



**UNIVERSITY OF CALICUT**

**Abstract**

General and Academic - Faculty of Humanities- Scheme and Syllabus of BA History Programme (including Dual Core)- Incorporating Outcome Based Education- Implemented w.e.f 2020 Admission onwards - Subject to ratification by Academic Council -Orders Issued

---

**G & A - IV - B**

U.O.No. 5601/2021/Admn

Dated, Calicut University.P.O, 26.05.2021

---

- Read:-*1. U.O.No. 12854/2020/Admn dated 22.12.2020  
2. Minutes of the meeting of the Board of Studies in History UG held on 26.02.2021(Item No.1)  
3. Remarks of the Dean Faculty of Humanities, dated 08.05.2021.  
4. Orders of Vice Chancellor dated 09/05/2021.

**ORDER**

1. The scheme and syllabus of BA History Programme (including Dual Core) under CBCSS UG Regulations 2019, w.e.f 2019 admission onwards has been implemented in the University, vide paper read (1) above.
2. The meeting of the Board of Studies in History UG, held on 26.02.2021, vide paper read (2) above, has approved the Outcome Based Education (OBE) syllabus of BA History Programme (including Dual Core), under CBCSS PG Regulations 2019, w.e.f 2020 admission onwards.
3. The Dean, Faculty of Humanities, vide paper read (3) above, has approved the above resolution of the Board of Studies in History UG held on 26.02.2021.
4. Considering the urgency in implementation of the syllabus, sanction has been accorded by the Vice Chancellor on 09-05-2021 to implement Outcome Based Education in the existing syllabus of BA History Programme (including Dual Core) (CBCSS UG 2019), with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
5. The scheme and syllabus of BA History Programme (including Dual Core) under CBCSS UG Regulations 2019 incorporating Outcome Based Education (OBE) in the existing syllabus, is therefore implemented with effect from 2020 Admission onwards, subject to ratification by the Academic Council.
6. Orders are issued accordingly. (Syllabus appended)

Ajitha P.P

Joint Registrar

To

The Principal , Affiliated Colleges,  
Copy to: PS to VC/PA to PVC/ PA to Registrar/PA to CE/JCE I/JCE II/EX and EG  
Sections/GA I F/ CHMK Library/Information Centres/IQAC/SF/DF/FC

Forwarded / By Order

Section Officer

**CHOICE BASED CREDIT AND SEMESTER SYSTEM FOR  
UNDER GRADUATE (UG) PROGRAMME**

**UNIVERSITY OF CALICUT**



**For**  
**BA HISTORY**  
*Under*

**Restructured Curriculum and Syllabi**  
**As per CBCSS**  
**UG Regulations (2019)**

**(2020 Admissions Onwards)**

**Board of Studies in History (UG) prepared the syllabus of I and II Semester BA History Programme CBCSS UG 2019 Effective from 2019- 20 Admissions**

Sl. No	Name	Designation and Address
1	<b>Dr. Abdul Razak P.P. (Chairman)</b>	Asso. Professor, Dept. of History, PSMO College, Tirurangadi.
2	Suresh K.M	Assistant Professor, Dept. of History, Govt. College, Kodenchery Kozhikode
3	Dr. V.P. Devadas	Assistant Professor, Dept. of History, NSS College, Ottapalam, Palakkad.
4	Gafoor P	Assistant Professor, Dept. of History, SNGS College, Pattambi
5	Dr. Sajan R	Asst. Professor, Dept. History, NSS College, Manjeri
6	Shethor P.R	Assistant Professor, Dept. of History, Govt. College, Perambra
7	Ashraf Koyilothankandiyil	Assistant Professor, Dept of History, Govt. College Mokeri
8	Lukmanul Hakeem. K	Asst Professor, Dept of History, Govt. Arts and Science College, Meenchanda.
9	Dr. Joshy Mathew	Assistant Professor, Dept of History Pazhassiraja College Pulpally.
10	Dr. Binu M.John	Assistant Professor, Dept of History Christ College, Irinjalakuda.

**Board of Studies in History (UG) prepared the syllabus of III to VI Semester BA History Programme CBCSS UG 2019 (w e f 2019 admission onwards) and incorporating OBE in the Syllabus (w e f 2020 admission onwards)**

Sl. No	Name	Designation and Address
1	<b>Dr. Vinodan Navath (Chairman)</b>	Asst. Professor of History, Govt. College, Madappally, Vatakara
2	Udayakumar P	Assistant Professor of History, Govt. College, Mankada
3	Ramani K K	Assistant Professor of History, KKTM GC Pullut, Kodungalore
4	Haridasan V	Assistant Professor of History, SNGS College , Pattambi
5	Moideen Thottassery	Assistant Professor of History, Govt. College , Malappuram
6	Dr. Ramani S Pillai	Assistant Professor , Dept. of History, Pazhassiraja College , Pulpally
7	Dr.Jyothirmani Vatakayil	Assistant Professor , Dept. of History,Sri Vyasa NSS College , Wadakkanchery Thrissur.
8	Dr. Shinoy Jesinth	Assistant Professor , Dept. of History,Malabar Christian College Calicut
9	Dr. Rajesh K P	Assistant Professor , Dept. of History, NSS College , Manjeri.
10	Dr. Geetha	Assistant Professor VTB College , Mannampatta

## GENERAL SCHEME OF THE PROGRAMME

The duration of a UG programme shall be 6 semesters distributed over a period of 3 academic years. The odd semesters (1, 3, 5) shall be from June to October and the even semesters (2, 4, 6) shall be from November to March.

The UG programme shall include five types of courses, viz; Common Courses (Code A), Core courses (Code B), Complementary courses (Code C), Open Course (Code D) and Audit courses (Code E).

### Course code:

Each course shall have a unique alphanumeric code number, which includes abbreviation of the subject in three letters, the semester number (1 to 6) in which the course is offered, the code of the course (A to E) and the serial number of the course (01,02 .....). The course code will be centrally generated by the university.

Sl. No	Course	No of Courses	Credits
1	Common Courses (English)	6	22
2	Common Courses (Additional Language)	4	16
3	Core Courses	15	58
4	Project (Linked to Core Courses)	1	2
5	Complementary Courses	2	16
6	Elective Course	1	3
7	Open Courses	1	3
	Total		<b>120</b>
8	Audit course	4	16
9	Extra Credit Course	1	4
	Total		<b>140</b>

## About the Course:

The structure of BA Programme in History is as follows:

### A. Common Courses

Sl. No	Code	Title	Credits
1	A01	Common English Course I	I
2	A02	Common English Course II	I
3	A03	Common English Course III	II
4	A04	Common English Course IV	II
5	A05	Common English Course V	III
6	A06	Common English Course VI	IV
7	A07(1)	Additional Language Course I	I
8	A08(1)	Additional Language Course II	II
9	A09	Additional Language Course III	III
10	A10	Additional Language Course IV	IV
<b>TOTAL CREDIT</b>			<b>38</b>

In general every under graduate student shall undergo 10 common courses (Total 38 credits). Common courses 1-6 shall be taught by English teachers and 7-10 by teachers of additional languages.

### Common courses Semester wise

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

### B. Core Courses

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

### C. Complementary Courses

SlNo	Code	Title	CONTACT HOURS	SEMESTER	CREDIT
1		COMPLEMENTARY 1 COURSE 1	6	I	4
2		COMPLEMENTARY 2 COURSE 1	6	II	4
3		COMPLEMENTARY 2 COURSE 2	6	III	4
4		COMPLEMENTARY 1 COURSE 2	6	IV	4
<b>TOTAL</b>					<b>16</b>

Complementary courses cover one or two disciplines that are related to the core subject and are distributed in the first four semesters. There shall be one complementary course in a semester for B.A Programmes. The complementary courses in first and fourth semester (Type 1) shall be the same. Similarly the complementary courses in second and third semester (Type 2) shall be the same. The college can choose any complementary course either in Type 1 or in Type 2 for a programme. Once they choose the complementary courses that should be intimated to the university. If a college wants to change the complementary course pattern (Type 1 or Type 2) prior sanction has to be obtained. All other programmes, existing pattern will follow. The complimentary courses of History UG programme shall be from the complimentary courses offered by Social Science programmes; Economics, Political Science, Sociology, Anthropology, Journalism, West Asia, Gender Studies, etc. (U.O.No. 8047/2017/Admn dtd. 9.06.2017) However, a few colleges, who have been offering complimentary courses from the complimentary courses of History syllabi, due to the issue of workload of the teachers may be allowed to continue the practice.

#### Open Courses

There shall be one open course in core subjects in the fifth semester. The open course shall be open to all the students in the institution except the students in the parent department. The students can opt that course from any other department in the institution. Each department can decide the open course from a pool of three courses offered by the University. Total credit allotted for open course is 3 and the hours allotted is 3. If there is only one programme in a college, they can choose either language courses or physical education as open course.

#### D. Elective Courses

There shall be one Elective course in core subjects in the Sixth semester. The institutions can opt the elective course. Total credit allotted for elective course is 3 and the hours allotted is 3.

### **Ability Enhancement courses/Audit courses**

These are courses which are mandatory for a programme but not counted for the calculation of SGPA or CGPA. There shall be one Audit course each in the first four semesters. These courses are not meant for class room study. The students can attain only pass (Grade P) for these courses. At the end of each semester there shall be examination conducted by the college from a pool of questions (Question Bank) set by the University. The students can also attain these credits through online courses like SWAYAM, MOOC etc (optional). The list of passed students must be sent to the University from the colleges at least before the fifth semester examination. The list of courses in each semester with credits is given below.

### **Course with credit Semester**

<b>Course</b>	<b>Credit</b>	<b>Semester</b>
Environment Studies	4	1
Disaster Management	4	2
*Human Rights/Intellectual Property Rights/ Consumer Protection	4	3
*Gender Studies/Gerontology	4	4

\* Colleges can opt any one of the courses.

### **Extra credit Activities**

Extra credits are mandatory for the programme. Extra credits will be awarded to students who participate in activities like NCC, NSS and Swatch Bharath. Those students who could not join in any of the above activities have to undergo Calicut University Social Service Programme (CUSSP). Extra credits are not counted for SGPA or CGPA.

### **Credits**

A student is required to acquire a minimum of 140 credits for the completion of the UG programme, of which 120 credits are to be acquired from class room study and shall only be counted for SGPA and CGPA. Out of the 120 credits, 38 (22 for common (English) courses + 16 for common languages other than English) credits shall be from common courses, 2 credits for project/corresponding paper and 3 credits for the open course. (In the case of LRP Programmes 14credits for common courses (English), 8 credits for additional language courses and 16 credits for General courses). The maximum credits for a course shall not exceed 5. Dual core programmes are having separate credit distribution. Audit courses shall have 4 credits per course



and a total of 16 credits in the entire programme. The maximum credit acquired under extra credit shall be 4. If more Extra credit activities are done by a student that may be mentioned in the Grade card. The credits of audited courses or extra credits are not counted for SGPA or CGPA.

### **Attendance**

A student shall be permitted to appear for the semester examination, only if he/she secures not less than 75% attendance in each semester. Attendance shall be maintained by the Department concerned. Condonation of shortage of attendance to a maximum of 10% in the case of single condonation and 20% in the case of double condonation in a semester shall be granted by University remitting the required fee. Benefits of attendance may be granted to students who attend the approved activities of the college/university with the prior concurrence of the Head of the institution. **Participation in such activities may be treated as presence in lieu of their absence on production of participation/attendance certificate (within two weeks) in curricular/extracurricular activities (maximum 9 days in a semester).** Students can avail of condonation of shortage of attendance in a maximum of four semesters during the entire programme (Either four single condonations or one double condonation and two single condonations during the entire programme). If a student fails to get 65% attendance, he/she can move to the next semester only if he/ she quires 50% attendance. In that case, a **provisional registration** is needed. Such students can appear for supplementary examination for such semesters after the completion of the programme. Less than 50% attendance requires Readmission. Readmission is permitted only once during the entire programme.

### **Readmission**

There shall be provision for Readmission of students in CBCSS UG 2019. The Principal can grant readmission to the student, subject to the conditions detailed below and inform the matter of readmission to the Controller of Examinations within one month of such readmission. This readmission is not to be treated as college transfer. There should be a gap of at least one semester for readmission. The candidate seeking readmission to a particular semester should have registered for the previous semester examination. Readmission shall be taken within two weeks from the date of commencement of the semester concerned. For readmission, the vacancy should be within the sanctioned strength in the parent college. If there is no vacancy in the junior batch of the parent college, readmission can be taken in another college with the junior batch if

there is vacancy within the sanctioned strength in the concerned college. If there is a change in complementary courses, it can be done with following conditions: i) the external and internal marks/grade obtained in the previous semesters for the earlier complementary courses will be cancelled. ii) the students have to write the external examinations for the previous semester for the new complementary courses along with the subsequent batch iii) An undertaking to the effect that “the internal evaluation for the previous semesters of the new complementary courses will be conducted”, is to be obtained from the Principal of the college in which the student intends to take readmission. If change in scheme occurs while readmission, provision for credit transfer is subject to common guidelines prepared by Board of Studies/ Faculty concerned. For readmission to CBCSS UG 2019 involving scheme change, the Principal concerned shall report the matter of readmission to Controller of Examinations with the details of previous semesters and course undergone with credits within two weeks in order to fix the deficiency/excess papers.

### **Grace marks**

Grace marks may be awarded to a student for meritorious achievements in co-curricular activities (in Sports/Arts/NSS/NCC/Student Entrepreneurship) carried out besides the regular hours. Such a benefit is applicable and limited to a maximum of 8 courses in an academic year spreading over two semesters. In addition, maximum of 6 marks per semester can be awarded to the students of UG Programmes, for participating in the College Fitness Education Programme (COFE).

### **Project**

Every student of a UG degree programme shall have to work on a project of 2 credits under the supervision of a faculty member or shall write a theory course based on Research Methodology on Writing Local History as per the curriculum. College shall have the liberty to choose either of the above. But SDE/Private Registration students shall write the Research Methodology course instead of project. Board of Studies concerned shall prepare the syllabus for the same.

### **Study Tour**

Compulsory study tour to destinations of architectural, archaeological, historical and cultural importance is to be conducted either in 5<sup>th</sup> or in 6<sup>th</sup> semesters. The students should submit the tour report as assignment and present seminar papers based on the historical importance of places visited during study tour in the sixth semester. These should be considered as the

Assignment and Seminar components of the internal assessment for the HIS6 B14- Indian Heritage and Plurality of Cultures.

### **Examination**

There shall be University examinations at the end of each semester. External **Viva-voce** will be conducted along with the project evaluation. **Project** evaluation shall be conducted at the end of sixth semester. 20 % of marks are awarded through internal assessment.

### **Course Evaluation**

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

### **Internal Assessment**

20% of the total marks in each course are for internal examinations. The marks secured for internal examination only need be sent to university by the colleges concerned. The internal assessment shall be based on a predetermined transparent system involving written test, assignments, seminars and attendance in respect of theory courses and lab test/records/viva and attendance in respect of practical courses. Internal assessment of the project will be based on its content, method of presentation, final conclusion and orientation to research aptitude. Components with percentage of marks of Internal Evaluation of Theory Courses are- Test paper 40% Assignment 20%, Seminar 20% and Classroom Participation based on Attendance 20%. (If a fraction appears in internal marks, nearest whole number is to be taken)

For the test paper marks, at least one test paper should be conducted. If more test papers are conducted, the mark of the best one should be taken. To ensure transparency of the evaluation process, the internal assessment marks awarded to the students in each course in a semester shall be notified on the notice board at least one week before the commencement of external examination. There shall not be any chance for improvement for internal marks. The course teacher(s) shall maintain the academic record of each student registered for the course, which shall be forwarded to the University by the college Principal after obtaining the signature of both course teacher and Head of the Department. The Split up of marks for Test paper and Classroom Participation (CRP) for internal evaluation are as follows.

### Split up of of marks for Test paper

<i>Range of Marks in Test Paper</i>	<i>Out of 8 (Maximum internal Marks is 20)</i>
Less than 35%	1
35%- 45%	2
45%- 55%	3
55%- 65%	4
65%- 85%	6
85%- 100%	8

### Split up of marks for Class Room Participation

<i>Range of CRP</i>	<i>Out of 4 (Maximum internal Marks is 20)</i>
50% ≤CRP <75%	1
75% ≤CRP <85%	2
85 % and above	4

### Scheme of External Examination

Core courses consist of fifteen theory papers and a project work.

There will be **THREE** types of scheme of examinations.

#### Question Paper Type 1 for the papers having 4 or 5 credits: (Without Map)

This scheme consists of **external question paper with 80 marks and internal examination with 20 marks**. Duration of each external examination is 2.5hours. The students can answer all the questions in A & B sections. But there shall be ceiling in each section. Answer can be written either in English or in Malayalam

#### Section A

Short Answer type that carries 2 marks each 15questions Ceiling 25 marks

#### Section B

Paragraph/problem type that carries 5 marks each 8 questions Ceiling 35 marks

#### Section C

Essay type that carries 10marks (2 out of 4) 2X10= 20 marks

**Question Paper Type 2 for the papers having 4 or 5 credits: (With Map)**

This scheme consists of **external question paper with 80 marks and internal examination with 20 marks**. Duration of each external examination is 2.5 hours. The students can answer all the questions in A & B sections. But there shall be ceiling in each section. Answer can be written either in English or in Malayalam

**Section A**

Short Answer type that carries 2 marks each 15 questions Ceiling 25 marks

**Section B**

Paragraph/problem type that carries 5 marks each 7 questions Ceiling 30 marks

**Section C**

Map Question that carries 5 marks (1 question) 1X5= 5 marks

**Section D**

Essay type that carries 10marks (2 out of 4) 2X10= 20 marks

**Question Paper Type 3 for the papers having 2 or 3 credits:**

This scheme consists of external question paper with 60 marks and internal examination with 15 marks. Duration of each external examination is 2hours. The students can answer all the questions in A & B sections. But there shall be ceiling in each section. Answer can be written either in English or in Malayalam

**Section A**

Short Answer type that carries 2 marks each 12 questions Ceiling 20 marks

**Section B**

Paragraph/problem type that carries 5 marks each 7 questions Ceiling 30 marks

**Section C**

Essay type that carries 10 marks (1 out of 2) 1X10= 10 marks

## Evaluation and Grading

Mark system is followed instead of direct grading for each question. For each course in the semester letter grade and grade point are introduced in 10-point indirect grading system.

### *Ten Point Indirect Grading System*

<i>% of Marks (IE+EE)</i>	<i>Grade</i>	<i>Interpretation</i>	<i>Grade point Average ( G)</i>	<i>Range of grade points</i>	<i>Class</i>
95 and above	O	Outstanding	10	9.5 -10	First class with Distinction
85 to below 95	A+	Excellent	9	8.5 -9.49	
75 to below 85	A	Very good	8	7.5 -8.49	
65 to below 75	B+	Good	7	6.5 -7.49	First class
55 to below 65	B	Satisfactory	6	5.5 -6.49	
45 To below 55	C	Average	5	4.5 -5.49	Second class
35 to below 45	P	Pass	4	3.5 -4.49	Pass
Below 35	F	Failure	0	0	Fail
Incomplete	I	Incomplete	0	0	Fail
Absent	Ab	Absent	0	0	Fail

**For the project work**, out of the total 50 marks, 10 for internal assessment and 40 for External evaluation.

### **Evaluation of Project**

This is done under mark system. There will be an internal assessment by the supervising teacher of the Project and an External evaluation by an External Examiner appointed by the University. Grade will be awarded to the candidates by combining the external and internal marks. The internal and external components are to be taken in the ratio 1:4. The internal will be 20 percent of the total and external will be 80 percent of the total.

