POST GRADUATE AND RESEARCH
DEPARTMENT OF HISTORY

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

MCUSSH20
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
**MCUSSH120**

**B A HISTORY SYLLABUS**

(With effect from 2020 admission onwards)

## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Board of Studies</td>
<td>4</td>
</tr>
<tr>
<td>U.G. Regulations</td>
<td>5-18</td>
</tr>
<tr>
<td>Programme Outcome</td>
<td>19</td>
</tr>
<tr>
<td>Curriculum</td>
<td>20</td>
</tr>
<tr>
<td>Schedule and Course Structure</td>
<td>21</td>
</tr>
<tr>
<td>The Syllabus</td>
<td></td>
</tr>
<tr>
<td>Semester I</td>
<td>22-24</td>
</tr>
<tr>
<td>Semester II</td>
<td>25-26</td>
</tr>
<tr>
<td>Semester III</td>
<td>27-32</td>
</tr>
<tr>
<td>Semester IV</td>
<td>33-38</td>
</tr>
<tr>
<td>Semester V</td>
<td>39-61</td>
</tr>
<tr>
<td>Semester VI</td>
<td>62-79</td>
</tr>
<tr>
<td>Complementary Courses</td>
<td>80-94</td>
</tr>
<tr>
<td>Blue Print &amp; Model Question Papers</td>
<td>95-140</td>
</tr>
</tbody>
</table>
## Board of Studies in History

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

<table>
<thead>
<tr>
<th></th>
<th>Programme Duration</th>
<th>6 Semesters</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Total Credits required for successful completion of the Programme</td>
<td>120</td>
</tr>
<tr>
<td>c</td>
<td>Credits required from Common Course I</td>
<td>22</td>
</tr>
<tr>
<td>d</td>
<td>Credits required from Common Course II</td>
<td>16</td>
</tr>
<tr>
<td>e</td>
<td>Credits required from Core course and Complementary courses including Project</td>
<td>74</td>
</tr>
<tr>
<td>f</td>
<td>Choice Based Core Course</td>
<td>8</td>
</tr>
<tr>
<td>g</td>
<td>Minimum attendance required</td>
<td>75%</td>
</tr>
</tbody>
</table>
### Model I or Model II B.Com

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

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Programme Duration</td>
<td>6 Semesters</td>
</tr>
<tr>
<td>b</td>
<td>Total Credits required for successful completion of the Programme</td>
<td>120</td>
</tr>
<tr>
<td>c</td>
<td>Credits required from Common Course I</td>
<td>8</td>
</tr>
<tr>
<td>d</td>
<td>Credits required from Core + Complementary + Vocational Courses including Project</td>
<td>109</td>
</tr>
<tr>
<td>e</td>
<td>Open Course</td>
<td>3</td>
</tr>
<tr>
<td>f</td>
<td>Minimum attendance required</td>
<td>75%</td>
</tr>
</tbody>
</table>

### BA Honours

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Programme Duration</td>
<td>6 Semesters</td>
</tr>
<tr>
<td>b</td>
<td>Total Credits required for successful completion of the Programme</td>
<td>120</td>
</tr>
</tbody>
</table>
### Credits required from Common Course

<table>
<thead>
<tr>
<th>c</th>
<th>Credits required from Common Course I</th>
<th>16</th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>Credits required from Common Course II</td>
<td>8</td>
</tr>
<tr>
<td>e</td>
<td>Credits required from Core + Complementary + Vocational Courses including Project</td>
<td>93</td>
</tr>
<tr>
<td>f</td>
<td>Choice Based Core Course</td>
<td>8</td>
</tr>
<tr>
<td>g</td>
<td>Minimum attendance required</td>
<td>75%</td>
</tr>
</tbody>
</table>

### 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:-

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

\[ SGPA = \frac{TCP}{TC}, \text{ where } TCP \text{ is the Total Credit Point of that semester.} \]

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

\[ CGPA = \frac{TCP}{TC}, \text{ where } TCP \text{ is the Total Credit Point of that programme.} \]

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:

