism in modern India.

(2x15= 30)

BLUE PRINT
PROGRAMME: BA HISTORY
COMPLEMENTARY COURSE
COURSE CODE: HIS2CMP01
COURSE TITLE: Transition to the Modern world

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	18	3	3	1	7
2	12	3	1	1	5
3	12	3	1	1	5
4	20	3	4	1	8

MODEL QUESTION PAPER

B A HISTORY

HIS2CMP01

Transition to the Modern world

Time: Three Hours

Maximum: 80 Marks

Part A

(Answer any ten questions. Each question carries 2 marks)

1. Risorgimento
2. NEP
3. Cold war
4. Fourteen points
5. Young Italy
6. Black Shirts
7. Mensheviks
8. Collective security
9. Globalization
10. Treaty of Versailles
11. Sarajevo Incident
12. Neo-colonialism

(10x 2= 20)

Part B

(Answer any six questions. Each question carries 5 marks)

13. Discuss the reforms of Napoleon as the first Consul.
14. What do you know about the Vienna congress?
15. Briefly discuss the 'Blood and Iron' policy of Bismarck.
16. Discuss the role of Count Cavour in the Italian unification.
17. Explain the spread of Communism to Eastern Europe.
18. Why is Lenin known as the 'architect of Russian revolution'?
19. Explain the New Deal.
20. Discuss the impact of the Chinese revolution of 1948?
21. Briefly explain significance of NAM.

(6x 5=30)

Part C

(Answer any two questions. Each question carries 15 marks)

22. Explain the causes and results of Second World War.
23. Discuss the growth of fascist ideologies in Europe.
24. Briefly discuss the background of the formation of UNO.
25. Explain the imperialist rivalries that led to the war of 1914.

(2x15=30)

BLUE PRINT
PROGRAMME: BA HISTORY
COMPLEMENTARY COURSE
COURSE CODE: HIS3CMP01
COURSE TITLE: Polity and Society in Modern Kerala (1498-1957)

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	10	4	2	1	7
2	12	4	3	1	8
3	12	2	2	1	5
4	18	2	3	1	5

MODEL QUESTION PAPER
B A HISTORY
HIS3CMP01
Polity and Society in Modern Kerala (1498-1957)

Time: Three Hours

Maximum: 80 Marks

Part A

(Answer any ten questions. Each question carries 2 marks)

1. Vasco Da Gama
2. Ralf Fitch
3. D' Lanoy
4. Anjengo
5. Van Rheede
6. Hyder Ali
7. Paliyathachan
8. Channar Revolt
9. Ayyankali
10. SNDP
11. C.V Ramanpillai
12. Wagon Tragedy

(10x 2= 20)

Part B

(Answer any six questions. Each question carries 5 marks)

13. Point out the political legacy of Mysorean invasions on Malabar.
14. Write a note on the impact of the Dutch in Kerala
15. Highlight the role of Travancore in the formation of modern Kerala.
16. Discuss the resistance against the British power by Pazhassi Raja.
17. Write a note on the oath of coonan cross
18. Write a note on the impact of Portuguese In Kerala
19. Evaluate the achievements of Sakthan Thanpuran
20. Explain the genesis of tribal uprisings in Malabar.
21. Analyse the contributions of Zamorin of Calicut

(6x 5=30)

Part C

(Answer any two questions. Each question carries 15 marks)

22. Sketch the rise and fall of the Portuguese power in Kerala
23. Illustrate the feature, of pre-modern Kerala society
24. Describe the administrative innovations of the British in Malabr.
25. Review the genesis and spread of the social reform movements in Kerala. **(2x15= 30)**

BLUE PRINT
PROGRAMME: BA HISTORY
COMPLEMENTARY COURSE
COURSE CODE: HIS3CMP02
COURSE TITLE: Pre - imperialist Britain (For B.A.English Literature)

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	18	3	3	1	7
2	12	2	2	1	5
3	12	2	2	1	5
4	20	5	2	1	8

MODEL QUESTION PAPER
B A HISTORY
HIS3CMP02
Pre - imperialist Britain

Time: Three Hours

Maximum: 80 Marks

Part A

(Answer any ten questions. Each question carries 2 marks)

1. Battle of Hasting
2. Princes Crusades
3. Wat Tyler Rebellion
4. Short Parliament
5. *Magna Carta*
6. Domesday Book
7. Restoration
8. Commercial Revolution
9. Navigation Acts
10. *Bill of Rights*
11. Spanish succession war
12. Colonialism