<b>COMPONENTS</b>	<b>Internal in Marks Total in 10 Marks</b>	<b>External in Marks Total in 40 Marks</b>
Originality Relevance of the topic, statement of the objectives	2	8
Methodology- Reference/ Bibliography, Presentation, quality of analysis/ use of statistical tools	2	8
Scheme/ Organisation of report-Findings and Recommendations	3	12
Viva-Voce	3	12
Total	10	40

### **Improvement Course**

Improvement of a particular semester can be done only once. The student shall avail of the improvement chance in the succeeding year after the successful completion of the semester concerned. The students can improve a maximum of two courses in a particular semester (for SDE/Private registration students also). The internal marks already obtained will be carried forward to determine the new grade/mark in the improvement examination (for regular students). If the candidate fails to appear for the improvement examination after registration, or if there is no change in the results of the improved examination, the mark/grade obtained in the first appearance will be retained.

Improvement and supplementary examinations cannot be done simultaneously.

## **History Courses**

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

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

The present syllabus consists of 34 courses - fifteen core courses, twelve complementary courses, three open courses and four elective courses.

### **Details of the Courses**

1. 15 core courses including the Project, all compulsory (in the place of the main papers), each having 4 credits. Code of the course - B
2. 12 complementary courses. Thus there are six groups of complementary courses -Modern Indian History (1857 to the Present), Modern World History from AD 1500 ,Social and Cultural History of Britain, West Asian Studies, Archaeology in India and History of Journalism . Each group consists of four courses. Only one group is to be opted.



## CORE COURSES

(15 courses including project work)

Sl. No	Code	Title	Contact Hours	Semester	Credit
1	HIS1 B01	TRENDS IN HISTORIOGRAPHY	6	I	5
2	HIS2 B02	TRENDS IN INDIAN HISTORIOGRAPHY	6	II	5
3	HIS3 B03	WORLD HISTORY- 1	4	III	4
4	HIS3 B04	INDIAN HISTORY- 1	5	III	4
5	HIS4 B05	WORLD HISTORY- 2	4	IV	4
6	HIS4 B06	INDIAN HISTORY- 2	5	IV	4
7	HIS5 B07	WORLD HISTORY- 3	5	V	4
8	HIS5 B08	INDIAN HISTORY- 3	5	V	4
9	HIS5 B09	KERALA HISTORY-1	5	V	4
10	HIS5 B10	METHODOLOGY OF THE WRITING OF HISTORY	5	V	4
11	HIS6 B11	INDIAN HISTORY- 4	5	VI	4
12	HIS6 B12	KERALA HISTORY- 2	5	VI	4
13	HIS6 B13	GENDER STUDIES	5	VI	4
14	HIS6 B14	INDIAN HERITAGE AND PLURALITY OF CULTURES	5	VI	4
15	HIS6 B15	DISSERTATION/ METHODOLOGY OF LOCAL HISTOICAL WRITING	2 Hours each in 5 <sup>th</sup> and 6 <sup>th</sup> Semesters	V&VI	2
<b>TOTAL CREDIT</b>					<b>60</b>

**COMPLEMENTARY COURSES**

(12 courses)

Sl. No.	Code	Name of the Courses	Credit	Contact Hours/week	Sem
1	HIS1(2) C01	Modern Indian History (1857 to the Present): I	4	6	I/II
2	HIS4(3) C01	Modern Indian History (1857 to the Present): II	4	6	IV/III
3	HIS1(2) C02	Modern World History from AD 1500: I	4	6	I/II
4	HIS4(3) C02	Modern World History from AD 1500: II	4	6	IV/III
5	HIS1(2) C03	Social and Cultural History of Britain: I	4	6	I/II
6	HIS4(3) C03	Social and Cultural History of Britain: II	4	6	IV/III
7	HIS1(2) C04	West Asian Studies: I	4	6	I/II
8	HIS4(3) C04	West Asian Studies: II	4	6	IV/III
9	HIS1(2) C05	Archaeology In India: I	4	6	I/II
10	HIS4(3) C05	Archaeology In India: II	4	6	IV/III
11	HIS1(2) C06	History Of Journalism: I	4	6	I/II
12	HIS4(3) C06	History Of Journalism: II	4	6	IV/III
13	HIS1(2) C07	Tourism in Historical Perspective	4	6	I/II
14	HIS4(3) C07	History of Tourism Development in India	4	6	IV/III

**OPEN COURSES**

(3 courses)

Sl. No	Code	Title	Contact Hours	Semester	Credit
1	HIS5D01	HISTORICAL TOURISM	3	V	3
2	HIS5D02	HISTORY OF KERALA RENAISSANCE	3	V	3
3	HIS5D03	HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA	3	V	3

**ELECTIVE COURSES**  
(4 courses)

Sl. No	Code	Title	Contact Hours	Semester	Credit
1	HIS6 B16	HISTORY OF ARCHAEOLOGY IN INDIA	3	VI	3
2	HIS6 B17	HISTORY OF EPIGRAPHY IN INDIA	3	VI	3
3	HIS6 B18	ORAL HISTORY	3	VI	3
4	HIS6 B19	HISTORY OF HUMAN RIGHTS	3	VI	3

## DUAL CORE (Double Main)

For Double Main Programmes, there should be the following Core Courses, 10 Common Courses and 1 Open Course (from any other departments) . The code for History Double Main will be same as that of the core courses, i.e., HIS- B-- . There are no Complementary Courses for Double Main.

Sl. No	Code	Title	CONTACT HOURS	SEMESTER	CREDIT
1	HIS1B01	TRENDS IN HISTORIOGRAPHY	6	I	5
2	HIS2B02	TRENDS IN INDIAN HISTORIOGRAPHY	6	II	5
3	HIS3B04	INDIAN HISTORY- 1	4	III	4
4	HIS4B06	INDIAN HISTORY- 2	5	IV	4
5	HIS4 B20	GENDER STUDIES	5	IV	4
6	HIS5B08	INDIAN HISTORY- 3	5	V	4
7	HIS5B09	KERALA HISTORY-1	5	V	4
8	HIS6B11	INDIAN HISTORY- 4	5	VI	4
9	HIS6B12	KERALA HISTORY- 2	5	VI	4
		TOTAL			38
	HIS6B15	*DISSERTATION	4	VI	3

\*Dissertation / Project can be chosen from either of the two core courses.

## **Programme Outcomes**

The basic curricular requirement of a student in B A History programme is to study and to understand Core courses, open course, elective course along with language and complementary courses. The core courses are fashioned in such a way that the student will, at the end of the programme, would emerge a world citizen as s/he will familiarize the basic developments from global to regional perspectives. The student should learn from world history and to proceed to Kerala history through Indian history. Each of the core courses is included in the syllabus with specific goals. Students will be able to understand the transitional process of present society and locate his/her place in emerging social situation. Programme is designed to develop the students as responsible citizens adapting to the environment, eco system and sustainable development.

### **Programme Specific Outcomes**

After the completion of the programme, the student will:

- PSO 1. Able to select and interpret the sources and content for better understanding of the society.
- PSO 2. Equip with developing historical research, develop proper methodology, frame arguments and debate with regards to past and present.
- PSO3. Articulate factual and contextual knowledge of specific places and times to make careful comparisons
- PSO4. Advances and update the existing knowledge base and engage in critical evaluations and interpretations
- PSO 5. Practiced to construct historical narratives and formulate arguments based on historiographical engagement
- PSO 6. Engage with scholarly writings and presentations, participating in field trips, social interface and attain practical knowledge on various life situations.

# **Core Courses**

# HIS1B01 Trends in Historiography

**Course Category: Core Course 1**

**No. of Credits: 5**

**No. of Contact Hours: 6 Hours per week**

This course is designed to expose first semester students, to the basic understanding regarding the development of History as a discipline. The emphasis will be on the major trends in the arena of Historical Writing and Thought. The course will illustrate how the methodological and philosophical shifts have contributed for the development of History as a discipline.

## Course Outcome

CO 1 : Enable the students to understand history of the discipline of History.

CO 2 : Locate works on history in the background of the varying trends in writing the same and to critically evaluate them in the light of new theories and concepts. The course intends to familiarize the students with the broad contours of social sciences and their methodology.

CO 3 : Articulate the basic terminology and theories prevalent across disciplines.

CO 4 : Understand qualitative and quantitative models within the social sciences.

CO 5 : Learn to apply the methods and theories of social science to contemporary issues

CO 6 : Critically read popular and periodical literature from a social science perspective.

## Module I

- ▲ Meaning of Historiography – Quasi History
- ▲ Past and History- Differentiation and Conceptualization
- ▲ Nature and Character of Greek Historical Writings- Herodotus
- ▲ Nature of Medieval Historical Writings- St: Augustine – Ibn Khaldun

## Books for Study

1. R G Collingwood, *The Idea of History*, OUP, 1994.
2. Shashi Bhushan Upadhyay, *Historiography in the Modern World: Western and Indian Perspectives*, OUP, 2016.

## Module II

- ▲ Vico and New science – Positivism- Auguste Comte and Ranke
- ▲ Marx and Historical Materialism
- ▲ Cultural History- Jacob Burckhardt
- ▲ A J Toynbee and the Study of Civilizations

### **Books for Study**

1. R G Collingwood, *The Idea of History*, OUP, 1994.
2. Shashi BhushanUpadhyay, *Historiography in the Modern World: Western and Indian Perspectives*, OUP, 2016

### **Module III**

- ▲ The Annales – Marc Bloch, Fernand Braudal
- ▲ History of Mentalities- Philippe Aries
- ▲ History from Below- E P Thompson
- ▲ Post Modernism – Keith Jenkins

### **Books for Study**

1. Peter Burke, *The French Historical Revolution: The Annales School, 1929-89*, Polity Press, Cambridge, 1990.
2. Patrick H Hutton, 'The History of Mentalities: The New Map of Cultural History' In *History and Theory*, Vol. 20, No. 3 (Oct. 1981), pp. 237-259.
3. R G Collingwood, *The Idea of History*, OUP, 1994.
4. Shashi BhushanUpadhyay, *Historiography in the Modern World: Western and Indian Perspectives*, OUP, 2016.

### **Module IV**

- ▲ Gender History– Gerda Lerner
- ▲ Food History – Felipe Fernandez- Armesto
- ▲ Environmental History – Alfred W Crosby
- ▲ Oral Tradition and Oral History – Jan Vansina and Allan Nevins

### **Books for Study**

1. Shashi BhushanUpadhyay, *Historiography in the Modern World: Western and Indian Perspectives*, OUP, 2016.
2. Gerda Lerner, *The Creation of Patriarchy*, OUP, 1987.
3. Felipe Fernandez- Armesto, *Near A Thousand Tables: A History of Food*, The Free Press, 2002
4. Alfred W Crosby, *Ecological Imperialism: The Biological Expansion of Europe, 900-1900*, Cambridge University Press, 2004.
5. Jan Vansina, *Oral Tradition as History*, The University of Wisconsin Press, 1985.
6. Gerald L Fetner, *Immersed in Great Affairs: Allan Nevins and the Heroic Age of American History*, State University of New York Press, 2004.

## **HIS2 B02 Trends in Indian Historiography**

**Course Category: Core Course 2**

**No. of Credits: 5**

**No. of Contact Hours: 6 Hours per week**

### **Course Outcome**

This course is designed to expose Second semester students, to the basic understanding regarding the development of Historical consciousness in India. It will also provide a basic understanding regarding the major trends in the arena of Historical Writing and Thought in India. It will also expose the students to the major paradigms associated with the study of Indian History, which will help them to understand the Indian History Courses in the following semesters.

CO 1: The course requires from the students sustain efforts to accumulate knowledge about the myriad perspectives of the past that emerge in the course of evolution of knowledge relevant to the doing of History

CO 2: The student can grasp why history came to be re written differently from time to time under conceptual presuppositions.

### **Module I Historical Consciousness in Pre- British India**

- ▲ Concept of time in early India
- ▲ Jain and Buddhist Tradition
- ▲ Ithihasa – Purana Tradition
- ▲ Charithas and Kavyas- Harshacharitha – Mooshakavamsa- Rajatharangani
- ▲ Kitab-al- Hind- Al- Biruni
- ▲ Historical Writings of Sultanate Period- Barani- Amir Khusrau
- ▲ Historiography of Mughal period -AbulFazal
- ▲ Historical consciousness in other parts of India - Ferishta- Sheikh Zainuddeen- Mangalkabya

### **Module II Colonial and Nationalist Historiography**



- ▲ Indology- William Jones- Max Muller
- ▲ James Mill and the Division of Indian History- The History of British India
- ▲ Vincent A Smith- Great Men History
- ▲ Nationalist Historiography- K.P Jayswal- R.C Majumdar- R.C Dutt- K.A.N Sastri- Elamkulam Kunjan Pillai

### **Module III Critique of Paradigms**

- ▲ Oriental Despotism
- ▲ Asiatic Mode of Production
- ▲ Hydraulic Society
- ▲ Aryan Racial Supremacy Theory
- ▲ Romila Thapar's Critique on Colonial and Nationalist Historiography

### **Module IV Historiographical Trends in Independent India**

- ▲ Marxist Approach to Indian History- D.D Kosambi- R.S Sharma- Irfan Habib- Bipan Chandra
- ▲ Subaltern Studies- Ranajith Guha- Dipesh Chakraborty
- ▲ Cambridge and new Cambridge school- Anil Seal- C A Bayly
- ▲ Gender History- Uma Chakravarti
- ▲ Environmental History- Ramachandra Guha

### **Books for Study**

Dr. S P Sen, Historians and Historiography in Modern India, Institute of Historical Studies, 1973

Elliot and Dowson, History of India as told by its own Historians

Romila Thapar, The Past and Prejudice NBT 1975

Romila Thapar, Time as a Metaphor of History: Ancient India, OUP 1997

James Mill, The History of British India

Ranajit Guha (ed), Subaltern Studies, Vol. 1, OUP 1996

Shashi Bhushan Upadhyay, Historiography in the Modern World: Western and Indian Perspectives, OUP, 2016.

Henry Schwarz, Writing Cultural History in Colonial and Postcolonial India,

University of Pennsylvania Press, 1997

## **HIS3B03 World History -1**

### *State, Society and Civilization in the Ancient World*

**Course Category: Core Course -3**

**No. of Contact Hours per week -4**

**No. of Credits-4**

The course is to introduce the ancient state and society. Studying global history is important as it help us to understand our past which in turn allows us to understand our present. A history of ancient world ties all information together by asking certain kinds of historical and thematic questions. In a world history course we look at big patterns, similarities, differences, continuities, changes and broad movements with a micro level understanding on society and culture. Studying ancient world history can provide us insight on culture, origin of human species, origin and growth of civilizations and also about the stages of human development. Every segment of this world, be it a city or a country has a meaningful past and a history as well.

World histories expose to recognize the multiple spatial and temporal contexts of early civilizations. It teaches about human nature and provides cultural awareness, political understanding and society of civilizations. It also contains reference to varied economic and cultural patterns and a familiarization of social activities of the period. World history reveals that people are to look at other civilizations in comparative context and to look at one's own society and civilization in the context of other societies and civilizations. World historical themes are focused on comparison and connection, broad systems and global interactions.

#### **Course outcome:**

CO 1: To know a general time line and outline of ancient civilizations, including key events and cultural achievements of different ancient civilizations

CO 2: The course provides an overview of early cultures and meetings between cultures and similar trends across cultures

CO 3: Compares and contrasts past with current events, issues and problems

CO 4: Ability to recognize the multiple spatial and temporal contexts and to look at one's own society and civilization in contrast to other societies and civilizations.

CO 5: Ability to recognize the influence of global forces and identify their connections to local and national developments.

### **Module-I - Prehistoric Societies**

- ▲ Geological time and the phase of human evolution; Pleistocene and Holocene- Stone age; Paleolithic food gatherer's –Mesolithic- animal husbandry-beginning of agriculture; division of labour and role of women in agriculture process
- ▲ Neolithic Revolution; beginning of settlements- rock shelters and rock art- cultural changes- transition to metal age

#### ***Essential Readings***

Edward Mac Nall Burns et.al, *World Civilizations, Vol.A*

Thomas Walter Wall Bank and Alastair Mac Donald Taylor. *Civilization Past and Present*

Gordon Childe. *What Happened in History*

#### ***References***

Brain M Fagan. *Ancient Lives: An Introduction to Archaeology and Pre-History*

Gordon Childe. *Man Makes Himself*

M.C. Burkitt. *The Old Stone Age*

Hendrik Willem Van Loon. *The Story of Mankind*

Rev. James Baikie. *Wonder Tales of the Ancient World*

G. Dalton (ed.). *Tribal and Peasant Economies: Readings in Economic Anthropology*

L. De Blois and R. J. Van Der Spek. *An Introduction to the Ancient World*

Barbara Bender. *Farming in Prehistory*

Amar Farooqi. *Early Social Formations*

D. Rindos. *The Origins of Agriculture*, Academic Press, New York, 1984

## **Module-II- Bronze Age Civilizations.**

- ▲ Mesopotamian Civilization; geographical settings- archaeological evidences- from village to city life -Uruk- the world's first City-Cuneiform Script- social life- religion-technology-intellectual contribution
- ▲ The rise of Babylon-Hammurabi of Babylon-The Law Code of Hammurabi
- ▲ The rise of Civilization in Egypt; Pharaohs and their history- social stratification-religion-technology-intellectual contribution
- ▲ Chinese Civilization –essential features

### ***Essential Readings***

Edward Mac Nall Burns et.al, *World Civilizations, Vol.A*

Thomas Walter Wall bank and Alastair Mac Donald Taylor;*Civilization Past and Present*

### ***References***

Barbara Watterson. *The Egyptians*

Harriet EW Crawford . *Sumer and Sumerians*

Rev.JamesBaiké. *Wonder Tales of the Ancient World*

Thomas Walter Wall bank and Alastair Mac Donald Taylor.*Civilization Past and Present*

Georges Roux. *Ancient Iraq*

Alexandre Moret.*The Nile and Egyptian Cvilization*

K. Polanyi. et. Al. *Trade and Market in Early Empires*

Bruce . G.Trigger. et al. *Ancient Egypt: A Social History*

Daniel Potts, *Mesopotamian Civilization: The Material Foundation*

## **Module-III- Iron Age Civilizations-Polity and state in the Greco –Roman world**

- ▲ The Homeric Age- Greek City states- Athens and Sparta- Pericleian Age - Legacy of Greek Civilization- changes in the idea of citizenship and democracy- excluded classes -position of women- political philosophy and literature- science-art and architecture
- ▲ Roman Empire- economic foundations-empire and Christianity-legacy of Roman Civilization- Pax-Romana-religion- literature-art-science- technology involved in architecture and construction

## **Essential Readings**

Edward Mac Nall Burns, et.al, *World Civilizations, Vol.A*

Antony Andrews, *Greek Society*

Geza Alföldy, *The Social History of Rome*

## **References**

Felipe Fernandez. *Civilizations: Culture, Ambition and the Transformation of Nature*

Thomas Walter Wall bank and Alastair Mac Donald Taylor-*Civilization Past and Present*

## **Module-IV- Decline of the Ancient World**

Decline of Roman Empire- changing socialscapes- impact of Christianity

### ***Essential Readings***

Edward Mac Nall Burns, et.al, *World Civilizations, Vol.A&B*

Perry Anderson, *Passages from Antiquity to Feudalism*, NLB, London, 1978

## **References**

Edward Gibbon, *Decline of Roman Empire*

Thomas Walter Wall bank and Alastair Mac Donald Taylor-*Civilization Past and Present*

## **Map Study**

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

## **HIS3 B04 INDIAN HISTORY-1**

**Course Category: Core Course 4**

**No. of Credits: 4**

**No. of Contact Hours: 5 Hours per week**

### *State and Society in Early India*

The main objective of this syllabus is to provide a broad historic outline about the process of socio-political formations in the north and south India up to 1300 CE. Four modules introduce four main process of the socio-political formations; the emergence of the first urbanization in the north western part of early India during bronze age, the socio-political formations of Indo-Gangetic plains in the Iron Age, the emergence of an empire under Mauryas in the north and Muvendars in the South and the formation of feudal cultures in the north and south.

#### **Course Outcome:**

CO1: Examine the aspects of the society during the development of a state in ancient India and the aspects of early empires in North India.

CO 2: Examine how the material growth paved the way for the Furtherance of political domination.