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

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

<table>
<thead>
<tr>
<th>GPA</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.5 and above</td>
<td>S Outstanding</td>
</tr>
<tr>
<td>8.5 to below 9.5</td>
<td>A+ Excellent</td>
</tr>
<tr>
<td>7.5 to below 8.5</td>
<td>A  Very Good</td>
</tr>
<tr>
<td>6.5 to below 7.5</td>
<td>B+ Good</td>
</tr>
<tr>
<td>5.5 to below 6.5</td>
<td>B  Above Average</td>
</tr>
<tr>
<td>4.5 to below 5.5</td>
<td>C  Satisfactory</td>
</tr>
<tr>
<td>3.5 to below 4.5</td>
<td>D  Pass</td>
</tr>
<tr>
<td>Below 3.5</td>
<td>F  Failure</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Components of Internal Evaluation of theory</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5</td>
</tr>
<tr>
<td>Assignment /Seminar/Viva</td>
<td>5</td>
</tr>
<tr>
<td>Test papers (2x5=10)(Marks of test paper shall be average)</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Components of Internal Evaluation</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>5</td>
</tr>
<tr>
<td>Seminar/Assignments/Viva</td>
<td>2</td>
</tr>
<tr>
<td>Test paper (2x4)</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>
c. For practical examinations total marks for external evaluation is 40 for internal evaluation is 10

<table>
<thead>
<tr>
<th>Components of Internal Evaluation (Practicals)</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>2</td>
</tr>
<tr>
<td>Test (1x4)</td>
<td>4</td>
</tr>
<tr>
<td>Record*</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
</tr>
</tbody>
</table>

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

11.3 Project Evaluation

<table>
<thead>
<tr>
<th>Components of Project evaluation</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internal Evaluation*</td>
<td>20</td>
</tr>
<tr>
<td>Dissertation (end semester)</td>
<td>50</td>
</tr>
<tr>
<td>Viva Voce (end Semester)</td>
<td>30</td>
</tr>
</tbody>
</table>

Components of Project Internal evaluation *

<table>
<thead>
<tr>
<th>Components of Internal evaluation</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relevance and Contents</td>
<td>5</td>
</tr>
<tr>
<td>Analysis and Presentation</td>
<td>5</td>
</tr>
<tr>
<td>Presubmission Presentation and viva</td>
<td>10</td>
</tr>
</tbody>
</table>

*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)

<table>
<thead>
<tr>
<th>Components of External Evaluation of Project</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation (External)</td>
<td>50</td>
</tr>
<tr>
<td>Viva-Voce (External)</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Components of internal Evaluation of Project</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuality</td>
<td>5</td>
</tr>
<tr>
<td>Experimentation/data collection</td>
<td>5</td>
</tr>
<tr>
<td>Knowledge</td>
<td>5</td>
</tr>
<tr>
<td>Report</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Attendance Evaluation for all papers

<table>
<thead>
<tr>
<th>% of attendance</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 and above</td>
<td>5</td>
</tr>
<tr>
<td>85 – 89</td>
<td>4</td>
</tr>
<tr>
<td>80-84</td>
<td>3</td>
</tr>
<tr>
<td>76-79</td>
<td>2</td>
</tr>
<tr>
<td>75</td>
<td>1</td>
</tr>
</tbody>
</table>

(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**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Pattern</th>
<th>Marks</th>
<th>Choice of questions</th>
<th>Total marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Short Answer/problem type</td>
<td>2</td>
<td>10/12</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>Short essay/problem</td>
<td>5</td>
<td>6/9</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>Essay/problem</td>
<td>15</td>
<td>2/4</td>
<td>30</td>
</tr>
</tbody>
</table>

Total 80

(b) **With practical**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Pattern</th>
<th>Marks</th>
<th>Choice of questions</th>
<th>Total marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Short Answer/problem type</td>
<td>1</td>
<td>10/12</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>Short essay/problem</td>
<td>5</td>
<td>6/9</td>
<td>30</td>
</tr>
<tr>
<td>3</td>
<td>Essay/problem</td>
<td>10</td>
<td>2/4</td>
<td>20</td>
</tr>
</tbody>
</table>

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 paper 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.
### Curriculum

**UG Programme : Bachelor of Arts (B.A) - HISTORY (MCUSSH120) Total Credits: 120**

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

Theory and Practical shall be shown separately
Core Courses

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

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 6th semesters.