(10x 2= 20)

Part B

(Answer any six questions. Each question carries 5 marks)

13. Write a note on reforms of William the Conqueror
14. Describe the impact of Crusades in English society
15. Write a note on Monasticism
16. What were the circumstances leading to Petition of Rights
17. Analyze the Renaissance in England
18. Assess origin of civil war
19. Analyse causes of Seven years war
20. Discuss main events under Queen Anne
21. Write a note on Capitalism and Mercantilism

(6x 5=30)

Part C

(Answer any two questions. Each question carries 15 marks)

22. What are the salient features of Feudalism in England
23. Analyse the features of English Reformation
24. Assess the causes and results of English Revolution
25. Analyze the developments under Hanover dynasty.

(2x15= 30)

BLUE PRINT
PROGRAMME: BA HISTORY
COMPLEMENTARY COURSE
COURSE CODE: HIS4CMP01
COURSE TITLE: Transition to the Modern world

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	18	3	3	1	7
2	12	3	1	1	5
3	12	3	1	1	5
4	20	3	4	1	8

MODEL QUESTION PAPER
B A HISTORY
HIS4CMP01
Transition to the Modern world

Time: Three Hours

Maximum: 80 Marks

Part A

(Answer any ten questions. Each question carries 2 marks)

1. Risorgimento
2. NEP
3. Cold war
4. Fourteen points
5. Young Italy
6. Black Shirts
7. Mensheviks
8. Collective security
9. Globalization
10. Treaty of Versailles
11. Sarajevo Incident
12. Neo-colonialism

(10x 2= 20)

Part B

(Answer any six questions. Each question carries 5 marks)

13. Discuss the reforms of Napoleon as the first Consul.
14. What do you know about the Vienna congress?
15. Briefly discuss the 'Blood and Iron' policy of Bismarck.
16. Discuss the role of Count Cavour in the Italian unification.
17. Explain the spread of Communism to Eastern Europe.
18. Why is Lenin known as the 'architect of Russian revolution'?
19. Explain the New Deal.
20. Discuss the impact of the Chinese revolution of 1948?
21. Briefly explain significance of NAM.

(6x 5=30)

Part C

(Answer any two questions. Each question carries 15 marks)

22. Explain the causes and results of Second World War.
23. Discuss the growth of fascist ideologies in Europe.
24. Briefly discuss the background of the formation of UNO.
25. Explain the imperialist rivalries that led to the war of 1914.

(2x15=30)

BLUE PRINT
PROGRAMME: BA HISTORY
COMPLEMENTARY COURSE
COURSE CODE: HIS4CMP02
COURSE TITLE: Impact of British imperialism (For B.A.English Literature)

Module	Hrs Allotted	Part A 2 Mark 10/12	Part B 5 Marks 6/9	Part C 15 Marks 2/4	Total questions
1	15	2	2	1	5
2	18	2	2	1	5
3	15	3	2	1	6
4	12	5	3	1	9

MODEL QUESTION PAPER
B A HISTORY
HIS2CMP02
Impact of British imperialism

Time: Three Hours

Maximum: 80 Marks

Part A

(Answer any ten questions. Each question carries 2 marks)

1. Reign of Terror
2. Code Napoleon
3. Boston Tea Party
4. Humanism
5. Lord Townshend
6. Whiteman's Burden
7. William Wilberforce
8. Utilitarianism
9. New Poor Law
10. Operation Sea Lion
11. Decolonization
12. Racialism

(10x 2= 20)

Part B

(Answer any six questions. Each question carries 5 marks)

13. Give an account of the impact of French Revolution.
14. Write a note on Napoleonic Wars.
15. Assess the significance of American War of Independence and its consequences.
16. Discuss the origins of Party system in England.
17. Explain the features of Agrarian Revolution in England.
18. Examine the role of Britain in the First World War.
19. Give an account of the rise of Working class movements in Britain.
20. Discuss the features of Fabian Socialism.
21. Make an assessment of the role played by John Wesley in the Church History of England.

(6x 5=30)

Part C

(Answer any two questions. Each question carries 15 marks)

22. Why did Industrial Revolution begin in England? Examine its impact.
23. Give an account of the reforms of Victorian Era in England.
24. Discuss the socio economic impact of the Second World War on England.
25. Explain the role of Britain in the world economy in the 20th century.

(2x15=30)