CO3: Understand the emergence of heterodox religions like Jainism and Buddhism

#### **Module- I**

##### **Towards Civilization**

▲ Pre-Harappan cultures; - extension of the Harappan culture- features of the Harappansites; Harappa, Mohenjodaro, Lothal, Dholavira, Kalibangan

▲ Debates on the nature of society and polity: Dravidian and Indo Aryan

- ▲ Debate on Harappan script: Airavatham Mahadevan –Asko Parpola
- ▲ Debate on the decline of Indus civilization

***Essential Readings***

D.N Jha. *Ancient India an Introductory Outline*

Shareen Ratnagar. *Understanding Harappa*

M.K Bhavalikar. *Cultural Imperialism*

R.S. Sharma. *India's Ancient Past*

Upinder Singh. *A History of Ancient and Early Medieval India*

**Module-II**

**Socio-Political Formations in the Indo-Gangetic Plains**

- ▲ Vedic literatures and Archaeological evidences - PGW, NBPW- early tribal pastoral and agrarian society in the Gangetic plains
- ▲ Aryan debate: Central Asian/indigenous theory
- ▲ Early and later Vedic polity- formation of urban centers- Mahajanapadas
- ▲ Nature of state; oligarchies, Monarchies and republics
- ▲ Material setting of the formation of Jainism and Buddhism

***Essential Readings***

R.S. Sharma. *Material Culture and Social formations in Ancient India*

RomilaThappar. *From Lineage to State*

.....*Early India*

Upinder Singh. *A History of Ancient and Early Medieval India*

### **Module-III**

#### **Mauryan and Muvendar**

- ▲ From Mahajanapadas to the empire- domination of Magadha- foundation of Mauryanpolity
- ▲ Asokan Edicts and Megasthenees’s Indica
- ▲ Extension of the empire
- ▲ Arthasasthra and early Indian treatise on the theory of state; *Sapthanga* – nature ofAsoka dharma
- ▲ Debates on Mauryan polity
- ▲ Tamizhakam – Tinai based production and exchange–Indo-Roman trade- nature of Muvendar polity- Chera, Chola and Pandya

#### ***Essential Readings***

K.A. NilakantaSastri. *Age of Nandas and Maurya*

RomilaThapar. *Ashoka and Decline of the Maurya*

.....*Maurya Revisited*

Upinder Singh. *A History of Ancient and Early Medieval India*



N. Subrahmanyam. *Sangam Polity*

Rajan Gurukul. *Social Formations in South India*

Kailasapati. *Tamil Heroic Poetry*

Rajan Gurukul. *Rethinking Indo-Roman Classical Trade*

## **Module-IV**

### **Into a Feudal Society**

- ▲ Land grants under Satavahanas and Gupta- revival of Vedic traditions- art- literature and architecture as the symbols of feudalism
- ▲ Debates on Indian feudalism; R.S Sharma, Harbans Mukhia
- ▲ South Indian feudalism- Temple based Bhakti traditions of Alvars and Nayanars in South India.

### **Essential Readings**

R.S. Sharma. *Indian Feudalism*

.....*Early Medieval Indian Society*

Vijaykumar Takkur. *Historiography of Indian Feudalism*

D.N. Jha (ed.). *Feudal Order*

Harbans Mukhia (ed.). *Feudalism Debate*

Kesavan Veluthat. *The Political Structure of Early Medieval South India, The Early Medieval in South India*

Upinder Singh. *A History of Ancient and Early Medieval India*

## **Map studies**

1. Harappan cities
2. PGW and NBPW sites
3. Distribution of Major and Minor Rock edicts of Asoka
4. Port towns of Ancient Tamilakam

## HIS4 B05 WORLD HISTORY- 2

**Course Category: Core Course 5**

**No. of Credits: 4**

**No. of Contact Hours: 4 Hours per week**

### *Medieval World: State and Society*

The course is prepared to create knowledge on medieval world through which students could be able to understand different state systems, its socio- cultural contributions and its impact on later society. Along with a study on medieval European state and society, it focuses on the socio-political and economic currents of medieval Central Asia, West Asia and East Asia. The course would provide an understanding on scientific and intellectual interactions that taken place between the East and the West in the medieval period. It also explains the pattern of medieval medicinal system and its efficacy in dealing contagious diseases of the period.

#### **Course Outcome:**

CO 1: Provide a critical look at the characterization of medieval  
As 'dark age'

CO 2: Acquire knowledge about medieval achievements in science and education

#### **Module I**

- ▲ Europe after the collapse of Rome
- ▲ Byzantine empire- Imperial system- Legal System
- ▲ Carolingians – Charlemagne
- ▲ Spread of Christianity: Papacy
- ▲ Growth of Feudalism: Interactions of Germanic tribes with settled peoples-Features of feudalism- Nobility-Serfdom
- ▲ Dynamics of change in feudal Europe-Technology- Demography

#### **Essential Readings**

Palmira Brummet et.al. *Civilization Past and Present*, volume A&B

Lynn Hunt et.al. *The Making of the West*-Peoples and Cultures

Edward McNall Burns et.al. *Western Civilization*, Vol A &B

Perry Anderson. *Passages from Antiquity to Feudalism*

Henri Pirenne. *Medieval Cities*

#### **References**

Rosen Wein, Barbara . *A Short History of the Middle Ages*

John Bossy. *Christianity in the West*, 1400-1700

Amar Farooqui. *Early Social Formations*

Marc Bloch . *Feudal Society*, Vol 2

Lopez Robert. *The Commercial Revolution of the Middle Ages, 950-1350*

Henri Pirenne. *Mohammed and Charlemagne*

## **Module II- Medieval West Asia**

- ▲ Rise of Islam- Caliphate – Abbasids – Expansion of maritime trade
- ▲ Iqta and changes in agrarian relations
- ▲ Gunpowder Empires – The Ottoman empire and The Safavid empire in Persia
- ▲ Arab Science – Mathematics, Astronomy, Alchemy, Optics and Medicine

### **Essential Readings**

Edward McNall Burns et.al. *Western Civilization*, Vol A &B

Philip K Hitty. *History of Arabs*

Palmira Brummett et.al. *Civilization Past & Present*, volume A&B

Lynn Hunt et.al. *The Making of the West-Peoples and Cultures*

### **References**

Marshall Hodgson. *The Venture of Islam*

Hourani Albert. *A History of the Arab Peoples*

## **Module III- Medieval China - Tang & Ming dynasties**

- ▲ Unification of China and emergence of centralized state systems- Bureaucracy – Civil service examination – Gentry society
- ▲ Trade and reopening of trade route
- ▲ Technological innovations- emergence of wood block printing
- ▲ Peasant revolts
- ▲ Maritime expedition – Cheng Ho

### **Essential Readings**

Jacques Gernet. *A History of Chinese Civilization*

Wolfram Eberhard. *A History of China*

Adshead, SAM. *China in World History*

### **References**

Bonavia,David. *The Chinese*

Frederick W.Mote and Denis Twitchett (eds.). *The Cambridge History of China;The Ming Dynasty,1368-1644*

#### **Module IV-Aspects of Transition**

- ▲ Decline of Feudalism
- ▲ Diseases and medicine in Medieval Europe-brief introduction
- ▲ Scientific and intellectual interaction between Europe and Asia- Role of Crusades

#### **Essential readings**

Edward McNall Burns et.al. *Western Civilization*, Vol A &B  
Philip K Hitty. *History of Arabs*

Rodney Hilton. *Transition from Feudalism to Capitalism*

#### **References**

Perry Anderson. *Passages from Antiquity to Feudalism*

H. Butterfield. *The Origins of Modern Science*

Carlo M. Cipolla. *Before the Industrial Revolution, European Society and Economy, 1000 -1700*

Rosenwein, Barbara. *A short History of the Middle Ages*

Peter, Burke. *Popular Culture in Early Modern Europe*

#### **Map Studies**

1. Important Medieval European Towns
2. Important Centres of Medieval Arab World
3. Important Trade Centres
4. Important Centres of Education

## HIS4 B06 INDIAN HISTORY-2

**Course Category: Core Course 6**

**No. of Credits: 4**

**No. of Contact Hours: 5 Hours per week**

### *State and Society in Medieval India*

The course is framed to explicate the nature of state and society in Medieval India. It familiarizes the students with process of state formation; economic pattern of medieval India along with the social and cultural developments of the period. It explains the process of medieval trade related to Arabian Sea and Indian Ocean. Students could able to understand changing pattern of agrarian system in medieval India. A new phase in Indian History began with the advent of the Arabs in Sindh in A.D.712. The Arabs brought a new religion, a new culture and civilization to the Indian Sub-Continent. The new form of religious ideas, culture, fine arts etc. have lasting impact on India.

#### **Course Outcome:**

CO 1: Equipped with the detailed knowledge on Indian feudalism, impact of Islam on Indian society and culture during medieval time

CO 2: Familiarise the students, the process that made the socio-cultural specificities possible and to make aware of the linkage effect of this period in subsequent centuries.

CO 3: Help the students to go beyond the religious explanation of medieval Indian History.

### **Module I**

#### **Interpreting early medieval Indian History**

- ▲ Concept of early medieval
- ▲ Indian Feudal model and its critics

#### **Essential readings**

B. D. Chattopadhyaya. *The Making of Early Medieval India*

Irfan Habib. *Medieval India; The Study of a Civilization*

D. N. Jha. *Early India: A Concise History*

R. S. Sharma. *Early Medieval Indian Society: A Study in Feudalization*

Upinder Singh. *A History of Ancient and Early Medieval India*

## References

T.J. Byres and Harbans Mukhia (eds.). *Feudalism and non European societies*

Vipul Sing. *Interpreting Medieval India*

Burtain Stein. *Peasant state and society in Early Medieval South India*

Romila Thapar. *Early India: From the Origins to AD1300*

Upinder Singh. *A History of Ancient and Early Medieval India: From the Stone Age to the 12th century*

Kesavan Veluthat. *Political Structure of Early Medieval South India*

## Module II- Delhi Sultanate, Vijaya Nagara empire and Bhamani Kingdom

- ▲ Arab conquest of Sind- the Sultanate ascendancy in India- Battle of Tarain- Political consolidation under early Turkish Sultans- Reforms under Iltumish and Balban
- ▲ Delhi Sultanate under Khaljis and Thuglaqs; Alauddin Khalji- military measures and economic reforms –Administrative reforms and military experiments of MuhammadbinThuglaq- Firozshah Thuglaq and welfare measures
- ▲ Administrative system and institutions under Delhi sultanate- kingship- Administration- nobility – slavery-land revenue and forms of distribution- Iqta system
- ▲ The Vijaya nagara Empire- Bahmani Kingdom : nature of Polity and cultural contributions

## Essential Readings

Farooqui SalmaAhmed. *A Comprehensive History of Medieval India*

Satish Chandra. *Medieval India:From Sultanate to the Mughals(1206-1526)*

Sunil Kumar.*The Emergence of Delhi Sultanate,1192-1286*

I.H. Quereshi. *Administration of the Sultanate of Delhi*

Satish Chandra. *History of Medieval India*

Mohammad Habib and KA Nizami (eds.). *A Comprehensive History of India: The Delhi Sultanate (1206-1526)*

Burton Stein. *Vijayanagara*

H.K.Sherwani. *The Bahmanis of the Deccan Deccan*

S.A.A. Rizvi. *The Wonder that was India, Part II*

## **References**

K.A. Nizami, *State and Culture in Medieval India*

Ashraf .K.M. *Life and Conditions of the people of Hindustan*

Stewart Gordon, *The Marathas 1600 - 1818.*



### **Module III- Formation of Mughal Empire**

- ▲ Babur- war fare- military technology- Afghan conflicts and formation of Surr dynasty
- ▲ Consolidation of the Mughal Empire under Akbar- expansion of the empire-economic reforms- Mansabdari system - Jagir and land revenue system- zabti – Akbar’s religious policy- Rajput policy- Aurengazeb and Decan policy
- ▲ Rise of The Marathas- Shivaji and his administration- Land revenue policy
- ▲ Ahom Kingdom of North-east India

#### **Essential Readings**

Irfan Habib. *Agrarian System of Mughal India, 1526 - 1707* Farooqui

SalmaAhmed. *A Comprehensive History of Medieval India*

Harbans Mukhia. *The Mugals of India*

Muzaffar Alam and Sanjay Subramanian ( eds.). *The Mughal State, 1526 –1750.*

Meena Bhargava. *Understanding Mugal India*

J.F. Richards. *The Mughal Empire*

Ashraf .K.M. *Life and Conditions of the people of Hindustan*

Satish Chandra. *History of Medieval India:800-1700*

-----Essays on Medieval Indian History

#### **Module IV: Religious ideas and Bhakthi Tradition**

- ▲ Bhakthi movement in North and South India
- ▲ Sufism : general trend

#### **Medieval economy and cultural contributions;**

- ▲ Rural economy-agrarian system- trade, urbanization, Indian Ocean trade
- ▲ Nature of medieval architecture
- ▲ Science and technology in Mugal India: basic feature

#### **Essential Readings**

S.A.A. Rizvi. *A History of Sufism in India, Vol. I.*

S.A.A. Rizvi. *Muslim Revivalist Movements in Northern India.* Nisami KA .

Some aspects of religion and politics in India Nural Hasan. *Thoughts on*

*Agrarian Relations in Mughal India* Irfan Habib. *Agrarian System of Mughal India, 1526 to 1707*

S. Arsaratnam. *Maritime India in the Seventeenth Century*

R. Champakalakshmi. *Trade Ideology and Urbanisation: South India 300BC- A.D. 1300* Catherine Asher. *Architecture of Mughal India*

J. C. Harle. *The Art and Architecture of the Indian Subcontinent*

Tapan Raychaudhuri et.al. *The Cambridge Economic History of India*

### **Map Studies**

1. Important centres of Delhi Sultanate
2. Political and Cultural centres of Vijayanagara and Bahmani Kingdom
3. Mughal Empire under Aurangzeb
4. Trade Centres of Medieval India

## HIS4 B20-Gender Studies

Course Category: Core Course -20

No. of Credits: 4

No. of Contact Hours: 5 Hours per week

The syllabus primarily aims to introduce the area of gender studies to graduate students. The present course explains the socio-historical constructions of sexual differences in Indian society by emphasizing the plural backgrounds. The Course is designed in such a way that the students will be able to understand the concept of gender, how genderization takes place in society, how it creates inequalities, and how these inequalities become the basis for gender-based violence, and provides an outline of how gender norms can be altered for better human relationships in society. The course is designed to prepare students to challenge the conventional social norms about gender.

### Course Outcomes:

- CO 1. Explain conventional social norms about male-female dichotomy and can device policies and strategies to foster gender equality and gender justice
- CO 2. Contribute to creative interventions that may result in a world with less inequality
- CO 3. Critically interrogate and actively engage in social processes related to the construction of gender
- CO 4. Analyse social and cultural phenomena through the lens of gender in a way that appreciates a range of disciplinary perspectives

### Module I: Key Terminologies and Concepts

- ▲ Conceptualising Gender; define gender and sex- sexuality and sexism- gender as social construction- concept of masculinity and femininity-gender discrimination
- ▲ Patriarchy and Matriarchy; concept and practice, Gerda Lerner., *The Creation of patriarchy*
- ▲ Origin and concept of feminism; black feminism-dalit feminism-eco feminism
- ▲ Judith Butler., *Gender Performativity Theory*

### Essential readings

Jane Pilcher and Imelda Whelehan. *Fifty, Key Concepts in Gender Studies*

Judith Butler. *Gender Trouble: Feminism and Subversion of Identit*

Kamla Bhasin. *What is Patriarchy?*

Gerda Lerner. *Creation of Patriarchy*

### References

Ruth Vanita and SaleemKidwai (eds.). *Same Sex Love in India: Readings in*

### *History and Literature*

Sushila Agarwal. *Status of Women*

Uma Chakravarti. *Gendering Caste through a Feminist Lens*

Vandana Shiva. *The Violence of Green Revolution*

Leela Dube. *Anthropological Explorations in Gender*

Kamla Bhasin. *Understanding Gender*

Simon de Bouver. *The Second Sex*

Luce Irigaray. *This Sex Which is Not One*

## **Module II: Indian Society through Gender Perspective**

- ▲ Division of labour in pre- proto historic period- women in agriculture- involvement in technology and tool making-women images and ideas in Indus seals and crafts
- ▲ Gender order in Brahmanical patriarchy- Uma Chakravarty- women in Buddhism and Jainism
- ▲ Medieval Islamic law and women- rights of women in marriage and inheritance- women in royal courts- life in Mughal harem- concubinage- marginalised women- slave girls
- ▲ British rule of law and women- Colonialism and discussion of women question
- ▲ Gayatri Chakravorty Spivak on women

## **Essential Readings**

Kunkum Roy (eds.). *Women in Early Indian Societies: Readings in Early Indian History*

Thomas. P. *Indian Women through the Ages*

Uma Chakravarti. *Gendering Caste through a Feminist Lens*

Gayatri Chakravorty Spivak. Can subaltern speak?

## **References**

A.S. Altekar, *The Position of Women in Hindu Civilization.*

Thomas. P, *Indian Women through the Ages.*

Kiran Pawar, *Women in India History: Vision and Venture*

Madhu Vij, et al. *Women Studies in India, A journey of 25 Years*

Sushila Agarwal. *Status of Women*

Vandana Siva. *Staying Alive*

Uma Chakravarti. *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanasof 'Ancient India'*

### **Module III: Social, labour, educational and health issues of women at present**

- ▲ Changing concept of family and marriage- labour and health issues- participation of women in politics- women literacy

### **Law Relating to Crimes against Women and transgender (study main features only)**

- ▲ Indian Penal Code -1860, 1983
- ▲ Dowry Prohibition Act,1961
- ▲ Protection of Women from Domestic Violence Act, 2005
- ▲ Indecent Representation of Women [Prohibition]Act,1986

### **Essential readings**

Nivedita Menon. *Gender and Politics in India*

Sushila Kaushik. Panchayati Raj in Action: *Challenges to Women's Role*

Usha Sharma. *Women Education in Modern India*

Reshmi.G. and Anil Kumar K.S, *Transgender, Charithram, Samskaram, Pradinidanam*

A comprehensive Guide to Women's Legal Rights for Indian Institute of Technology,

IIT Kanpur

### **References**

Indian Law related to Women and Children, Wikigender, [www.wikigender.org](http://www.wikigender.org)

[www.legalservicesindia.com](http://www.legalservicesindia.com)

[www.ncw.nic.in](http://www.ncw.nic.in)

<https://wcd.nic.in>

Law Relating to Women, <https://shodganga.inflibnet.ac.in>

### **Module IV: Contemporary Issues (short answer only)**

- ▲ Gender Identity- Heterosexuality- Queer Theory-Third Gender – Cross Dressers- problems of sexual minorities- Coming Out- MIX- Organizations of Sexual Minorities; Queerala- Queerythm-SGMFK.

### **Essential Readings:**

Ruth Vanita and Saleem Kidwai (eds.). *Same Sex Love in India: Readings in History and Literature*  
Richard Ekins and Dave King. *Blending Genders: Social Aspects of Cross Dressing and Sex Changing*  
Reshmi.G and Anil Kumar K.S. *Transgender, Charithram, Samskaram,Pradinidanam*  
A comprehensive Guide to Women’s Legal Rights for Indian Institute of Technology, IIT Kanpur

### **References**

Judith Butler, *Gender Trouble: Feminism and Subversion of Identity*  
KumKumSangari and Uma Chakravarthi,(eds.)*From Myths to Markets;Essays on Gender*  
Reshmi.G, and Anil Kumar,K.S *Transgender, Charithram, Samskaram,Pradinidanam*(Mal.)  
Vina Mazumdar, “Emergence of Women’s Question in India and the Role of Women’s Studies”,  
Occasional Paper, No. 7, Centre for Women’s Development Studies, New Delhi, 1985.