Complementary Courses

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

- E.Sreedharan, A Text Book of Historiography : From 500B.C to 2000A.D

Readings:

- Manrice Aymard and : French Studies in History Vol.II Herbans Mukhia, Sangam Books,
- Peter Burke,New Perspectives on Historical Writing, Penn State University Press, 2001.
- Fernand Braudel , On History, University of Chicago Press, 1982
• The Varieties of History: From Voltaire to the Present by Fritz Stern, Vintage, 1973
• Joan Wallach Scott, Feminism and History, Oxford University Press, 1996.
• 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
MODULE IV

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

Books for study

- Edward Mcnull 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, Perumals of Kerala, Cosmo Books, Thrissur.

Readings:

- Raghava Varrier 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,
- K N Ganesh., Keralathinre Innelakal, (1990), Cultural Department, Government of Kerala, Trivandrum
- M P Mujeebu Rehman and K S Madhavan [eds], Explorations in South Indian History,SPCS/National Bookstall,Kottayam,2014. [ Section II]
- Elamkulam Kunjan Pillai, Studies in Kerala History (National Book Stall, Kottayam)
- M G S Narayanan, Aspects of Aryanisation. (Kerala Historical Society, Trivandrum)
- P J Cherian, Perspectives in Kerala History
- Raghava Varier, Keraleeyatha : Charithra manangal(Article)
- 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 Charitravum, 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 - Dasaranjana 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- Tinals- Social Life- Roman Trade

Module IV: Post Mauryan India

- Expansion of Buddhism
- Land Grant Economy-mutts
- Indo Greeks-Sakas-Satavahanas-Kushanas
- 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 Outline
- 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 India
- 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

- E.Sreedharan, A Manual of Historical Research Methodology, CSIS, 2000

Readings

- Sharon Sorenson, How to Write Research Papers, Prentice Hall & IBD; 3rd edition, 1995
- 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
• John Lewis Gaddis, *The Landscape of History: How Historians Map the Past*, OUP, 2004
• Martha C. Howell, *From Reliable Sources: An Introduction to Historical Methods*, Cornell University Press, 2001
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


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-cartazé
- The Dutch and native rulers-The rise of Marthanda Varma
Module IV : Growth of language, Literature and culture

- Art forms - Kathakali – Koothu – Koodiyattom - Chavittu Natakam -Margam Kali

Readings:

- Sreedhara Meneon, *Survey of Kerala History*.
- 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 M Panikkar, Malabar and the Portuguese, 1997
• J Devika, Kulastreeyum Chanthappenum 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 - Kavai - 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 – Pazhashi – Kurichia – Veluthampi - Paliath Achan - Mappila uprisings

Module III : Socio-reform movements and memorials
• Channar revolt-memorials- malayalee – Ezhava - Civic rights agitaton - 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 - Khilaflath 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:


• ---------------, 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.


• 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.


• Rekha Raj, Dalit Women as Political Agents: A Kerala Experience. [Economic and Political Weekly, Vol - XLVIII No. 18, May 04, 2013. ]

• Raghava Warrier, Village Communities in Pre- Colonial Kerala

• Raghava Warrier, Ammavazhi Keralam, Kerala Sahithya Academy, Thrissur.

• K K Kochu, Dalit Nerkazhchakal, [Raven Publication Thiruvananandapuram,2013.]
• P Bhaskaranunni, Pathonpatham nuttandile keralam
• P Bhaskaranunni, Irupatham nuttandile keralam
• Pradeepan Pampirikunnu, Dalit Patanam: Svatvam Samskaram Sahithyam, [State Institute of Languages, Thiruvananadapuram.]
• 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, Kanrnataka State Open University, Mysore 2015.
• K M Bahauddin, Kerala Muslim History: A Revisit, [Other Books, Calicut, 2012.]
• K N Ganesh, Keralathinte Samuhya Prat hisanthy,[Center for Social Studies Thissur, 2003] C K Janu and M Gethanandan, Adivasi Gramapanyakayathum 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
Objective

- This paper aims understanding the basic features of medivial 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 – Quitb 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 undergraduate student in history to understand varied aspects that come in the interplay 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 gateway to the higher pathway 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)
- 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
• Clark.R.S., Marine Pollution, Clanderson Press Oxford (Ref)
• Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication
• 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)

Module II

• 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
• 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
• 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.


• ----------------------, 1997 Ecology, Climate and Empire: Colonialism and Global Environmental History, 1400-1940, Cambridge.

• Gunnar Cederlof and K. Sivaramakrishnan, Ecological Nationalisms, 2005.


Module IV


• Shireesh Pal Singh, Human Rights Education in 21st Century, Discovery Publishing House Pvt. Ltd, New Delhi,


• United Nations Development Programme, Human Development Report 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 Pirennie- 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*
- 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*
- Bernard 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*
- 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


- 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

- Pilcher, Jane & Whelehan, Imelda. 50 Key Concepts in Gender Studies, Sage, 2004
- Davis, Kathy (ed.). Handbook of Gender and Women’s Studies, London, 2006

Module II

- 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


• Omvedt, Gail. Feminism and the Women’s Movement in India, Bombay, 1987.


• Dube, Leela. Anthropological Explorations in Gender: Intersecting Fields, Sage, New Delhi, 2001


• J. Bandopadhyay and Shiva, Vandana. Chipko: India's Civilizational Response to the Forest Crisis, INTACH, 1986.

Module III


• Sumit and Tanika Sarkar, (eds.) Women and Social Reform in India – A Reader, 2 Vols., Permanent Black and Bloomington, 2008.


Module IV


• Kasturi, Leela and Majumdar, Veena. “Women and Indian Nationalism”, Occasional Paper, cwds.ac.in/OCPaper/WomenandIndianNationalism.pdf


• Chaudhuri, Maitreyi (ed.). Feminism in India, Women Unlimited, New Delhi, 2005.

• Forbes, Geraldine. Women in Modern India, CUP, 1996.


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
• Leacock, Eleanor, Safa, Helen. et.al. (eds.) Women’s work: Development and the Division of Labour, Bergin and Garvey Publishers, Massachusetts.
• Rege, Sharmila (ed.), Sociology of Gender: The Challenge of Sociological Thought, Sage, 2004
• 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.
• 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, Manhohar, New Delhi
• Forbes, Geraldine. Women in Modern India, CUP, 1996.


• 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
- Harshacharitha – Mooshakavamsakavya-Rajatharangani

Module –II
- Historical Writing in Medieval India
- Characterstic features - Sultanate and Mughal Writings – Barani – Abul Fazal

Module –III
- Colonial Historiography-
- Orientalists-WilliamJones-Max Muller- Evangelists Utilitarian and Imperialist
- approaches James Mill- Vincent Smith-Features of colonial Historiography.

Module –IV
- Nationalist historiography

Module –V: Marxist School and its Critique
- D.D.Kosambi R.S.Sharma, Romila Thapar- Irfan Habib--Bipan Chandra – Sumit Sarkar
- Subaltern StudiesGuha- Gyanendra Pandey-Partha Chatterjee-Shahid Amin- New Cambridge Historians-Judith Brown Anil Seal John Gallegar
Readings:-

- B.Sheik Ali. : History Its theory and method
- E.Sreedharan : A Text Book of Historiography
- H.E Barnes : A History of Historical Writings
- Eric Hoberbawm : 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 Historiography
- 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
- 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.
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
• O.M. Prakash, *Cultural History of India*, New Delhi, 2005.
• Gordon Sanderson, *The Art and Antiquities of India*, New Delhi, 1983
• P. Gupta, *Elements of Indian Art*
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
- 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
SIXTH SEMESTER
Core
HIS6COR12

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
- Meeanxi 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 Hobbswarm, 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


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
- Tom Kemp, Theories of Imperialism, Dobson, 1967
- Kedourie, Nationalism, Blackwell, 1993
- E.J. Hobsbawm, Nations and Nationalism since 1780, CUP, 1997
- Ania Loomba, Colonialism/Postcolonialism, Routledge, 2005
- Benedict Anderson, Imagined Communities, Verso, 2006
- Homi K. Bhabha, Nation and Narration
- G Aloyssious, Nationalism without a Nation India.
- Partha Chatterjee, Nation and its Fragments
- E.J. Hobsbawm, Age of Empires,
- E.J. Hobsbawm, Age of Extremes,
- Wallbank, 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
- Anti-globalisation movements- Struggles for livelihoods, subsistence and basic resources

Module IV: Democratic Culture in India


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, Krishna, 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: Ramajannabhumi 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 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


Module IV

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

Reading List

Module I


Module II


• Walker, M. 2005. *Quaternary Dating Methods*. West Sussex: John Wiley and Sons Ltd.