## HIS5 B07 WORLD HISTORY-3

**Course Category:** Core Course 7

**No. of Credits:** 4

**No. of Contact Hours:** 5

### *Emergence of the Modern World*

The course is designed to expose the students of Fifth Semester to the major political movements of the world in the Modern period and equip them with a basic understanding of the socio economic ideas that contributed to the making of it. It is also expected to make them aware of how the people all over the world led various movements for the attainment of democratic rights. Moreover it is intended to teach them the hardships and miseries of war and the need for the creation and maintenance of international peace and understanding.

#### **Course Outcomes**

- CO. 1** Students acquaint with ‘transition in history’ by looking at social, political, economic and technological changes from medieval to modern.
- CO.2** Develop new perspectives on American War of Independence, English and French Revolution.
- CO.3** Create a fresh look at Industrial Revolution and consequent development in all walks of modern world. It will peep into the colonialism and anti-colonial movements.
- CO.4** Appreciate the mass mobilization in Third World countries and appreciate the democratic ideologies tagged along with it.

#### **Module I: Making of the Modern World**

- ▲ The Renaissance- Medieval origin- nature and characteristics- art, literature and science
- ▲ The Reformation- Martin Luther and Protestant Revolution- John Calvin- Catholic Reformation- political impact
- ▲ Geographical exploration and overseas trade- Columbus, Gama and Magellan- the Spanish conquistadors in South and Central America- colonialism and plunder- trade rivalry- missionaries
- ▲ Rise of nation states in Europe

#### **Essential Readings**

Edward McNall Burns et al; *World Civilisations*, Volume B

Lynn Hunt et al., (ed), *The Making of the West*

Rick Szostak. *Making Sense of World History*

## **Module II: Knowledge and Economy**

- ▲ The Scientific Revolution- Bacon, Descartes and Newton
- ▲ The Enlightenment- concepts and characteristics
- ▲ Rise of industrial capitalism- ideology and practice
- ▲ The Industrial Revolution- concept, features and inventions
- ▲ Colonialism and imperialism
- ▲ Socialism; Utopian and Scientific- Karl Marx

### **Essential Readings**

David S. Mason; *A Concise History of Modern Europe*

Edward McNall Burns et al; *World Civilisations, Volumes B and C*

## **Module III: Towards Democracy**

- ▲ Movements against autocracy- The English Revolutions
- ▲ The American Revolution- causes and impact- American constitution
- ▲ The French revolution- Ancient Regime- society, economy and politics- intellectual background- course and Impact- Napoleon
- ▲ The American Civil War- emancipation of slaves
- ▲ Unification of Italy and Germany- Mazzini, Cavour, Bismarck- impact

### **Essential Readings**

ArjunDev and Indira ArjunDev ; *History of the World*

David S. Mason; *A Concise History of Modern Europe*

Edward McNall Burns et al; *World Civilisations, Volumes B and C*

## **Module IV:Contemporary World**

- ▲ The First World War- origin and magnitude- impact
- ▲ The Russian Revolution- background, ideology and impact
- ▲ Inter War politics- The League of Nations- The Great Depression
- ▲ Italian Fascism- Mussolini- ideology
- ▲ German Fascism- Hitler- rise to power- Nazi ideology- impact
- ▲ The Second World War- background- theatres of war- consequences
- ▲ Post War world- the UNO- achievements and limitations- the Chinese Revolution- Mao Zedong
- ▲ The Third World- liberation of the colonies in Asia and Africa- Cold War
- ▲ Globalization- politics, economy and culture



## **Essential Readings**

ArjunDev and Indira ArjunDev ; *History of the World*

David S. Mason; *A Concise History of Modern Europe*

Edward MCnall Burns et al; *World Civilisations, Volume C*

## **Map Studies**

1. Major geographical explorations
2. Major European Colonies in Asia
3. Important centres of World War I
4. Important centres of World War II

## **HIS5 B08 Indian History 3**

Course Category: Core Course- 8

No. of Credits: 4

No. of Contact Hours: 5 Hours per week

### *Making of Modern India*

The objectives of the course comprise of inculcating a right understanding of the contours of India's struggle for independence from the colonial yoke. The course would familiarize the students with the several ways through which socio political consciousness emerged in India as a general process. It would instruct the dimensions of the economic impact of colonialism. The course helps to understand how through different levels of the uprisings by the peasants, workers and the tribals as well as by the awakening of excluded sections like women and the untouchables contributed to the overall political consciousness leading to the liberation of the country from colonialism. Quite significantly, the course would impart the potential values of political freedom and worth of human independence, as they are born out of a long saga of struggle and sacrifice

### **Course Outcomes**

- CO 1.** Realise the impact of colonialism and its presence in contemporary India
- CO 2.** Appreciate the values and ideologies of freedom struggle
- CO 3.** Trace the mass basis of Indian national movement
- CO 4.** Trace the dynamics of Indian economy that have rooted in both colonial and Native practices
- CO 5.** Understand the process of class formations in Modern India

### **Module I: Colonialism and its Practice**

- ▲ The British Imperialism in India; Interpreting colonialism-capitalism and imperialism-ideologies of the Raj ; mission civilization
- ▲ Significance of the Battle of Plassey and the Buxar
- ▲ Experience of colonialism and its impact in British India: New agrarian practices- changes in native industries- capitalism and rural economy - revenue and tenurial system- condition of working class
- ▲ The revolt of 1857: interpretations, causes and significance

### **Essential readings**

Bipan Chandra et.al, *India's Struggle for Independence*  
Sekhar Bandhopadhyaya, *From Plassey to Partition: A History of Modern India*  
Sumit Sarkar, *Modern India (1885-1947)*

## References

Barbara D Metcalf and Thomas R Metcalf, *A Concise History of India*  
Thomas R Metcalf, *Ideologies of the Raj*  
Sugata Bose and Aysha Jalal, *Modern South Asia: History, Culture, Political Economy*  
Catherine Basher and Cynthia Talbot, *India before Europe*  
C. A. Bayly, *Indian Society and the Making of the British Empire, New Cambridge History of India*

## Module II: Growing social consciousness and emergence of Social and Religious Reform Movements

- ▲ Social and religious consciousness in India- familiarisation of new ideologies- advent of printing and press
- ▲ Rajaran Mohan Roy and Brahmosamaj-Ramakrishna Mission and Vivekananda-Arya Samaj-Theosophical Society- Jyothiba Phule and Sathyashodak Samaj- Aligarh movement - Singh Sabha movement

## Essential Readings

Kenneth W Jones, *Social and Religious Reform Movements*  
V.C. Joshi (ed.), *Rammohan Roy and the Process of Modernization in India*

## References

AR Desai, *Social Background of Indian Nationalism*  
KN Panikkar: *Culture, Ideology, Hegemony: Intellectuals and social consciousness in Colonial India*  
TK Oommen (ed.), *Social Movements: Issues of Identity*  
TK Oomen, *Social Movements II: Concerns of Equity and Security*

## Module III: Dynamics of Indian Nationalism-trends up to 1919

- ▲ The pre Gandhian phase : Political ideology and organisations- economic critique of colonialism- tribal uprising;Santhal-Munda uprising
- ▲ Formation of INC – different interpretations
- ▲ Moderates and extremists
- ▲ Cultural nationalism
- ▲ Revolutionaries: Ideology and Practice
- ▲ Partition of Bengal- Swadeshi Movement –Home Rule Movement –Lucknow Pact

## Essential readings

Bipan Chandra, *Nationalism and Colonialism in Modern India*  
Anil Seal, *Emergence of Indian Nationalism*

K.N. Panikkar, *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*

## References

Bipan Chandra, *Rise and Growth of Economic Nationalism in India.*  
A.R. Desai, *Peasant Struggles in India*  
Ranajit Guha (ed.), *A Subaltern Studies Reader*  
Dadabhai Naroji, *Poverty and Un-British Rule in India*  
Sumit Sarkar, *The Swadeshi Movement in Bengal, 1903-1908*

## Module IV: National Movement after 1919

- ▲ Mahatma Gandhi; ideology and practices- Champaran- Ahmedabad mill strike- Kheda- Rowlatt Act- Jalian walabagh
- ▲ Khilafat and Non co operation—Gandhian Constructive Programme
- ▲ First world war and Revolutionary movements- Left wing ideologies and its practice-Trade union and Labour movements
- ▲ Poorna Swaraj- Civil Disobedience Movement -Quit India movement and INA
- ▲ Communal ideology and its practice-- RSS, Hindu Mahasabha-Muslim league
- ▲ Negotiations for Independence and Partition-Simla conference-Independence -Partition of India

## Essential Readings

Judith Brown, *Gandhi's Rise to Power, 1915-22.*  
Mohandas K. Gandhi, *An Autobiography or The Story of My Experiments with Truth*

Bipan Chandra, *Communalism in Modern India*

Gyanendra Pandey, *The Construction of Communalism in Colonial north India*

## References

A.R. Desai, *Peasant Struggles in India*  
KS Singh, *Tribal Movements in India*

## Map Studies

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

## HIS5 B09- KERALA HISTORY-1

Course Category: Core Course- 9

No. of Credits: 4

No. of Contact Hours: 5 Hours per week

### State and Society in Pre-Modern Kerala

This paper aims to provide an overall picture of the state and society in pre-modern Kerala upto 1800 CE. The paper has four modules and each module has to be learned with a broad understanding of the source materials including archaeological, epigraphical, numismatical, literary and archival.

#### Course Outcomes

- CO 1. New thinking on major aspects of the evolution of Kerala history and culture in the light of new researches and findings.
- CO2. Realise the importance of landscape and seascape of Kerala and its climate and engage in the activities related to the balanced use of natural resources
- CO 3. Realise the evolution of land relations in Kerala and its impact on social life
- CO4. Identify the trade items of Kerala related to Arabian Sea and Indian Ocean
- CO5 Realise the changes occurred in the landscape of Kerala especially its flora and fauna with the arrival of foreigners

#### Module I: Geopolitical Setting and Early Human Settlements

- ▲ Geographical boundaries; Western Ghats and Arabian Sea- topographical features; highland midland and coastal line- passes and rivers – climatic conditions
- ▲ Early human settlements- pre-historic evidences-rock shelters and pre-historic arts- pre-historic societies.

#### *Essential Reading*

K. Damodaran, *Kerala Charithram*

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

P. Rajendran, *Prehistoric Cultures and Environment: A Case Study of Kerala*

Rajan Gurukkal and Raghava Varier, *Kerala Charithram Vol.1, Cultural History of Kerala, History of Kerala- Prehistoric to the present*

Yashodhar Matpal, *Rock Art of Kerala*

## Module II: Iron Age and Early Historical Society

- ▲ Sources; Archaeological evidences; Megaliths, Pattanam excavations- Tamil and Greek Roman literatures
- ▲ *Tinai* and multiple subsistence forms - settlement patterns- the emergence of Brahmin, Jain and Buddhist sects
- ▲ Exchange relations- Indo- Roman trade
- ▲ Nature of early historic polity- Kizhar, Velir, Vendar- early Chera in the *Patittupattu*

### *Essential Readings*

K. N. Ganesh. *Keralathinte Innalakai*

KesavanVeluthat. *Brahmin Settlement in Kerala*

RajanGurukkal and RaghavaVarier. *Kerala Charithram Vol.1, Cultural History of Kerala, History of Kerala- Prehistoric to the present*

## Module III: Early Medieval and Medieval Socio-Political Formation

- ▲ Sources; Epigraphs and literatures- Mushakavamsakavya, Keralolpatti, Granthavaris- Mani-prvalam-travelers accounts
- ▲ Proliferation Brahmin settlements and temples
- ▲ Emergence of land ownership rights; Cherikkal, Devaswam, Brahmaswam- Virutti- Karanmai-Pattam and Otti/Kanam
- ▲ Formation of *Jati*
- ▲ Merchant corporations in the early medieval period
- ▲ Nadus and naduvazhis
- ▲ Nature of Second Chera state- Debates
- ▲ Formation of Swarupam-Nediyiruppu, Perumpadappu, Kolathiri and Venad-
- ▲ Medieval Trade - Arab and Chinese

### *Essential Readings*

Elamkulam Kunjan Pillai. *Studies in Kerala history*

M.G.S. Narayanan. *Perumals of Kerala*

A. Sreedhara Menon. *A Survey of Kerala History*

KesavanVeluthat. *Brahmin Settlement in Kerala*

.....*Early Medieval in South India*

RajanGurukkal and RaghavaVarier. *Kerala Charithram Vol.1*

Rajan Gurukkal. *Kerala Temple and Early Medieval Agrarian System*

K.N. Ganesh, *Keralathinte Innalakai*

RajanGurukkal and RaghavaVarier, *Keralcharithram Vol.2, History of Kerala- Prehistoric to the Present*

P.J. Cherian (ed.), *Perspectives on Kerala History*  
RaghavaVarier, *Keraleeyatha Charithramanangal, Madhyakala Kerala Swarupaneetiyude Charithram*  
V.V. Haridas, *Zamorins and the Political culture of Medieval Kerala.*  
K.N. Ganesh, *Reflection of Pre-Modern Kerala*

#### **Module IV: Fragmented Polity and the onset of Colonialism**

- ▲ Sources; Kerala Pazhama and Tuhafatul Mujahidheen, travelers records- Varthema
- ▲ Major and Minor political entities - Malabar- Kochi and Travancore
- ▲ Portuguese - Cartas and monopolization of trade in Indian Ocean- decline of Arab trade
- ▲ Kunjali's resistance against Portuguese
- ▲ Dutch in Malabar – HortusMalabaricus
- ▲ Mysorian invasion and changes occurred in the land revenue system
- ▲ British East India Company –foundation of colonial state.

#### ***Essential Readings***

A. Sreedhara Menon, *A Survey of Kerala History*  
Rajan Gurukkal and RaghavaVarier. *Keralcharithram Vol.2, History of Kerala- Prehistoric to the present*  
K.N.Ganesh, *Keralathinte Innalekal*  
P.J. Cherian (ed.), *Perspectives on Kerala History*  
Margret Franz. *From Contact to Conquest*  
M.P. Mujeebu Rehman. *The Other Side of the Story: Tippu Sultan, Colonialism and Resistance in Malabar*

#### **Map Studies**

1. Pre-historic sites- Edakkal, Tovari, Tenmala, Chevayur, Marayur
2. Iron Age and Early historic sites- Feroke, Ummichipoyil, Porkkalam. Anakkara, Kadanadu
3. Early medieval sites- Kodungallur, Tiruvancikkulam, Tirunelli, Tiruvalla, Ezhimala
4. Colonial forts- Kannur, Talasseri, Kozhikkode, Pallippuram, Anjuthengu, Kollam



## **HIS5 B10 - METHODOLOGY OF THE WRITING OF HISTORY**

Course Category: Core Course-10

No. of Credits-4

No. of Contact Hours per week -5

### **Course Outcomes**

- CO 1.** Enable the student to understand the techniques of writing History and the evolution of such a techniques.
- CO 2.** Students will learn the theory and practice of historical research as practiced by professionals in the field including traditional and current research methodologies.
- CO 3.** It enables the student to develop a thesis/argument, evaluate its historical probability, and place that argument in a historiographical context.
- CO 4.** It helps to develop a historian's skills, including reading, writing, speaking, and critical inquiry and would be able to execute and guided independent research projects in accord with the research manuals.
- CO 5.** Distinguish between various forms of presentation of history and the basic elements of research in history.
- CO 6.** Prepare students for writing the local history projects.

### **Module I: Selecting Historical Problem**

- ▲ Literary review and identification of a Historical Problem – making hypotheses and drafting Synopsis – Preliminary Bibliography.

### ***Essential Readings***

Arthur Marwick, *The new nature of History*

E. H. Carr, *What is History*

Elton G.R., *The Practice of History*

Sharron Sorenson, *How to write Research Paper*

## **Module II: The Historian at work**

- ▲ Searching for historical sources- define historical facts- Primary and Secondary Sources; Archaeology - Epigraphy- Numismatics - Folklore –Toponymical – Literature – Archival Studies
- ▲ e-Sources— Inflibnet, Shodhganga, [www.cds.edu/working-papers](http://www.cds.edu/working-papers), <https://www.national library.gov.in/>
- ▲ Authenticity of data – Internal and External Criticism– Generalisations

### ***Essential Readings***

Arthur Marwick, *The New Nature of History*

G.R.Elton, *The Practice of History*

Marc Bloch, *The Historian's Craft*

Sharron Sorenson, *How to Write Research Paper*

E. H. Carr, *What is History*

Gottschalk L., *Generalisation in the Writing of History*

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

## **Module III: Techniques of Historical Writing**

- ▲ Notes – Footnotes – Endnotes – Text notes
- ▲ Style of Footnoting and Text noting- MLA and APA– Style of Bibliography
- ▲ Appendices – Tables - Charts – Diagrams – Photos – Maps – Glossary – Abbreviations – Index.

### ***Essential Readings***

Arthur Marwick, *The New Nature of History*

G. R. Elton, *The Practice of History*

Sharron Sorenson, *How to write Research Paper*

## **Module IV: Forms of Writing**

- ▲ Research Paper – Project Report- Dissertation or Thesis
- ▲ Oral History – Local History – Micro History- Life history

***Essential Readings***

G.R. Elton, *The Practice of History*

Joseph Gibaldi, *MLA Handbook for the Writers of Research Papers*

Sharron Sorenson, *How to Write Research Paper*

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

## HIS6 B11-Indian History -4

Course Category: Core Course -11

No. of Credits-4

No. of Contact- 5 Hours per week

### *The Making of Contemporary India*

#### **Course Outcomes**

- CO 1.** Realise the social and economic issues of contemporary India and engage in the socially useful productive works
- CO2.** Define a pluralistic society and its relationship to our democratic principle
- CO3.** Realise the importance of the constitution of India and recognize the contribution of leaders and personalities who prepared it.
- CO4.** Aware of the environmental issues of the country and contributed to the sustainable development activities
- CO5.** Identifying the cardinal principles of Foreign Policy of India and think highly of national leaders who contributed to the ideology of peaceful co existence

#### **Module I: Laying the Foundation of Modern India**

- ▲ Partition and challenges; integration of princely states- strategies of Sardar Vallabhai Patel
- ▲ Framing of constitution; BR Ambedkar- significant features of Indian constitution- Preamble- Fundamental Rights and Duties- Directive Principles- nationality and citizenship
- ▲ linguistic reorganisation of states- multi cultural system and the principle of unity in diversity

#### **Essential Readings**

Durga Das Basu, *Introduction to the Constitution of India*  
Bipan Chandra, *Essays on Contemporary India*  
Bipan Chandra, Mridula Mukerjee and Aditya Mukerjee, *India since Independence*  
Bipan Chandra. et. al (ed.), *India After Independence*

#### **References**

Gyanendra Pandey, *Remembering Partition*  
Ramachandra Guha, *India After Gandhi: The History of the World's Largest*

## *Democracy*

Francis R Frankel, *India's Political Economy, 1947-77*

Joya Chatterji, *The Spoils of Partition: Bengal and India, 1947-67*

Granville Austin, *Indian Constitution: Cornerstone of a Nation*

Nonica Dutta, *Violence. Martyrdom and Partition: A Daughters Testimony*

## **Module II: Nation Building**

- ▲ Nehruvian era; Development and reconstruction- focus on technology-economic planning- mixed economy-industrialisation-land reform measures-Green Revolution
- ▲ Growth of parliamentary democracy
- ▲ Indian foreign policy in the era of cold war; NAM and Panchsheel-India Pakistan Relations- Kashmir conflict- border disputes- relation with China

## **Essential Readings**

Bipan Chandra, *Essays on Contemporary India*

Appadurai, *Domestic Roots of India's Foreign Policy 1947-1972*

## **References**

S.Gopal, Jawaharlar Nehru. *A Biography*, vol. 2, 1947-1956

S.Gopal, Jawaharlal Nehru. *A Biography*, vol. 3, 1956- 1964

Amartya Sen, *Argumentative India*

## **Module III: Pattern of Indian Development- Post-Nehruvian Era**

- ▲ Reforms of Indira Gandhi; Nationalisation- Growth of public sector- Morarji Desai and Demonetisation
- ▲ Reforms of Rajiv Gandhi; New Education Policy
- ▲ Changes after 1990; New economic reforms- Liberalization, Privatization, Globalization (LPG)- Responses to new reforms
- ▲ Employment Generation Programmes; MGNREGP

## **Essential Readings**

Bipan Chandra, Mridula Mukerjee and Aditya Mukerjee, *India Since Independence*

Bipan Chandra, et al (ed.) *India After Independence*

Ramanuj Ganguli, *Globalisation in India: New Frontiers and Emerging Challenges*

Rama Chandra Guha, *India after Gandhi*

## **References**

TT Ram Mohan, *Privitisation in India: Challenging the Economic Orthodoxy*

Joseph Stiglitz, *Globalization and Its Discontents*

Amartya Sen, *Argumentative India*

Naomi Klein, *No Logo: No Space, No Choice, No Jobs*

## **Module IV: New challenges and responses**

- ▲ Internal squabbles and declaration of Emergency in India
- ▲ Nexalite movements ; general trends
- ▲ Regionalism and militant activities; Kashmir, Punjab and Assam
- ▲ Revival of caste politics; VP Singh and Mandal Commission
- ▲ Communalism and violence; The Delhi riots- Babri issue-Gujarat Carnage
- ▲ Development and ecology; Water disputes- social and environmental consciousness- *Chipko* movement- *Narmada Bachavon Andolan*
- ▲ Dalit movements and Tribal movements (Issue based discussion )
- ▲ Issues of human rights- RTI- Food Safety Bill- Right to education –Mass Media and Social Media

### Essential Readings

Paul R Brass. *The Politics of India since Independence*  
 Bipan Chandra. *In the Name of Democracy: JP Movement and the Emergency*  
 KN Panikkar. *Communal Threat, Secular Challenge*

### References

Mushirul Hasan. *In Search of Identity: Indian Muslims Since Independence*  
 Christopher Jafferlot . *The Hindu Nationalist Movement in Indian Politics*  
 KN Panikkar. *Before the Night Falls: Forebodings of Fascism in India*  
 KN Panikkar. *The Concerned India's Guide to Communalism*  
 Gail Omvedt. *Dalit Visions*  
 Ramachandra Guha. *The Unquiet Woods: Ecological Change and Peasant Resistance in Himalaya*  
 Ramachandra Guha and 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 Nanditha Haskar. *The Delhi Riots. Three Days in the Life of a Nation*  
 P Sainath. *Everybody Loves a Good Drought: Stories from India's Poorest Districts*  
 Ashis Nandy et.al. *Creating a Nationality: Ramajanmabhumi Movement and the Fear of the self*  
 Amartya Sen. *The Argumentative Indian: Writing on Indian History, Culture and Identity*

### Essential Readings

Rama Chandra Guha. *India after Gandhi*  
 Shashi Tharoor. *India from Midnight to the Millennium*

## HIS6 B12 KERALA HISTORY-2

Course Category: Core Course -12

No. of Credits-4

No. of Contact- 5 Hours per week

### *Kerala Towards Modernity*

#### **Objectives of the Course**

- ▲ To enable the students to understand the circumstances for the colonial intervention in Kerala
- ▲ To introduce the students the inspiring incidents of early resistance movements against foreign domination in Kerala
- ▲ To enable the students to understand the role of individuals, institutions and popular movements in transforming the Kerala society.
- ▲ To enable the students to critically analyse the socio-political events in modern Kerala history.

#### **Course Outcomes**

- CO 1.** Identify the real nature of the colonial intervention in Kerala
- CO 2.** Trace the historical roots of progressive contemporary Kerala.
- CO 3.** Analyse critically the role of leaders and movements in the transformation of modern Kerala
- CO 4.** Familiarise with Kerala Model of Development and engage in the rebuilding process of Kerala economy
- CO 5.** Understand the issues in contemporary Kerala so as to be responsive to the same.

#### **Module I: Course of British Intervention**

- ▲ Malabar in Transition- Joint Commission Reports and Revenue Settlements- Malabar under Madras Presidency – revenue and judicial Reforms- Civil and Criminal Procedure Codes
- ▲ Changes in the Princely States- Col. Munroe- modernization of Cochin and Travancore- Revenue Settlements- *Kandezhuthu* and *Kettezhuthu* – Monopolization of Trade
- ▲ Early Resistances- Pazhassi Raja- Velu Thampi- Kurichiyas

#### ***Essential readings***

A Sreedhara Menon. *A Survey of Kerala History*

K.N. Ganesh. *Keralathinte Innalekal*

T.K Ravindran., *Towards a Liberal Policy, A Study of the Munroe System in Malabar,*

*Malabar Under Bombay Presidency - A Study of the early British Judicial System in Malabar, 1792-1802*

Margret Franz. *From Contact to Conquest*

Rajan Gurukkal and Raghava Varier. *Kerala Charithram Vol 2, History of Kerala*

P.J. Cherian. (ed.) *Perspectives on Kerala History*

M.P. Mujeebu Rehman. *Malabar in Transition*

## **Module II: Towards A New Society**

- ▲ Dress code agitation- Kallumala Agitation
- ▲ Caste Reform and Religious Reform Movements
- ▲ Spread of Modern Education- Role of Missionaries
- ▲ Changes in the Matrilineal System

### **Essential Readings**

P.K.K. Menon. *History of Freedom Struggle in Kerala*

K N Panikkar, *Against Lord and State: Religion and Peasant Uprisings in Malabar 1836-1921*

A Sreedhara Menon, *A Survey of Kerala History*

P.J. Cherian (ed). *Perspectives on Kerala History*

Rajan Gurukkal & Raghava Varier. *Kerala Charithram, Vol 2, History of Kerala*

## **Module III: Anti-Colonial Struggles**

- ▲ Agrarian Discontent in British Malabar- Peasant Uprisings in the 19<sup>th</sup> Century- Report of William Logan
- ▲ National Movements in Malabar- Kochi and Travancore
- ▲ Khilafat Movement- Malabar Struggle- debate on its nature- Civil Disobedience Movement- Quit India
- ▲ Radical Movements- CSP- Peasant and Working Class Movements
- ▲ Struggle for Responsible governments in Kochi and Travancore- Memorials- Punnapra-Vayalar Outbreaks
- ▲ Aikya Kerala Movement- State Re-organization

### **Essential Readings**

P.K.K. Menon. *History of Freedom Struggle in Kerala*

M. Gangadharan, *The Malabar Rebellion*

K N Panikkar, *Against Lord and State: Religion and Peasant Uprisings in Malabar 1836-1921*

P.J. Cherian (ed). *Perspectives on Kerala History*

Rajan Gurukkal & Raghava Varier. *Kerala Charithram Vol 2, A Text Book of Kerala History*

Rajan Gurukkal & Raghava Varier, *History of Kerala: Prehistoric to the Present*



## **Module IV: Kerala After 1956**

- ▲ Land Reforms and the end of Feudalism
- ▲ Education Reforms- growth of Education
- ▲ Kerala Model Development- Health and Medical Sector
- ▲ Environmental issues
- ▲ Social welfare measures

### **Essential readings**

Rajan Gurukkal & Raghava Varier, *History of Kerala: Prehistoric to the Present*

P. Radhakrishnan, *Peasant struggles, Land Reforms and Social Change: Malabar 1836- 1982*

T.C. Varguese. *Agrarian Changes and Economic Consequences: Land Tenures in Kerala 1850-1960*

M. A. Oommen. *A Study of Land Reforms in Kerala*

M.A. Oommen (ed.). *Rethinking Development: Kerala's Development Experience, Volume 1*

K. N. Ganesh, *Kerala Samootha Padanangal*

E M S, *Keralam Malayalikalude Mathrubhoomi*

<http://invest.kerala.gov.in/wp-content/uploads/2019/02/Economic-Review-2018.pdf>

### **Map Studies**

1. British settlements in Malabar
2. Centers of socio-religious reform movements
3. National movement in Kerala
4. Kerala after 1956

## HIS6 B13-Gender Studies

Course Category: Core Course -13

No. of Credits: 4

No. of Contact Hours: 5 Hours per week

The syllabus primarily aims to introduce the area of gender studies to graduate students. The present course explains the socio-historical constructions of sexual differences in Indian society by emphasizing the plural backgrounds. The Course is designed in such a way that the students will be able to understand the concept of gender, how genderization takes place in society, how it creates inequalities, and how these inequalities become the basis for gender-based violence, and provides an outline of how gender norms can be altered for better human relationships in society. The course is designed to prepare students to challenge the conventional social norms about gender.

### Course Outcomes

- CO 1. Explain conventional social norms about male-female dichotomy and can device policies and strategies to foster gender equality and gender justice
- CO 2. Contribute to creative interventions that may result in a world with less inequality
- CO 3. Critically interrogate and actively engage in social processes related to the construction of gender
- CO 4. Analyse social and cultural phenomena through the lens of gender in a way that appreciates a range of disciplinary perspectives

### Module I: Key Terminologies and Concepts

- ▲ Conceptualising Gender; define gender and sex- sexuality and sexism- gender as social construction- concept of masculinity and femininity-gender discrimination
- ▲ Patriarchy and Matriarchy; concept and practice, Gerda Lerner., *The Creation of patriarchy*
- ▲ Origin and concept of feminism; black feminism-dalit feminism-eco feminism
- ▲ Judith Butler., *Gender Performativity Theory*

### Essential readings

Jane Pilcher and Imelda Whelehan. *Fifty, Key Concepts in Gender Studies*

Judith Butler. *Gender Trouble: Feminism and Subversion of Identity*

Kamla Bhasin. *What is Patriarchy?*

Gerda Lerner. *Creation of Patriarchy*

### References

Ruth Vanita and Saleem Kidwai (eds.). *Same Sex Love in India: Readings in*

### *History and Literature*

Sushila Agarwal. *Status of Women*

Uma Chakravarti. *Gendering Caste through a Feminist Lens*

Vandana Shiva. *The Violence of Green Revolution*

Leela Dube. *Anthropological Explorations in Gender*

Kamla Bhasin. *Understanding Gender*

Simon de Bouver. *The Second Sex*

Luce Irigaray. *This Sex Which is Not One*

## **Module II: Indian Society through Gender Perspective**

- ▲ Division of labour in pre- proto historic period- women in agriculture- involvement in technology and tool making-women images and ideas in Indus seals and crafts
- ▲ Gender order in Brahmanical patriarchy- Uma Chakravarty- women in Buddhism and Jainism
- ▲ Medieval Islamic law and women- rights of women in marriage and inheritance- women in royal courts- life in Mughal harem-cuncubinage- marginalised women- slave girls
- ▲ British rule of law and women- Colonialism and discussion of women question
- ▲ Gayatri Chakravorty Spivak on women

## **Essential Readings**

Kunkum Roy(eds.). *Women in Early Indian Societies: Readings in Early Indian History*

Thomas. P. *Indian Women through the Ages*

Uma Chakravarti. *Gendering Caste through a Feminist Lens*

Gayatri Chakravorty Spivak. Can subaltern speak?

## **References**

A.S. Altekar, *The Position of Women in Hindu Civilization.*

Thomas. P, *Indian Women through the Ages.*

Kiran Pawar, *Women in India History: Vision and Venture*

Madhu Vij, et al. *Women Studies in India, A journey of 25 Years*

Sushila Agarwal. *Status of Women*

Vandana Siva. *Staying Alive*

Uma Chakravarti. *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanasof 'Ancient India'*

### **Module III: Social, labour, educational and health issues of women at present**

- ▲ Changing concept of family and marriage- labour and health issues- participation of women in politics- women literacy

### **Law Relating to Crimes against Women and transgender (study main features only)**

- ▲ Indian Penal Code -1860, 1983
- ▲ Dowry Prohibition Act,1961
- ▲ Protection of Women from Domestic Violence Act, 2005
- ▲ Indecent Representation of Women [Prohibition]Act,1986

### **Essential readings**

Nivedita Menon. *Gender and Politics in India*

Sushila Kaushik. Panchayati Raj in Action: *Challenges to Women's Role*

Usha Sharma. *Women Education in Modern India*

Reshmi.G. and Anil Kumar K.S, *Transgender, Charithram, Samskaram, Pradinidanam*

A comprehensive Guide to Women's Legal Rights for Indian Institute of Technology,

IIT Kanpur

### **References**

Indian Law related to Women and Children, Wikigender, [www.wikigender.org](http://www.wikigender.org)

[www.legalservicesindia.com](http://www.legalservicesindia.com)

[www.new.nic.in](http://www.new.nic.in)

<https://wcd.nic.in>

Law Relating to Women, <https://shodganga.inflibnet.ac.in>

### **Module IV: Contemporary Issues (short answer only)**

- ▲ Gender Identity- Heterosexuality-Queer Theory-Third Gender – Cross Dressers- - problems of Sexual Minorities- Coming Out- MIX- Organizations of Sexual Minorities; Queerala- Queerythm-SGMFK.

### **Essential Readings:**

Ruth Vanita and Saleem Kidwai (eds.). *Same Sex Love in India: Readings in History and Literature*  
Richard Ekins and Dave King. *Blending Genders: Social Aspects of Cross Dressing and Sex Changing*  
Reshmi.G and Anil Kumar K.S. *Transgender, Charithram, Samskaram,Pradinidanam*  
A comprehensive Guide to Women’s Legal Rights for Indian Institute of Technology, IIT Kanpur

### **References**

Judith Butler, *Gender Trouble: Feminism and Subversion of Identity*  
KumKumSangari and Uma Chakravarthi,(eds.)*From Myths to Markets;Essays on Gender*  
Reshmi.G, and Anil Kumar,K.S *Transgender, Charithram, Samskaram,Pradinidanam*(Mal.)  
Vina Mazumdar, “Emergence of Women’s Question in India and the Role of Women’s Studies”,  
Occasional Paper, No. 7, Centre for Women’s Development Studies, New Delhi, 1985.

## HIS6 B14-INDIAN HERITAGE AND PLURALITY OF CULTURES

Course Category: Core Course -14

No. of Credits: 4

No. of Contact Hours: 5 Hours per week

( Topics should be studied in relation to the core theme; Indian Heritage and Plurality of Cultures)

### Course Outcomes

**CO1.** Realise the diverse nature of Indian culture

**CO2.** Involve in nation building process with an understanding on multicultural system of the country

**CO3.** Realise the values and ideologies of secular movements and ideologies of the Country

### Module I: Plurality and the elements of dissent in Ancient India

- ▲ Pluralism; definition and scope-Monism- Coercive singular
- ▲ Multiculturalism in the formation of Early India- the concept of *VasudaivaKudumbakam*-the idea of *Tatwamasi*
- ▲ Cultural confluence in Buddhism and Jainism
- ▲ Ashoka Dhamma and setting of social norms; principle of tolerance and environmental concerns
- ▲ Dissent and protest to existing knowledge and philosophy; Ajitha Kesakambali and Indian materialism-Lokayatas

### Essential readings

Romila Thapar. *Early India from the Origins to AD 1300*

Tony Joseph. *Early Indians: The Story of Our Ancestors and Where We Came From*

Asok Vajpeyi (ed.). *India Dissents: 3000 years of Difference, Doubt and Agreement*

Yuval Noah Harari. *Sapience: A Brief History of Humankind*

Vijaya Ramaswamy. *Devotion and Dissent in Indian History*

### References

Mark Bevir. *Modern Pluralism: Anglo American Debate Since 1880*

William E Connolly. Pluralism

DN Jha. *Ancient India in Historical Outline*

AL Basham. *The Wonder that was India*

-----*Cultural History of Early India*

Pooja Lamba Cheema. *The Crucible Dhamma*

Irfan Habib and Vivekananda Jha. *Mauryan India*

Irfan Habib and Vijay Thakur. *The Vedic Age*

Debi Prasad Chattopadhyaya. *Lokayata :A Study in Ancient Indian Materialism*

L. Egair Humphrey. *Ajita Kesakambali*

Romila Thappar. *Asoka and the Decline of the Mauryas*

BS Prasad. *Jainism and Buddhism :Comparative Study*

## **Module II: Medieval Synthesis**

- ▲ Bhakti and Sufi tradition; making of a composite culture- cross fertilization of religious ideas – Kabirdas, Gurunanak; Adigranth and concept of equal justice - Lal Ded- Basava cult
- ▲ Akbar- Sulh-i-kul (Universal peace)-Ibadathkhana and idea of secular nationalism-Darashikho-*Majmaulbahrain* (sagarasangamam)- Razam nama
- ▲ Cultural confluence in Indo Islamic art- architecture and paintings

## **Essential Readings**

Athar Ali. *Medieval India: Ideas, Tradition and Cultural Values*

Paul Smith. *The Book of Dara Shikoh: Life, Poems and Prose*

Upinder Singh. *A History of Ancient and Early Medieval India: From the Stone age to the 12<sup>th</sup> century*

## **References.**

Shahabuddin Iraqi. *Bhakti Movement in Medieval India: Social and Political Perspectives*

Satish Chandra. *Medieval India : From Sultanate to the Mugals*

-----*Medieval India: The Story of a Civilization*

-----*State, Pluralism and Indian Historical Tradition*

Meenakshi Khana. *Cultural History of Medieval India*

Anne Marie Schimmel. *The Empire of the Great Mugals: History, Art and Culture*

KN Chitnis. *Socio Economic History of Medieval India*

### **Module III: National movement and After: The idea of ‘India’**

- ▲ 1857 revolt and Hindu Muslim Unity- National Movement and practice of multiculturalism
- ▲ Tagore and the idea of Universal brotherhood-*Geethanjali*
- ▲ Gandhi’s programme on Hindu Muslim Unity
- ▲ Multicultural discourses and claiming spaces; Jothiba Phule, Tarabai Shinde- Ambedkar-*GulamGiri (reading)*
- ▲ Constitution as a multicultural document- preamble of the Constitution
- ▲ Indian advocates of Pluralism-Nehru and the Democratic India- Amartya Sen and the ‘Argumentative Indian’
- ▲ Threat to the principle of secularism-shift from pluralism to communal and caste politics- citizen unbecoming; politics of exclusion-pluralism to fragmentation- Globalisation and homogenisation of cultures

#### **Essential Readings**

Jawaharlal Nehru. *The Discovery of India*

Amartya Sen. *The Argumentative Indian: Writings on Indian History, Culture and Identity*

Irfan Habib. *The National Movement. Studies in Ideology and History*

#### **References.**

Bipan Chandra, *Essays on Contemporary India*

Bipan Chandra, Mridula Mukerjee and Aditya Mukerjee, *India Since Independence*

Bipan Chandra. et. al (ed.), *India After Independence*

Ramachandra Guha, *India After Gandhi: The History of the World’s Largest Democracy* S.Gopal, Jawaharlal Nehru. *A Biography*, vol. 2, 1947-1956

S.Gopal, Jawaharlal Nehru. *A Biography*, vol. 3, 1956- 1964

KN Panikkar. *Communal Threat, Secular Challenge* Mushirul Hasan. *In Search of Identity: Indian Muslims Since Independence*

Shashi Tharoor. *India from Midnight to the Millennium*

### **Module IV: Plurality: The Kerala Experience**

- ▲ The idea of cultural symbiosis; Tarisappally-Jewish and Muccunti inscriptions
- ▲ Socio-religious movements and Kerala modernity; Vaikuntaswamy-Narayanaguru and idea of brotherhood - Ayyankali-Poyikayil Appacchan-Vakkom Abdul Khadar Moulavi
- ▲ Modern education and accommodation of societal diversity

#### **Essential Readings**

MGS Narayanan. *Cultural Symbiosis in Kerala*

MGS Narayanan. *Perumals of Kerala*



A Sreedhara Menon. *A Survey of Kerala History*

K N Ganesh. *Keralathinte Innalekal*

Raghava Varier and Kesavan Veluthat. *Tarisappallippattayam*

A Sreedhara Menon, *Kerala History and Its Makers*

TK Ravindran, *Institutions and Movements in Kerala History*

KN Panikkar, *Essays on the History and Society of Kerala*

## HIS6B 15 METHODOLOGY OF LOCAL HISTORICAL WRITING

The aim of the course is to provide students with an introduction to the methodology of local history research and writing. The course is expected to develop understanding on various kinds of research, objectives of doing research, research process, research design and sampling.