**Module III**


**Module IV**


• http://www.newindianexpress.com/cities/thiruvananthapuram/Archaeologist-Throws-Light-on-Thanagassery-Artefacts/2014/03/10/article2100824.ece


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 Princep-James Bergess-Hultzch

Module 3
- Edakkal Cave -Vattezhuthu-Grantham-Kolezhuthu- Vazhappalli Copper Plate- Tarissappalli Copper Plate -Muccunti Palli Inscription-Veeraraghava Pattayam- Parthiva Puram Copper Plate-Kadavayathi- Bhuthasankhya-Kollam Era.

Module 4

Readings
- D C Sircar, Indian Epigraphy
- MGS Narayanan, Kerala Charithrathile Adisthana Silakal
- MGS Narayanan, Perumals of Kerala, Cosmo Books
- Puthusseri Ramachandran, Kerala Charithrahinte adisthana rekhalakal
- M R Raghava Varrier, Keraliyatha Charithra Maanangal
- M R Raghava Varrier, Ashokante Dharmasasanangal
- Bullettin 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 Kshatraps, Kushan, Satavahana and Gupta Coinage

Module IV: South Indian Coinage
- Chera, Chola and Pandya coins
- Early Kerala coins

Readings
- S.K. Chakrabarthy, 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIS1CMP01</td>
<td>Roots of the modern world</td>
</tr>
<tr>
<td>HIS1CMP02</td>
<td>Modern India from 1857 to 1947</td>
</tr>
<tr>
<td>HIS2CMP01</td>
<td>Transition to the modern world</td>
</tr>
<tr>
<td>HIS3CMP01</td>
<td>Polity and Society in Modern Kerala (1498-1957)</td>
</tr>
<tr>
<td>HIS3CMP02</td>
<td>Pre-imperialist Britain (For B.A. English Literature)</td>
</tr>
<tr>
<td>HIS4CMP01</td>
<td>Transition to the modern world</td>
</tr>
<tr>
<td>HIS4CMP02</td>
<td>Impact of British imperialism (For B.A. English Literature)</td>
</tr>
</tbody>
</table>
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
Module-3


Module-4


REFERENCES

- R.Hilton, (ed.), *The Transition From Feudalism to Capitalism*.
- Cranbriton, *Anatomy of Revolution*
- E.J. Hobsbawn, *Age of Revolution*.
- 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 explanatory 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

Module II
Socio- Religious Reform Movements and Emergence of National Consciousness in India
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
- Bandopadhyaya Sekhar: Plassey to Partition
- Mahajan Sucheta: Independence and Partition: The Erosion of Colonial Power in India
- 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


• 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
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

- E.J. Hobsbawn, *Age of Revolutions*.
- ----------------, *Age of Capital*
- ----------------, *Age Empire*.
- ----------------, *Age of Extremes*.
- Cran Briton, *Anatomy of Revolution*.
- Albert Sboul, *French Revolution*.
- ******* Russian Revolution 1917-21
- I.Wallerstein, *Historical Capitalism*.
- Basil Davidson, *A History of Africa*.
- J.R. Hicks, *Theory of Economic History*.
- 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.


Module II
Rise of British and Response to Colonialism.


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

Module IV
Kerala in the Independence struggle.


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.Cherian (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. Panlkkar, Against Lord and State, Oxford University Press 1989
• K.N. Panlkkar, 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, Vaikkom 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
• 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- Doomsday Book
- Medieval jurisprudence Magna Carta - Impact of 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*
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
- Multiculturalism

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 2 Mark 10/12</th>
<th>Part B 5 Marks 6/9</th>
<th>Part C 15 Marks 2/4</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
MODEL QUESTION PAPER
B A HISTORY
HIS1COR01
Historiography

Time: 3 Hrs Maximum Marks: 80

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

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

(10 x 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 Sabaltern 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?