**Course Category: Core Course 15**

**No. of Credits: 2**

**No. of Contact Hours: 4 Hours per week (2 Hours each in 5th and 6th Semesters)**

**Course Objectives:**

1. To understand the nature of Local Historical Research
2. To understand various methods and techniques of research in Local History
3. To develop skills for interpreting the source materials from the field
4. To develop the research aptitude among the students

**Course Outcome**

After the completion of course

CO 1: The students will be able to understand comprehensively the meaning of research, various research designs and different tools of research.

CO2: It will help them to identify research problems, develop tools and techniques for data collection and data analysis including statistical techniques.

CO3: They will be able to develop sound research temperament and will be able to write dissertation/thesis/research report.

CO4: Formulate, sustain and justifying a historical argument

CO5: Situate historical arguments within a large scholarly narrative.

CO6: Exhibit a familiarity with 'historian's craft' methods and rigours of the discipline.

CO7: Write clear, cogent and well researched essays and academic papers, use proper citation, and footnotes within formal written assignments.

**Unit I –Familiarizing the Conceptual Models**

- ▲ Define Local History –meaning and concepts
- ▲ Local history and local historian- meaning – On doing local history
- ▲ Total history and interdisciplinary approach- *Historian's craft*– Marc Bloch

- ▲ Oral histories and Oral traditions- *Voice of the past*- Paul Thompson
- ▲ Micro history- *The Cheese and the worms*-Carlo Ginzburg

### ***Essential Readings***

Carol Kammen, *On Doing Local History*  
 Paul Thompson, *The Voice of the Past: Oral History*- Oral History  
 Marc Bloch, *The Historian's Craft*  
 Peter Burke, *French Historical Revolution*  
 Carlo Ginzburg, *The Cheese and the worms*  
 Robert Perks, *The Oral History Reader*  
 Shashi BhushanUpadhyay, *Historiography in the Modern World: Western and Indian Perspectives*

### **Unit II-Historian at work**

- ▲ Selecting the locale of research- determining the boundary based on Geographical boundary/ Political boundary/ revenue division/ democratic units- preparing a map
- ▲ Preparing Data sheets for the documentation- By foot field surveys- Natural (geography and landscape) and cultural features (human settlements) from the field
- ▲ From facts to the historian's fact- identifying the sources- archaeological- written sources- archival sources- palm leaf and paper records- myths – place names- oral histories and oral traditions- local consciousness – life histories

### ***Essential Readings***

Geoffrey Elton, *The Practicing of History*  
 E.H Carr, *What is History*  
 Arthur Marwic, *The Nature of History*  
 R.G. Collingwood, *The Idea of History*  
 Marc Bloch, *The Historian's Craft*  
 K N Ganesh, *Socio-cultural Processes and Livelihood Patterns at Tirurangadi- A Micro Historical Study*, <http://www.cds.ac.in/krpcds/report/Ganesh.pdf>  
 PJ Vincent and AM Shinas, *Local History Explorations in Theory and Method*

### **Unit III-Writing Local history**

- ▲ Organization of data-
- ▲ Chapterisation- introduction- literarily review / a note on local historical consciousness- interpretations and generalization in the core chapters- conclusion-, Appendices- Styles of reference  
 MLA- APA

### ***Essential Reading***

Geoffrey Elton, *The Practicing History*  
 Marc Bloch, *The Historian's Craft*

K N Ganesh, *Socio-cultural Processes and Livelihood Patterns at Tirurangadi- A Micro Historical Study*, <http://www.cds.ac.in/krpcds/report/Ganesh.pdf>

PJ Vincent and AM Shinas, *Local History Explorations in Theory and Method*

#### **Unit IV- Reading Local histories**

- ▲ Local history of Punjab and Konkan- RomilaThapar
- ▲ *VaniyamkulamPanchajyathVijnaneeyam*
- ▲ Local history of Tirurangadi- K N Ganesh

#### ***Essential Reading***

RomilaThapar, *The Cultural Past*s

*VaniyamkulamPanchajyathVijnaneeyam* by Kerala Council for Historical Research, Thiruvananthapuram

K N Ganesh, *Socio-cultural Processes and Livelihood Patterns at Tirurangadi- A Micro Historical Study*, <http://www.cds.ac.in/krpcds/report/Ganesh.pdf>

# **Complementary Courses**

## **HIS1(2) C01 Modern Indian History (1857 to the present): I**

**Course Category: Complementary Course**

**No. of Credits: 4**

**No. of Contact Hours: 6 Hours per week**

This course is the first of the two courses designed to be introduced to the students of allied disciplines of History as complementary course. The focus of this course is on the Modern Indian History focusing the Colonialism and National Movement. This course covers the History of Colonialism and National Movement up to the Gandhian Age. It will expose the students to the major events and periods which constructs the discourses in Modern Indian History, which will help them to understand the making of India as a Nation.

### **Course Outcome**

- CO 1: Enable the students to understand the major aspects of colonialism, nationalism and important stages of the struggle for freedom and critically analyse colonialism and nationalism. This may help them to have their own ideas on the concepts and realities of the nation that emerged through centuries of western domination and struggles against the same.
- CO 2: Review the circumstances that led to the establishment of colonialism in India. Bring out the impact of colonial rule in India with particular reference to socio-religious ,political and economic fields. Analyse the genesis and progress of the resistance movements against the British
- CO 3: Attain knowledge about how the Indian society, politics, religion and economy had changed during the Company's rule in India.
- CO 4: Analyse the process of rise modern India and its foundation made by Social reformers and freedom fighters.

### **Module I Consolidation of Power by the British**

- ▲ Consolidation of Power by the British – The Methods of Conquests and Treaties
- ▲ Economic and Land Reforms- Taxation System
- ▲ Early Resistance Movements- Sanyasi- Fakir- Santhal– Kurichya Revolt
- ▲ Revolt of 1857
- ▲ Queen's Proclamation – Significance

## **Module II Socio- Religious Movements**

- ▲ Background – Brahmosamaj – Arya Samaj– Aligarh Movement- SatyasodhakSamaj– PanditaRama Bhai– Ramakrishna Mission- Sree Narayana Guru
- ▲ Emergence of Nationalism

## **Module III Indian National Congress- The Early Phase**

- ▲ Surendranath Bannerjee and the East India Association
- ▲ Indian National Congress- The Genesis- Safety Valve Debate
- ▲ Moderate Phase
- ▲ Drain Theory

## **Module IV Swadeshi and Home Rule Movements**

- ▲ Partition of Bengal – Swadeshi and Boycott Movements
- ▲ Muslim League
- ▲ Minto- Morley Reforms 1909
- ▲ Revolutionary Activities – Ghadar Party
- ▲ Annie Beasant – Tilak – Role of Press
- ▲ Identification of Cultural Icons and Programmes
- ▲ Lucknow pact

## **BOOKS FOR STUDY**

1. Percival Spear, The History India, Vol 2
2. SekharaBandyopadhyaya, From Plassey to Partition: A History of Modern India
3. A. R, Desai, Social Background of Indian Nationalism
4. Bipan Chandra et.al., India's Struggle for Independence
5. Uma Chakravarti, Rewriting History: The Life and Times of PanditaRamabai
6. Ishita Banerjee- Dube, *A History of Modern India*

## **HIS4(3) C01 Modern Indian History (1857 to the present): II**

**Course Category: Complementary Course**

**No. of Credits: 4**

**No. of Contact Hours: 6 Hours per week**

This course is the Second of the two courses designed to be introduced to the students of allied disciplines of History as complementary course. The focus of this course is on the Modern Indian History focusing the Colonialism and National Movement. This course covers the History of Colonialism and National Movement from the Gandhian Age to the Age of Globalization. Students will be exposed to the nature and methods of Indian National Movement and the serious debates happened in the period

### **Course Outcome**

CO 1: Entertain epistemological appraisal on the nature of colonialism in India, colonial modernity and making of the Indian nation.

CO 2: Trace the mass basis of Indian national movement.

CO 3 : Review the circumstances that led to the establishment of colonialism in India.

CO 4: Bring out the impact of colonial rule in India with particular reference to socio-religious, political and economic fields.

CO 5: Familiarise with Gandhian ideology with special reference to the idea of non violence

CO 6: Analyse the ways in which the provisions of the Constitution have worked in real political life.

### **Module I: Gandhian Tools for Struggles**

- ▲ Gandhian Ideology
- ▲ Early Struggles
- ▲ Rowlatt Act – Hartal – Jallian Walla Bagh
- ▲ Montague- Chelmsford Reforms, 1919
- ▲ Non Co operation – Khilafat
- ▲ Civil Disobedience Movement – Salt Satyagraha
- ▲ Poona Pact
- ▲ Quit India – Do or Die



## **Module II Gandhian Constructive Programmes**

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

## **Module III Critique of Gandhi**

- ▲ Tagore
- ▲ Ambedkar and His programmes
- ▲ Subash Chandra Bose and His ‘Mission’
- ▲ Jawaharlal Nehru – Congress socialists

## **Module IV India: The Republic**

- ▲ Indian constitution – Act of 1935- Rights and Duties
- ▲ Federal Structure – Re- Organisation of Linguistic states
- ▲ Emergency
- ▲ Liberalisation –Privatisation –Globalisation –Narasimha Rao – Man Mohan Singh

## **Books for study**

1. Percival Spear, The History India, Vol 2
2. Bipan Chandra et.al., India’s Struggle for Independence
3. Sumit Sarkar, Modern India 1885- 1947
4. SekharaBandyopadhyaya, From Plassey to Partition: A History of Modern India
5. Bipan Chandra et.al., India after Independence
6. Bipan Chandra, In the Name of Democracy: JP Movement and the Emergency
7. Ramachandra Guha, India after Gandhi: The History of World’s Largest democracy
8. T T Ram Mohan, Privatisation in India: Challenging the Economic Orthodoxy
9. Ramanuj Ganguli, Globalisation in India: New Frontiers and Emerging Challenges

## **HIS1(2) C02 - Modern World History from AD-1500: I**

**Course Category: Complementary Course**

**No. of Credits: 4**

**No. of Contact Hours: 6 Hours per week**

This course is the first of the two courses designed to be introduced to the students of allied disciplines of History as complementary course. The focus of this course is on the Modern World History, from the Italian Renaissance to Unification of Germany. Students will acquire basic understanding regarding the major historical situations which contributed to design the socio-political and economic atmosphere of the modern world.

### **Course Outcome**

CO 1: Familiarise the students about the changes in the history of the modern world and to analyse the agenda of the imperialistic powers in Latin America and Africa.

CO 2: Create an understanding among the students about the liberal ideas and freedom struggles.

### **Module I: Humanism and the Social Changes**

- ▲ Italian Renaissance
- ▲ Humanism –Ideology and Practice
- ▲ The revival of Classicism
- ▲ New perspectives of art, architecture and literature
- ▲ Reformations- Background of Protestant Reformation –Lutheranism-Reformation in England-Counter Reformation

### **Module II European Expansion**

- ▲ Geographical Explorations- Sea Routes and voyages- early colonial empires
- ▲ Absolutism as Political System- France, Spain and Britain – Mercantilism – Commercial Revolution
- ▲ New World Views-Legitimizing the Colonialism- Thomas Hobbes- David Hume- Spinoza- JohnLocke
- ▲ Monarchical Reforms and its failure- Opposition to despotic monarchy- Glorious

## Revolution of 1688- Results

### **Module III Enlightenment and Rights' Consciousness**

Scientific Revolution- Impacts

The Age of Enlightenment

American Revolution- Declaration of Rights- Impacts

French revolution- Philosophers and Intellectual inspiration- results of Revolution

Napoleon- Redrawing the Map of Europe

Vienna Settlement- Impacts

### **Module IV Industrialization and Nationalism**

Early stages of industrialisation – The British Dominance

Agrarian revolution – results- social changes

Later stages of industrialisation – The Experience of Continent

1848 Revolution

Emergence of Nationalism in Europe- Causes and Impact

Italian National Movement

Unification of Germany

### **Books for Study**

1. B.V Rao, History of Europe 1450-1815
2. C.J.H Hayes , Modern Europe to 1870
3. H.A.L Fisher , A history of Europe
4. David S. Mason A Concise History of Modern Europe
5. T Walter Wallbank, Alastair M Taylor et. Al., Civilization: Past and Present, Vol. 1 & 2

## **HIS4(3) C02 Modern World History from AD-1500: II**

**Course Category: Complementary Course**

**No. of Credits: 4**

**No. of Contact Hours: 6 Hours per week**

This course is the second of the two courses designed to be introduced to the students of allied disciplines of History as complementary course. The focus of this course is on the Modern World History, from the First World War to Globalization.

### **Course Outcome**

CO 1: Students will acquire basic understanding regarding the major historical situations which contributed to design the socio- political and economic atmosphere of the modern and contemporary world.

### **Module I World in the First Half of 20<sup>th</sup> Century**

- ▲ The First World War – Political Crises – course – Wilson’s Points – the Paris Peace Conference
- ▲ The League of Nations– Achievements and Failures
- ▲ The Russian Revolution – establishment of the U.S.S.R
- ▲ Fascism in Italy
- ▲ Nazism in Germany – Socio-political changes
- ▲ The Second World War– Impact – Destruction of Colonial powers
- ▲ The U.N.O – structure – Functions – Achievements and Failures – Specialized agencies

### **Module II Post War Developments**

- ▲ The Super Powers – Cold War 1945- 1985– containment of Communism – Marshal Plan –Truman Doctrine – Warsaw Pact
- ▲ Military Alliances – NATO – SEATO – Baghdad Pact – Cominform
- ▲ End of Cold War
- ▲ Eastern Europe

### **Module III Asian Experiences**

- ▲ Neo-colonialism in South-Asian countries – Korean War – Vietnam War
- ▲ The Political Unrest in West Asia – the creation of Israel – Arab- Israeli wars – Suez crisis – P.L.O – al-Fatah – Hamas
- ▲ The Gulf Wars – Iran- Iraq War of 1980 – The Kuwait War of 1990 – Attack on World 9/11-World Trade Centre in U.S.A – Occupation of Afghanistan

### **Module IV Changing World**

- ▲ Emergence of People's Republic of China – Mao-Tse-Tung
- ▲ Nationalist movement in Africa – Egypt –Algeria – Congo – Forces against African
- ▲ African National Congress – Mandela – Struggle against Apartheid
- ▲ Globalization – Multi National Companies

### **Books for Study**

1. Arrighi, The Long 20<sup>th</sup> Century
2. C D M Ketelby, A History of Modern Times
3. D F Fleming, Cold Wars and Origins
4. E. J. Hobsbaum, The Age of Capital
5. E. J. Hobsbaum, The age of Revolutions
6. E J Hobsbaum , The Age of Extremes
7. Harold M Vinacke, A History of Far East in Modern Times
8. Mark Ferrow, Colonialism: A World History
9. Michael Beard, A History of Capitalism
10. Peter Calvorressi, World Politics Since 1945
11. Wallbank and Taylor, Civilization: Past and Present
12. Wallerstein Emmanuel, The Modern World System

## **HIS1(2) C03 Social And Cultural History of Britain: I**

**Course Category: Complementary Course**

**No. of Credits: 4**

**No. of Contact Hours: 6 Hours per week**

This course is the first of the two courses designed to be introduced to the students of allied disciplines of History as complementary course. The focus of this course is on the Social and Cultural History of Britain, from the Early Invasions to the developments of Mercantilism.

### **Course Outcome**

CO 1: Students will acquire basic understanding regarding the major historical situations which contributed to design the socio- political and economic atmosphere of the Britain.

CO 2: Create the critical appraisal of social and cultural trends that transform the British

CO 3: Enable the student to understand the major aspects of royal absolutism in England and challenges against the same so as to have a better understanding of the nature of English people and the development of English literature during the 17<sup>th</sup> and 18<sup>th</sup> century.

### **Module I – Early History British Isles**

- ▲ Geographical features
- ▲ Early invasions and settlements – Cultural relics
- ▲ Roman conquest
- ▲ Advent of Christianity
- ▲ Formation of England: Anglo-Saxon period – Society, culture, literature
- ▲ Advent of the Danes
- ▲ Norman Conquest – Anglo-Norman government – Church – Norman brand of feudalism –
- ▲ Oath of Salisbury – Domesday Book – Earldom

### **Module II- Medieval social formations**

- ▲ Manorial system – Church mechanism
- ▲ Magna Carta
- ▲ Crusades
- ▲ Hundred Years War
- ▲ Decline of Feudalism – Black Death – Peasant’s Revolt – Development of trade – its impact

### **Module III – New Trends in Medieval England**

- ▲ Intellectual development – role of Universities
- ▲ Anti-clerical movements – John Wycliffe
- ▲ Middle English language and literature – John Gower – Chaucer – William Langland
- ▲ Epic and Romance – courtly literature – lyrics – spiritual writings – secular prose
- ▲ Recardian poetry

### **Module IV - Transition from Medieval period to Modern Age**

- ▲ Establishment of Tudor monarchy – features
- ▲ Rise and growth of new middle classes
- ▲ Elizabethan Era
- ▲ Overseas trade
- ▲ Spanish Armada
- ▲ Mercantilism – Trading Companies

### **Books for Study**

1. G. M. Travelyan, A Social History of England, Vol. I
2. G. M. Travelyan, Illustrated English Social History
3. Carter and Mears, A History of England
4. H. A. L. Fischer, History of Europe
5. Will Durant, Age of Faith

## **HIS4(3) C03 Social And Cultural History of Britain: II**

**Course Category: Complementary Course**

**No. of Credits: 4**

**No. of Contact Hours: 6 Hours per week**

This course is the second of the two courses designed to be introduced to the students of allied disciplines of History as complementary course. The focus of this course is on the Social and Cultural History of Britain, from the age of Anglican Reformation to the developments associated with BREXIT.

### **Course Outcome**

CO1 : Students will acquire basic understanding regarding the major historical situations and the major thinkers who contributed to enrich the historical situations which contributed to design the socio- political and economic atmosphere of the Colonial and Post- colonial Britain.

CO2: Equip the students with the knowledge of socio-economic and intellectual background of Britain .

CO 3: Enable the students to understand the English literature in the background of the Commonwealth countries and post colonial Latin America.

### **Module I Age of Transitions**

- ▲ Anglican Reformation
- ▲ University Wits – Marlowe –John Lyle – William Shakespeare
- ▲ Development of Science – Isaac Newton
- ▲ Growth of Royal absolutism
- ▲ Civil War – Puritan Revolt – Oliver Cromwell
- ▲ Glorious Revolution – the philosophy of Locke – Constitutional Monarchy
- ▲ The American Revolution
- ▲ Impacts of French Revolution
- ▲ Romantic Revival – William Blake – Wordsworth– Walter Scot – Jane Austen



## **Module II The Consolidation of the British Empire**

- ▲ Colonialism and Imperialism
- ▲ Ideology and Implementation
- ▲ Major trends and Writings – Whiteman’s Burden – Orientalism – Utilitarianism
- ▲ New technology – Agrarian, Industrial and Commercial Revolutions
- ▲ Factory System
- ▲ Trade Unionism
- ▲ Chartism
- ▲ Development of party system
- ▲ Laissez-faire – English Economists

## **Module III British Society, Culture and Achievements**

- ▲ Nature of Victorian society
- ▲ Religion
- ▲ Impact of Social Darwinism
- ▲ Oxford movement
- ▲ Socialist movement – Ideology and practice – Christian socialism- Marxian socialism – Fabian socialism
- ▲ England after the World Wars – Nationalism
- ▲ De-colonization – Post-war socio-economic problems
- ▲ Concept of welfare state

## **Module IV Britain and the World**

- ▲ The concept of British Commonwealth – foundation and history
- ▲ Aspects of contemporary culture and society
- ▲ Globalization
- ▲ New World order – Terrorism – Feminism – Gender issues
- ▲ European Union
- ▲ BREXIT

## **Books for Reading**

1. G. M. Travelyan, A Social History of England, Vol. I
2. G. M. Travelyan, Illustrated English Social History

3. Carter and Mears, A History of England
4. H. A. L. Fischer, History of Europe
5. E J Hobsbaum, Age of Capital
6. E J Hobsbaum, Age of Empire
7. G. B. Adams, Constitutional History of England

## **HIS1(2) C04 - West Asian Studies-1**

**Course Category: Complementary Course**

**No. of Credits: 4**

**No. of Contact Hours: 6 Hours per week**

This course is the first of the two courses designed to be introduced to the students as complementary course. The focus of this course is on the History of West Asia, focusing mainly on the First half 20<sup>th</sup> century developments in the region.