(6 x 5 = 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

(2 x 15 = 30)
### BLUE PRINT

**SEMESTER II**

**PROGRAMME: BA HISTORY**

**COURSE CODE: HIS2COR02**

**COURSE TITLE:** World History I: Ancient civilizations and cultures

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 2 Mark 10/12</th>
<th>Part B 5 Marks 6/9</th>
<th>Part C 15 Marks 2/4</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
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. Akhnaten
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**

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A (2 Mark 10/12)</th>
<th>Part B (5 Marks 6/9)</th>
<th>Part C (15 Marks 2/4)</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
MODEL QUESTION PAPER
B A H S I T O R Y
H I S 3 C O R 0 3
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

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 Greeco 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

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 2 Mark 10/12</th>
<th>Part B 5 Marks 6/9</th>
<th>Part C 15 Marks 2/4</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
MODEL QUESTION PAPER
B A HISTORY
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
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**

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 2 Mark 10/12</th>
<th>Part B 5 Marks 6/9</th>
<th>Part C 15 Marks 2/4</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
MODEL QUESTION PAPER
B A H S I T O R Y
H I S 3 C O R 0 5
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

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 2 Mark 10/12</th>
<th>Part B 5 Marks 6/9</th>
<th>Part C 15 Marks 2/4</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>11</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
MODEL QUESTION PAPER
B A HISTORY
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. Urler
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 |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>15</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>
MODEL QUESTION PAPER
B A HISITORY
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

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 Swamigal
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 indigenous 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

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 2 Mark 10/12</th>
<th>Part B 5 Marks 6/9</th>
<th>Part C 15 Marks 2/4</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
MODEL QUESTION PAPER
B A HISTORY
HIS3COR08
Indian History II: Medieval India

Time: Three Hours
Maximum: 80 Marks

Section A: Short Answer
Answer any Ten questions, each question 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

(10 x 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 growth 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

(6 x 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 character of the Mughal State
25. Elaborate the features of the Chola administration

(2 x 15 = 30)
BLUE PRINT
SEMESTER V
PROGRAMME: BA HISTORY
COURSE CODE: HIS5COR09
COURSE TITLE: An Introduction to Environmental Studies and Human Rights

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 2 Mark 10/12</th>
<th>Part B 5 Marks 6/9</th>
<th>Part C 15 Marks 2/4</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
MODEL QUESTION PAPER
B A HISTORY
HIS3COR09
An Introduction to Environmental Studies and Human Rights

Time: Three Hours Maxinum: 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

(10 x 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

(6 x 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

(2 x 15 = 30)
BLUE PRINT
SEMESTER V
PROGRAMME: BA HISTORY
COURSE CODE: HIS5COR10
COURSE TITLE: World History II: From fifth to fifteenth century

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 2 Mark 10/12</th>
<th>Part B 5 Marks 6/9</th>
<th>Part C 15 Marks 2/4</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
MODEL QUESTION PAPER
B A HISTORY
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

(10x2 = 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?

(6x5=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?

(10x2 = 20)
BLUE PRINT
SEMESTER V
PROGRAMME: BA HISTORY
COURSE CODE: HIS5CBC01
COURSE TITLE: History of Gender Studies

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 2 Mark 10/12</th>
<th>Part B 5 Marks 6/9</th>
<th>Part C 15 Marks 2/4</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
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 question 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

Section B: Short Essay
Answer any six questions, each question carries 5 marks

13. Explain the social status of Rigvedic woman.
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?

Section C: Essay
Answer any two questions, each question carries 15 marks

22. Critically examine the features of feminist methodology in writing Gender history.
23. Evaluate the characteristics of waves of feminism.
24. How far the agenda of women was addressed in the socio-religious reform movements in India?
25. Discuss the role of woman in Indian National Movement.
BLUE PRINT
SEMESTER VI
PROGRAMME: BA HISTORY
COURSE CODE: HIS5COR11
COURSE TITLE: Indian History III: Modern India

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 2 Mark 10/12</th>
<th>Part B 5 Marks 6/9</th>
<th>Part C 15 Marks 2/4</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>14</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
MODEL QUESTION PAPER
B A HISTORY
HIS3COR11
Indian History III: Modern India

Time: Three Hours
Maximum: 80 Marks

Section A: Short Answer
Answer any Ten questions, each question 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

(10 x 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

(6 x 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

(2 x 15 = 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

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 2 Mark 10/12</th>
<th>Part B 5 Marks 6/9</th>
<th>Part C 15 Marks 2/4</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
MODEL QUESTION PAPER
B A H I S I T O R Y
H I S 3 C O R 1 2
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

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?