### **Course Outcome**

CO 1: Students will acquire basic understanding regarding the major historical situations which contributed to design the socio- political and economic atmosphere of the West Asia.

CO 2: Acquire knowledge on the role of geography in socio-cultural articulation of a particular territory

### **Module I- Basic Features**

Nomenclature – Middle East – West Asia Geography

Resources

Ethnic Groups and Languages –Arabs, Persian, Turks, Kurds, Jews Religious sects-

Sunni, Shia

Major Countries

### **Module II- Imperialism**

First World War-Mandate system- Emigration of Jews into Palastine

British occupation of Egypt

Construction of Suez Canal

### **Module III – Islamic Resurgence and Nationalism**

Islamic resurgence Movements-

Wahabi Movement

Jamaludhin Afghani- Pan Islamic Movement-Suez Canal Crises

Rashid Ridha, Mohammed Abdu

Arab Nationalism- Gamal Abdul Nazar

Arab Socialism- Baa'thism

#### **Module IV – Political Developments**

Turkey and the question of Khilafath

Young Turk Movement

Musthafa Kamal Pasha and his reforms –KAMALISM

Arab Government-Amir Faisal- Iraq

Rasa Khan Shah and Mohammed Rasa Pahlavi-Iran

#### **Books for Study**

Majeed Akhtar; West Asia –An introduction

LewisBernard ; The Middle east and the West

Fisher S N ; Middle east: A History

Ahmad Talmiz ; Reform in the Arab World

ArmajaniYahya ; Middle east : Past and Present

Binder Leonard; The Ideological revolution in the

Middle East SharbiHisham; Nationalism and

Revolution in the Arab World

PeretzDon ; The Middle East Today

Esposito J L; Voices of Resurgent Islam

## **HIS4(3) C04 West Asian Studies -2**

**Course Category: Complementary Course**

**No. of Credits: 4**

**No. of Contact Hours: 6 Hours per week**

This course is the second of the two courses designed to be introduced to the students as complementary course. The focus of this course is on the History of West Asia, focusing mainly on the developments in the region in the second half 20<sup>th</sup> century and early decades of 21<sup>st</sup> century.

### **Course Outcome**

CO 1 :Students will acquire basic understanding regarding the major historical situations which contributed to design the socio- political and economic atmosphere of the West Asia.

### **Module I- Formation of Israel**

Zionism- Balfour Declaration – Response of Palestine – Jewish Agency

Anti Jewish Rebellion and Haj Amin

Partition of Palastine

Arab- Israel Wars

Al-Fatah- Yasar Arafat and PLO-Intifad

### **Module II Changing West Asia**

Nationalisation of Oil Companies – Saudi Arabia- OAPEEC Formation  
of Gulf Co operation Council – Muslim World League

Islamic Revolution in Iran – Ayatollah Khomeini –Iranian Oil  
Industry after Revolution

### **Module III – Political Crisis**

Iran –Iraq war

Gulf war of Kuwait - Intervention of the US

Gulf War of Iraq – fall of Saddam Hussein

Taliban in Afghanistan

Arab Spring-Later Developments

## **Module IV India and West Asia**

India and the Palestine Question Indian

Labour force In the Gulf Nations

Migration Trends and Remittances

Impacts of Gulf Money on the Society, Economy,

Culture and History of Kerala

### **Reading List**

Agwani MS; Contemporary West Asia

Antonio George; The Arab Awakening

Cleveland W L; A History of the Modern Middle East Majeed

Akhtar; Encyclopaedia of West Asia

Cobban H; Palestine Liberation Organisation

Ahmad Talmiz; Reform in the Arab World

Agwani MS; Politics in the Gulf

Fawaz A Gerges ; Making the Arab World

Asef Bayat; Revolution Without Revolutionaries- Making Sense of the Arab Spring

B A Prakash ; Kerala economy

## **HIS1(2) C05- Archaeology in India: I**

**Course Category: Complementary Course**

**No. of Credits: 4**

**No. of Contact Hours: 6 Hours per week**

This course is the first of the two courses designed to be introduced to the students as complementary course. The focus of this course is on the Archaeology in India, focusing mainly on the principles and methods of archaeology. Students will acquire basic understanding on the discipline of Archaeology.

### **Course Outcome**

CO 1: Enable the students to understand the basic principles and methods of archaeology, an important source of writing history and means for understanding and preserving heritage.

CO 2: Able to involve archaeological explorations and excavations

CO 3: Involve in the activities related to the protection of archaeological and heritage sites

### **Module I Introduction**

Definition – basic concept of archaeology – Artefacts, Features and Ecofacts- Assemblage – Industry – Culture, site – Interdisciplinary – Archaeology as a source of History- Relation with science disciplines- auxiliary disciplines- Epigraphy and Numismatics

### **Module II Kinds of Archaeology**

Ethno Archaeology- Salvage Archaeology - Marine Archaeology –Landscape archaeology- Concept of New Archaeology - Processual Archaeology -Cognitive Archaeology

### **Module III Methods of the Discoveries**

Exploration and Excavation- Desktop survey- Identification of Site –Field Survey and Sampling Techniques –Scientific Methods of Excavation – Vertical and Horizontal and Quadrant Methods

### **Module IV– Dating of the Material Remains**

Relative and Absolute dating- Stratigraphy- Historical Dating- C14 - Dendrochronology – Thermo luminescence.

## **Books for Study**

Rajan K; Archaeology: Principles and Methods

Raman K.V; Principles and Methods in Archaeology

Brian. M. Fagan and Nadia Duran, Archaeology: A Brief Introduction

Atkinson RJC; Field Archaeology



## **HIS4(3) C05- Archaeology in India: II**

**Course Category: Complementary Course**

**No. of Credits: 4**

**No. of Contact Hours: 6 Hours per week**

This course is the second of the two courses designed to be introduced to the students as complementary course. The focus of this course is on the Archaeology in India, concentrating mainly on the history of Archaeology in India.

### **Course Outcome**

CO 1: Students will acquire basic understanding on the major excavations in India and the major archaeologists who have contributed to the development of Archaeology as a discipline in India.

### **Module I Beginnings of Archaeology in India**

Asiatic Society of Bengal– Alexander Cunningham- Indian Antiquary – James Princep and the beginning of Indian Epigraphy- Archaeological Survey of India- Ancient Monument Acts

### **Module II Archaeological Discoveries in India**

Discovery of Harappan Civilization – Explorations of Dayaram Sahni – R D Banerjee –John Marshall- Indus Script- Dravidian and Sanskrit debate- Asko Parpola and Iravatham Mahadevan

### **Module III Archaeological Finds in South India**

Robert Bruce Foote and the discovery of Paleolithic find from Madras- -Mortimer Wheeler Brahmagiri and Arcamedu excavations –Kodumanal Excavation- Keezhadi excavations- early maritime and urban traditions of Coromandel Coast

### **Module IV**

#### **Archaeological Excavations and Explorations in Kerala**

J Babington and the beginning of Megalithic excavations -Robert Sewell's survey reports- Fawcett and Edakkal Caves Travancore Archaeological Series- Roman Coins - B K Thapar and Porkkalam excavations, AnujanAchan and CheramanParambu—Marayur paintings and Mesolithic Rock art traditions- Pattanam excavations and the early maritime and manufacturing traditions of west coast of Kerala

## **Books for Study**

Rajan K; Archaeology: Principles and Methods

Himanshu P. Ray; Colonial Archaeology in South Asia

B.K. Chakrabarti: **History of Indian Archaeology: The Beginning to 1947**

Ghosh A; Encyclopedia of Indian Archaeology

Rajan Gurukul and Raghava Varier: Cultural History of Kerala, Kerala History

Noburo Karashima (ed), Concise History of South India.

<http://asi.nic.in/about-us/history/>

[www.kchr.ac.in/archive/87/Pattanam-Archaeological-Research.html](http://www.kchr.ac.in/archive/87/Pattanam-Archaeological-Research.html)

<http://www.nationalmuseumindia.gov.in/pdfs/Pattanam-Catalogue-Masterlayout-05122014.pdf>

## **HIS1(2) C06 -History Of Journalism: I**

**Course Category: Complementary Course**

**No. of Credits: 4**

**No. of Contact Hours: 6 Hours per week**

This course is the first of the two courses designed to be introduced to the students as complementary course. The focus of this course is on the History of Journalism, focusing mainly on the developments in the arena of journalism in the world context.

### **Course Outcome**

CO 1: Students will acquire basic understanding on the developments in the field of Journalism from a historical point of view.

CO2: Realise the importance of fourth estate in the nation building process

CO 3: Acquire skills in information gathering and communication

### **Module I : Introduction**

- ▲ Early Forms of Mass Communication – Use of Symbols and Signs – Messengers – Use of Writing – Code of Ur- Nammu and Code of Hammurabi- Persian Inscriptions- Edicts of Asoka –Twelve Tables
- ▲ Primitive Types of Journalism – Practices in Rome and Ancient China –Newspapers under Akbar– Bulletin of Venice

### **Module II : Emergence of Modern Journalism**

- ▲ Print Media – Printing in China –Guttenberg’s Printing Press- Significance of Print Revolution – Beginning in Strasburg – in Britain and Holland
- ▲ Early Newspapers – *Relation* from Strassburg
- ▲ Early Newspapers in Britain – *Weekly News* of England (1622) –Work of Nicholas Burne –Milton and freedom of Press

### **Module III: Development of Popular Press**

- ▲ Print Capitalism
- ▲ Development of Education during the last decades of the 19<sup>th</sup> Century

- ▲ Newspapers in the West –Joseph Pulitzer – William Randolph Hurst –Lord North Cliff
- ▲ Intervention of the Press in Specific Historical Context – American Revolution and French Revolution
- ▲ Popular Newspapers –Working Class Newspapers – Herald – London Times –Guardian – Advertising and Journals – Cost of Production – Purchasing power of Laymen

#### **Module IV : Recent Trends**

- ▲ Newspaper Magnates – Corporate Bodies –New York Times
- ▲ News Agencies – International Agencies – Reuters – AP, UPI, AFP, Shinghua –PTI, UNI, etc
- ▲ Changes in the Editionalising of Newspapers
- ▲ Changes in Printing Techniques –Offset – DTP – Digitalisation
- ▲ Investigative Journalism – Social Journals – Expositive Journalism – Role of Periodicals –Full time News Channels – Commercialization –Sensationalisation – Networking – Media sensitivity Issues

#### **Books for Study**

Agee.Ault & Emery; Introduction to Mass Communication

Asa Briggs; A Social History of Media From Gutenberg to the Internet

Gardiner Lambert; A History of Media

## **HIS4(3) C06 History Of Journalism: II**

**Course Category: Complementary Course**

**No. of Credits: 4**

**No. of Contact Hours: 6 Hours per week**

This course is the second of the two courses designed to be introduced to the students as complementary course. The focus of this course is on the History of Journalism in India. Students will acquire basic understanding on the developments in the field of Journalism in India from a historical point of view.

### **Course Outcome**

CO 1: Appraise the role of Indian press in mobilizing public opinion against imperialist ideologies

CO 2: Acquire skills in communication technologies and press

### **Module I Beginnings of Press in India**

- ▲ Pioneering Attempts – James Hicky – Bengal Gazette
- ▲ Early Publications from Bengal – Calcutta Gazette – Bengal Journal – Oriental Magazine and Calcutta Chronicle
- ▲ Freedom of Press – Attitude of English East India Company
- ▲ Anti Indian Press Regulation of Lord John Adams
- ▲ Repeal of the Regulation by Charles Metcalf
- ▲ Ram Mohun Roy and the Indian Press – Sambad Kaumudi
- ▲ Beginnings of Newspapers in Indian Languages - Gangadhar Bhattacharya - Works of Serampur Missionaries – The Dig Darsan – Bombay Samachar in Gujarati
- ▲ Aims and Objectives of the early Newspapers
- ▲ Role of Press in the 19<sup>th</sup> Century Social Reform Movements and Anti British Struggles

### **Module II Developments in the Second Half of the 19<sup>th</sup> Century**

- ▲ Press and the Revolt of 1857
- ▲ Impact of the Revolt on the Press
- ▲ Press Censorship of Lord Canning
- ▲ Repressive Measures of the Colonial Govt. – Vernacular Press Act of Lord Lytton-

Repeal of the Act by Lord Ripon

- ▲ Impact of Technological Development – Telegraph – Router Telegrams
- ▲ Establishment of the Associated Press of India – Free Press of India – News Agency – United Press of India

### **Module III Press and the National Movement**

- ▲ Nationalist Press
- ▲ Cultural Awakening
- ▲ Media as Agency and the Instrument of Propaganda for Social Change
- ▲ The Press and the Partition of Bengal
- ▲ Important Newspapers – Kesari and Maratha of Tilak – Spectator
- ▲ Annie Beasant and the Common Wheel
- ▲ Gandhiji and the Press – Harijan and Young India
- ▲ Indian Press Act of 1931
- ▲ Nehru and the National Herald
- ▲ Quit India Movement and the Press

### **Module IV Nationalist Movement and the Press in Kerala**

- ▲ Freedom of Press – Swadesabhimani Ramakrishna Pillai – Vakkom Abdul Khadar Moulavi
- ▲ Impact of New trends in Society – Vivekodayam – Prabhatam
- ▲ Press and Progressive Movement in Kerala – Nambootiri Yogakshema Sabha – Yogakshemam – Unni Nambootiri – Vagbhatananda and Atmavidyakahalam
- ▲ Women magazines
- ▲ Press and National Agitation – Lokamanyam – Swarat – Matrubhumi – Ai-Ameen – Bhaje Bharatam – Kesari – Ideologies and the Press
- ▲ Press regulation in Tiruvitamkur -1926
- ▲ K G Sankar and Malayala Rajyam

### **Books for Study**

1. Krishnamurthy Nadig ; Indian Journalism
2. Mehta D S; Mass Communication and Journalism in India
3. Menon SK; Swale
4. Natarajan S ; A History of the Press in India
5. Raghavan G NS ;The Press in India
6. Raghavan Puthupally; Malayala Patrapravarthana Charitram
7. Sam N; Malayala Patrapravarthanam Pathompatam Nuttandil

8. Venugopalan T ;Patralokam
9. Vijayan K P; Patrangal Vichitrangal

# **Historical Tourism**

## **SEMESTER- I/II**

### **HIS 1(2)C07- Tourism in Historical Perspective**

**No. of Credits 4**

**Contact Hours 6 hrs per week**

#### **Course Outcome**

CO 1: Inculcate the need for travel and site seeing among the students so as to widen their understanding of cultural past and heritage.

CO2: Enable the students studying disciplines other than history to understand the value of heritage and the need for preserving the same for the posterity.

#### **Module I Basic Concepts**

Introduction-Definition of tour and tourism- Natural and Cultural Heritages - Relation between History and Tourism

Elements of Tourism-Travel Motivators-Classification of Tourism- International and Domestic-Inbound and Outbound-Excursion and Tour

#### **Module II Historical Background**

Origin and evolution of travel-Travel in Ancient Era- -European and Indian contexts-Travel in Roman Empire-Dark Era of Tourism.

Religious Travel- Travel for Trade-Early travelers to India: Fahsien, Hieuntsang, Alberuni, Ibn Battutta, Marcopolo, Bernier-Travel Accounts-Grand Tour- Geographical Explorations and their impact on travel.

Industrial Revolution and the development of Modern Travel-Thomas Cook- Mass Tourism-20<sup>th</sup> century developments in transport- World wars and Tourism-

#### **Module III Tourism Typology**

Leisure Tourism-Pilgrim Tourism-Cultural Tourism-MICE-Business Tourism- Adventure Tourism-Dark Tourism-Beach Tourism-Health Tourism-Eco-tourism- Wildlife Tourism-Responsible Tourism

#### **Module IV Impact of Tourism**



Economic: Foreign exchange-Balance of Payment-Multiplier Effect-Employment Generation-Infrastructure Development

Socio-cultural: Guest host relations-Demonstration Effect-Negative Impacts

Environmental: Environmental Pollution-Depletion Of Natural Resources-Threat To Natural Habitats-Traffic Congestion-Garbage Trails-Positive Impacts On Environment.

### **Books for Study**

A K Bhatia, International Tourism (Sterling)

„ Tourism Development: Principles and Practices

(Sterling) Sampadkumar Jain, Tourism Principles and Practices (Oxford)

Cooper, Fletcher and Wanhill, Gilbert, Tourism Principles and Practices Harish Bhatt and B S Badan, Sustainable Tourism

P N Girija Prasad, Global Tourism: Principles and Practices (Oxford)

Sunetra Roy, Archana Biwal, Vandana Joshi, Tourism Operations and Management (Oxford)

# Historical Tourism

## Semester III/IV

### HIS 4 (3) C07- History of Tourism Development in India

**No. of Credits 4**

**Contact Hours 6 hrs per week**

#### Course Outcome

CO1: Describe the physical features of India

CO 2: Demonstrate the knowledge of the cultural zone of India.

CO 3: Develop a sense of pride in traditional culture and identity.

CO 4: Describe the different types tourism resources of India, importance in tourism and management.

#### Module I India's Natural Heritage

Geographical features-Himalayas- Mountain Passes-Major rivers-Climate-Biodiversity.

Hill stations-Beaches-Deserts-Important wildlife sanctuaries and National Parks-Islands-Waterfalls- - Farms And Plantations-

#### Module II Cultural Heritage of India

Historical sites-Bimbedka-Lothal- Dholavira-Kalibangan- Gaya-Sanchi-Magadha-Ajantha-Ellora-Elephanta-Mahabalipuram- Sravanabalgola-Agra-Delhi -Jaipur- Hyderabad-Hampi- -Kolkata –Mumbai-Chennai.