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?

(10x2=20)
(6x5=30)
(2x15=30)
BLUE PRINT
SEMESTER VI
PROGRAMME: BA HISTORY
COURSE CODE: HIS5COR13
COURSE TITLE: World History IV: from 1850 to 1950

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 2 Mark 10/12</th>
<th>Part B 5 Marks 6/9</th>
<th>Part C 15 Marks 2/4</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>13</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
MODEL QUESTION PAPER
B A HISTORICAL
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 was 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

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 2 Mark 10/12</th>
<th>Part B 5 Marks 6/9</th>
<th>Part C 15 Marks 2/4</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
MODEL QUESTION PAPER
B.A. HISTORY
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

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A</th>
<th>Part B</th>
<th>Part C</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2 Mark</td>
<td>5 Marks</td>
<td>15 Marks</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>18</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
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 question 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

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 2 Mark 10/12</th>
<th>Part B 5 Marks 6/9</th>
<th>Part C 15 Marks 2/4</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
MODEL QUESTION PAPER
B A HISTORY
HIS1CMP01
Roots of the modern world

Time: Three Hours

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

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
20. Examine the nature of Manchu state in China
21. Explain the role of European missionaries in the spread of colonial ideas

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
# BLUE PRINT

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

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 2 Mark 10/12</th>
<th>Part B 5 Marks 6/9</th>
<th>Part C 15 Marks 2/4</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>13</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>14</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
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. Satyasadhk 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.
15. The circumstances leading to the signing of the Poona Pact.
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
(6x5=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

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 10/12</th>
<th>Part B 6/9</th>
<th>Part C 2/4</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>
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?
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)

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 2 Mark</th>
<th>Part B 5 Marks</th>
<th>Part C 15 Marks</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>18</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>5</td>
</tr>
</tbody>
</table>
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

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

13. Point out the political legacy of Mysorean invasions on Malabar.
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

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 Malabar.
25. Review the genesis and spread of the social reform movements in Kerala.
BLUE PRINT

PROGRAMME: BA HISTORY

COMPLEMENTARY COURSE

COURSE CODE: HIS3CMP02

COURSE TITLE: Pre-imperialist Britain (For B.A. English Literature)

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 2 Mark 10/12</th>
<th>Part B 5 Marks 6/9</th>
<th>Part C 15 Marks 2/4</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>
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. Doomsday Book
7. Restoration
8. Commercial Revolution
10. Bill of Rights
11. Spanish succession war
12. Colonialism

(10 x 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 was 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 Annie
21. Write a note on Capitalism and Mercantilism

(6 x 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.

(2 x 15 = 30)
BLUE PRINT
PROGRAMME: BA HISTORY
COMPLEMENTARY COURSE
COURSE CODE: HIS4CMP01
COURSE TITLE: Transition to the Modern world

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 2 Mark 10/12</th>
<th>Part B 5 Marks 6/9</th>
<th>Part C 15 Marks 2/4</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>18</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>2</td>
<td>12</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>12</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>20</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>8</td>
</tr>
</tbody>
</table>
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?
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)

<table>
<thead>
<tr>
<th>Module</th>
<th>Hrs Allotted</th>
<th>Part A 2 Mark 10/12</th>
<th>Part B 5 Marks 6/9</th>
<th>Part C 15 Marks 2/4</th>
<th>Total questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>15</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>15</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>9</td>
</tr>
</tbody>
</table>
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

(10 x 2 = 20)

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

14. Write a note on Napoleonic Wars.
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.

(6 x 5 = 30)

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

25. Explain the role of Britain in the world economy in the 20th century.

(2 x 15 = 30)