Pilgrim Centres-Puri-Varanasi-Rishikesh-Haridwar-Amarnath-Ajmir-Mathura-Velamkanni-Hazrath Nizamudhin-Rameswaram-Madurai-Amritsar

Cultural Centers-Konark-Mysore-Tanjaore-Gwalior-Udaipur-Shillong-Bhubanewar-Nagaland-Shanti Nikethan

#### Module III Kerala and its Tourism Potential

Geographical Settings: Western Ghats-Arabian Sea-Monsoon-Rivers-Backwaters-Lagoons-Mangroves-Hill Stations-Islands-Farms and Plantations-Eco tourism in Kerala-

#### Module IV Kerala's Cultural Heritage

Monuments- -Edakkal Caves-Marayur-Megalithis Types and features-  
Cheramanangad-Eyyal-Porkalam-Hill palace-Paliyam Palace-  
PadmanabhapuramPalace-

Sacred Centres-Thiruvanchikkulam Temple-Cheraman Masjid-St. Thomas  
Church-Vadakkunnathan Temple-Bheemapalli-Mamburam Maqam-  
Malayattur Church- Guruvayur Temple

Forts of Kerala-St. Angelos Fort-Bakel Fort-Palakkad Fort- Thalassery Fort

Art forms-Kathakali-Mohiniyattam-Ottanthullal-Theyyam-Kolkkali-  
Chavittunadakam- Martial Arts

Fairs and Festivals-Thrissur Pooram-Boat Races-Nerchas-Church Festivals

## References

1. Geoff Crowther et al., India-A Travel Survival Kit
2. Pran Nath Seth, India-A Travellers Companion
3. I C Gupta and Sushama Kabekar, Tourism Products of India
4. V K Gupta, Tourism in India
5. Shahni Sign, Cultural Tourism and Heritage Management
6. Gillan Wright, Hill Stations of India
7. KK Sharma. Tourism in India
8. Vivek Sharma, Tourism in India, 1991.
9. Ratnadeep Singh, Tourism Today, Vol.I, II & III
10. K T Usha, The Splendor that was India
11. A L Basham, Wonder that was India
12. William Logan, Malabar Manual (2 Vol.)
13. Lonely Planet, Kerala
14. Roughguide, Kerala and South India
15. A Sreedhara Menon, Cultural Heritage of Kerala
16. A Sreedhara Menon, Social and Cultural History of Kerala
17. A Sreedhara Menon, Legacy of Kerala
18. A Sreedhara Menon, Kerala Samskaram
19. B.K. Gururaja Rao, The Megalithic Culture of South India
20. Rajan Gurukkal, Cultural History of Kerala

**First/Second Sem BA Degree Examination April/ May 2020**

**Part III- Part III- Complementary Course-Historical TourismHIS 1(2)C07-**

**Tourism in Historical Perspective**

Time: 2.5 Hours

Max. Marks: 80

Answer may be written either in English or in Malayalam

Section-A (Short Notes)

**I. Write Short Notes of the following questions: Maximum 25 Marks**

1. Define Tourism
2. Historical Tourism
3. Fahsien
4. Back water Tourism
5. Echo Tourism
6. Hydrel Tourism
7. Travel Accounts
8. Pilgrim Tourism
9. Epics and Tourism
10. Balance of Payments
11. Tools of Tourism
12. Define Destination
13. Excursion
14. Ibn Batuta
15. Beach tourism

**(15 x 2 = max 25 Marks)**

**Section –B (Short Essays)**

**II. Answer all of the following: Maximum 35 Marks**

16. Discuss major types of tourism in India
17. Analyse historical Development of Tourism in India
18. What are the major components of tourism?

19. Explain the key concepts of tourism.
20. What is historical tourism? Elucidate with examples from India.
21. Write a note on the business tourism in India.
22. Write on the relevance of Environmental Tourism in India
23. Give an account on impact of Tourism **(8X5= max 35 Marks)**

Section – C (Long Essay)

**III. Answer any two of the following in essay form:-**

24. Discuss the growth and development of Tourism in India.
25. Analyse the impact of Cultural Tourism in India
26. Examine the major typology of Tourism.
27. Describe the contributions of Travelogues in the development of Tourism in Indian context?  
**(2X10=20 Marks)**

**Third/Fourth Semester BA Degree Examination November/December  
2020**

**Part III- Complementary Course-Historical Tourism**

**HIS 4(3)C07-History of Tourism Development in India**

Time: 2.5 Hours

Max. Marks: 80

Answer may be written in either in English or in Malayalam

Section-A (Short Notes)

**I. Write Short Notes on the following questions: Maximum 25 Marks**

1. Pilgrim Tourism
2. Heritage Tourism
3. Western Ghats
4. Hampi
5. Echo Tourism
6. Monsoon
7. Sravanabalgola
8. Jim Corbett National Park
9. Aurangabad
10. Fairs and Festivals
11. Muzris
12. Mahabalipuram
13. Himalaya
14. Plantation Tourism
15. Ajmer Dharga

**(15 x 2 = max 25 Marks)**

**Section –B (Short Essays)**

**II. Answer all of the following: Maximum 35 Marks**

16. Discuss major types of tourism in India

17. Give an account of the folk arts of India.
18. Examine popular art forms in Kerala
19. What are the contributions of Western Ghats in the Kerala Tourism map
20. What is historical tourism? Elucidate with examples from India.
21. Elucidates major archaeological sites in Kerala
22. Describe the role of art galleries in tourism
23. Give an account on pilgrim tourism in Kerala **(8X5= max 35 Marks)**

Section – C (Long Essay)

**III. Answer any two of the following in essay form:-**

24. How far Indian festivals and dances have located India in the international tourism map?
25. Explain the significance of Geography in Indian tourism destinations
26. Explain the legacy of cultural and heritage tourism in India
27. What are the chief tourist destination in Delhi

**(2X10=20 Marks)**





# OPEN COURSES

## **HIS5D01 HISTORICAL TOURISM**

**Course Category: Open Course 1**

**No. of Credits: 3**

**No. of Contact Hours: 3 Hours per week**

### **Course Outcomes**

**CO 1. Realise the Tourism potential of India and Kerala**

**CO 2.** Serve as mentors and tourism operators

**CO 3.** Realise the importance of eco tourism and sustainable tourism

### **Module I: Historicising Travel in India**

- ▲ Tourism; basic concepts-definitions-elements of tourism-types of tourism
- ▲ Travelers and Travel accounts; Megasthenese- Pliny - Fa -Hien- Marco Polo -Ibn Batuta- Ralf Fitch –Buchanan
- ▲ Tourism and Economy
- ▲ Tourism and Acculturation
- ▲ Tourism and leisure
- ▲ Transport and communication technology and Tourism
- ▲ Eco Tourism
- ▲ Sustainable Tourism
- ▲ Medical Tourism

### **Essential Readings**

Viswanath Ghosh. *Tourism and Travel Management*

Pran Nath Seth and Sushma Seth Bhat. *An Introduction to Travel and Tourism*

AK Bhatia. *Tourism Development: Principles and Practices*

S.P Gupta. *Cultural Tourism Module II*

Salini Modi. *Tourism and Society Module III*

Ratan Deep Singh. *Dynamics of Modern Tourism*

Kunol Chattopadhyaya. *Tourism Today- Structure, Marketing and Profile Module IV*

Ratan Deep Singh. *Economic Impact of Tourism development: An Indian Experience*

Sampadkumar Jain. *Tourism Principles and Practices* (Oxford)

Cooper, Fletcher and Wanhill. *Gilbert, Tourism Principles and Practices*

Harish Bhatt and B S Badan. *Sustainable Tourism*

### **Module II: Tourism Potential of India**

- ▲ Geographical features-climate- biodiversity-multi cultural system
- ▲ Hill stations; Shimla- Nainital- Manali- Ooty
- ▲ Pilgrim sites and festivals; Puri- Prayaga-Ajmir-Shravanbelagola-Velankanni
- ▲ Historical and Cultural sites; Hampi- Ajantha-Ellora-Mahabalipuram- Thajmahal- Shanthinikethan- Wardha
- ▲ Wild life sanctuaries; Gir forest-Vedanthangal Bird Sanctuary, Silent Valley

### **Essential Readings**

Ratan Deep Singh. *Infrastructure Tourism in India*

Geoff Crowther. etal. *India-A Travel Survival Kit*

Pran Nath Seth. *India-A Travellers Companion*

I C Gupta and Sushama Kabekar. *Tourism Products of India*  
 V K Gupta. *Tourism in India*  
 Shahni Sign. *Cultural Tourism and Heritage Management*  
 Gillan Wright. *Hill Stations of India*  
 KK Sharma. *Tourism in India*  
 Vivek Sharma. *Tourism in India*  
 Ratnadeep Singh. *Tourism Today, Vol.I,II & III*  
 K T Usha, *The Splendor that was India*  
 A L Basham, *Wonder that was India*  
 BS Badan. *Tourism in India*

### **Module III: Kerala as a Tourism Destination**

- ▲ Tourism Potential of Kerala; ‘Gods own country’ - Geographical features of Kerala- Climate-Cultural confluence
- ▲ Food culture and hospitality of Kerala
- ▲ Hill stations; Idukki and Wayanad
- ▲ Forts of Kerala; Palakkad- St Angelo Fort Kannur- Bekal Fort
- ▲ Palaces and its importance; Padmanabhapuram palace, Mattanchery Palace- Hill Palace:Thripunithura- Arakkal Palace
- ▲ Pilgrim sites: Shabarimala, Guruvayur, Malayattur- Maramon- Cherman Juma Mosque;Kodungallur- Parasinikadavu
- ▲ Backwaters and boat races: Aranmula -Nehru Trophy boat race
- ▲ Muziris Heritage Project

### **Essential Readings**

A Sreedhara Menon. *Cultural Heritage of Kerala*

William Logan. *Malabar Manual* (2 Vol.)

Roughguide. *Kerala and South India*

A SreedharaMenon. *Cultural Heritage of Kerala*

A Sreedhara Menon. *Social and Cultural History of Kerala*

A Sreedhara Menon. *Legacy of Kerala*

A Sreedhara Menon. *Kerala Samskaram*

B.K.Gururaja Rao. *The Megalithic Culture of South India*

Rajan Gurukkal. *Cultural History of Kerala*

## **HIS5D02 - HISTORY OF KERALA RENAISSANCE**

**Course Category: Open Course 2**

**No. of Credits: 3**

**No. of Contact Hours: 3 Hours per week**

### **Objectives of the Course**

- ▲ To enable the students to understand the abuses existed in pre-modern Kerala society.
- ▲ To introduce the students the circumstances that led to the modernization of Kerala society
- ▲ To enable the students to understand the role of individuals, institutions and popular movements in transforming the Kerala society
- ▲ To enable the students to critically analyse Kerala Renaissance movement.

### **Course Outcomes**

- ▲ Develop a primary knowledge about the inequalities and discriminations of 19<sup>th</sup> century Kerala society.
- ▲ Students could attain the skill to identify multiple factors contributed for social changes in Kerala
- ▲ Students could develop the idea that social transformation of Kerala is the result of the efforts of individuals and popular movements
- ▲ Students could acquire the ability to a critical analysis of the impact of the reform movements upon contemporary Kerala society

### **Module I: Kerala Renaissance: Introduction**

- ▲ Renaissance- Concept and key features.
- ▲ 19<sup>th</sup> century Kerala Society- Inequalities and Discriminations
- ▲ Kerala Renaissance- Contributory factors
- ▲ Advent of the Europeans- Western Ideologies and religion

- ▲ Western Education- Role of Missionaries
- ▲ Administrative Reforms- Land Reforms- Reform of Law of Inheritance
- ▲ Rise of Middle Class and intelligentsia

### **Essential Readings**

A Sreedhara Menon. *A Survey of Kerala History*.  
 A Sreedhara Menon, *Cultural Heritage of Kerala*.  
 K.N. Ganesh. *Keralathinte Innalekal*  
 Balakrishnan P. K, *Jathivyavasthithiyum Keralacharithravum*.  
 K N Panikkar, *Essays on the History and Society of Kerala*

### **Module II: Social Emancipation: Men and Movements**

- ▲ Shannar Agitation
- ▲ Thycaud Ayya- Ayya Vaikunda Swamikal.
- ▲ Thycaud Ayya- Ayya Vaikunda Swamikal
- ▲ Brahmananda Shivayogi- Chattampi Swamikal-Sree Narayana Guru- Ayyankali
- ▲ Vagbhatananda- Pandit Karuppan- Sahodaran Ayyappan
- ▲ Makthi Thangal- Vakkom Moulavi
- ▲ Poykayil Yohannan- Chavara Achan
- ▲ Caste Organizations- SNDP Yogam- Sadhujana Paripalana Sangham- Yogakshema Sabha- NSS

### **Essential Readings**

A Sreedhara Menon, *A Survey of Kerala History*.  
 A Sreedhara Menon, *Kerala History and Its Makers*.  
 T.K Ravindran, *Institutions and Movements in Kerala History*  
 K N Panikkar, *Essays on the History and Society of Kerala*

### **Module III: Political Awakening and Social Changes**

- ▲ Malayali Memorial- Ezhava Memorial
- ▲ Vaikom Satyagraha- Guruvayur Satyagraha- Temple Entry
- ▲ Abstention movement- Kerala Provincial Congress Committee- CSP- Communist Party.
- ▲ Women and public space

### **Essential Readings**

A Sreedhara Menon. *A Survey of Kerala History*.  
 P. Chidambaram Pillai. *Right of Temple Entry*.  
 C. S Chandrika. *Kerala Charithrathile Sthree Munnettangal*.

The Regional Records Survey Committee, Kerala State- *The History of Freedom Movement in Kerala*, Vol. II.

KN Panikkar. *Essays on the History and Society of Kerala*

#### **MODULE IV: Role of Press and Literature**

- ▲ Kerala Pthrika- Swadeshabhimani – Malayala Manorama- Mathrubhumi.
- ▲ O. Chandu Menon- *Indulekha*
- ▲ V. T Bhattathiripad- *Adukkalayilninnnum Arangathekkku*
- ▲ M. R Bhattathiripad- *Marakkudakkullile Mahanaragam*
- ▲ Kumaran Asan- Vallathole Narayana Menon
- ▲ Progressive literary movement- Role of theatre.

#### **Essential Readings**

A Sreedhara Menon, *Cultural Heritage of Kerala*.

T.K Ravindran, *Asan and Social Revolution in Kerala; A Study of His Assembly Speeches*.

K K N Kurup, *Nationalism and Social Change: The Role of Malayalam Literature*.

O Chandu Menon, *Indulekha*.

K N Panikkar, *Essays on the History and Society of Kerala*.

M.Achuthan, *Swathathryasamaravum Malayalasaahithyavum*

### **HIS5D03- HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA**

**Course Category: Open Course -3**

**No. of Credits: 3**

**No. of Contact Hours: 3 Hours per week**

#### **Course outcomes**

**CO 1.** Familiarise with Scientific and technological development in India

**CO 1.** Analysing the impact of technological revolution in India

**CO3.** Engage in scientific experiments especially water management, soil conservation and



## Agriculture

### **Module I: Ancient Indian Science and Technology**

- ▲ Stone Age Tools—the Neolithic shift—Mehrgarh Tools and Techniques of cultivation—Irrigation
- ▲ Harappan Industry—Harappan Town planning and Engineering
- ▲ Vedic Mathematics and Science—Calculus- Medicine-Astronomy.

### **Essential Readings**

K. Bag. *History of Technology in India*, (4 vols.).

A. L. Basham. *The Wonder that was India*.

D.P. Chattopadhyaya. *Science and Society in Ancient India*.

Romila Thapar. *Early India: From the Origins to AD 1300*.

Shereen Ratnagar. *Makers and Shapers: Early Indian Technology in the Home, Village and the Urban Workshop*.

Upinder Singh, *A History of Ancient and Early Medieval India: From the Stone Age to the Twelfth Century*.

### **Module II: Science, Technology and Society in Medieval India**

- ▲ Development of Military Technology—Canon and Gun Powder—Metallurgy—Medicine during the Sultanate and Mughal period—Astronomy and *Zij* Literature —Ship building and Navigation technology—Technology in Agrarian sector—Crop rotation, Sericulture, Horticulture— Methods of Irrigation—Weaving and Textiles—Transport and Communication—Glass technology—Changes in Architecture- Arches, Domes and Minar—Temple architecture.

### **Essential Readings**

A.K. Bag. *History of Technology in India*, (4 vols.).

Irfan Habib, 'Pursuing the History of Indian Technology: Pre Modern Modes of Transmission of Power'

Irfan Habib. *Technology in Medieval India 650-1750, People History of India Series, Vol. 20*.

Ashoke K Bagchi. *Medicine in Medieval India: 11th to 18th Centuries*.

Priyadarshan Ray (ed.). *History of Chemistry in Ancient and Medieval India, Incorporating the History of Hindu Chemistry*.

### **Module III: Science and Technology during the Colonial Period**

- ▲ Science and establishment of Research Institutes
- ▲ Introduction of Western Medicine— Botanical Researches
- ▲ Development of Transport and Communication
- ▲ Colonial Architecture and Engineering Technology.

#### **Essential Readings**

A.K. Bag. *History of Technology in India*, (4 vols.).

Uma Das Gupta. *Science and Modern India: An Institutional History (1784-1947)*

David Arnold. *Science, Technology and Medicine in Colonial India*.

Deepak Kumar. *Science and the Raj: A Study of British India*.

Kamlesh Mohan. *Science and Technology in Colonial India*.

### **Module IV: Science and Technology in Independent India**

- ▲ Space technology and ISRO- Chandrayan
- ▲ Nuclear power in India
- ▲ Formation of IIT's and IISc's
- ▲ Green Revolution

#### **Essential Readings**

Bipan Chandra, Mridula Mukerjee and Aditya Mukerjee, *India Since Independence*

Bipan Chandra. et. al (ed.), *India After Independence*

S. Mohan & Ashok Jain, *Science and Technology: India 50 Years of Independence 1947- 97 Status, Growth And Development Vol.24*.

# **ELECTIVE COURSES**

## **HIS6 B16 HISTORY OF ARCHAEOLOGY IN INDIA**

**Course Category: Elective Course-1**

**No. of Credits: 3**

**No. of Contact Hours: 3 Hours per week**

This paper provides an overview about the archaeology discipline and the history of archaeology in India.

### **Course Outcomes**

CO1. Engaged in excavation process to recover historical traits and cultural sites

CO1. Experimenting with various scientific dating methods

CO3. Expertise in setting of Museum and conservation and preservation of artifacts

### **Module I: Archaeology as a Discipline**

- ▲ Definition- scope -basic concepts; Artifacts, Features, Eco-facts
- ▲ Mount or site or tell, Assemblage, Industry, Culture
- ▲ Antiquarianism- beginning of scientific archaeology- scientific exploration and excavation methods
- ▲ Absolute and relative dating techniques; C-14, Dendrochronology, Thermo luminescence- Stratigraphy

### ***Essential readings***

Colin Renfrew and Paul Bahn. *Archaeology: Theories, Methods, and Practice*

Brian. M. Fagan, Nadia Durani. *Archaeology A Brief Introduction*

Peter.L. Drewett. *Filed Archaeology: An Introduction*

K.Rajan. *Archaeology Principles and Methods*

### **Module II: Archaeology in India**

- ▲ Asiatic society of Bengal and the beginning of Archaeological studies in the Colonial period- Alexander Cunningham and Archaeological Survey of India-Robert Bruce Foote and pre-historic studies
- ▲ Discovery of Harappan civilization- John Marshal, DayaramSahni and Mortimer Wheeler

- ▲ Post-independence Harappan archaeology- Amalananda Ghosh – RS Bisht- J.P. Joshi- S.R. Rao
- ▲ Excavations in the Indo- Gangetic and Yamuna doab -B.B. Lal- Dilip K Chakrabarti

### ***Essential readings***

Sourindranath Roy. *The Story of Indian Archaeology 1784-1947*

K.Rajan. *Archaeology Principles and Methods*

Upinder Singh, *A History of Ancient and Early Medieval India*

Dilip K. Chakrabarti. *Archaeological Geography of the Ganga Plain: The Lower and the Middle Ganga*

Dilip K. Chakrabarti, *The Oxford Companion to Indian Archaeology: The Archaeological Foundations of Ancient India, Stone Age to AD 13<sup>th</sup> century*

ShereenRatnagar, *Understanding Harappa*

### **Module III-Archeology in South India**

- ▲ Alexander Rea and Adichanellur excavation
- ▲ Mortimer Wheeler and Areekamedu and Brahmagiri Excavations
- ▲ B.K.Gururaja Rao, A Sundara and Megalithic Studies
- ▲ K. Rajan and Porunthal - Kodumanal excavations
- ▲ Recent excavations at Keezhadi

### ***Essential Readings***

Alexander Rea. *Catalogue of Pre-Historic Antiquities*

B.K. Gururaja Rao, *Megalithic Culture in South India*

A. Sundara. *Early Chamber Tombs*

R.K. Mohanty, V.Selvakumar. "The Archaeology of Megaliths in India: 1947-1997" in S Settar, Ravi Korisettar. *PREHISTORY- Archaeology of South Asia Vol I*. pp 313-351

Udaya Ravi S Moorti. *Megalithic Culture of South India*

Dept. of Archaeology, Govt. of Tamilnadu. *Keeladi - An Urban Settlement of Sangam Age on the banks of River Vaigai*

V.P. Yatheesh Kumar and K Rajan. *Archaeology of Amaravathi River Valley: Porunthal Excavations*

### **Module IV: Archaeology in Kerala**

- ▲ Pre-historic Archaeology- F. Fawcett and the discovery of Edakkal caves-Marayur cave Paintings- P. Rajendran and Prehistoric studies

- ▲ Megalithic Explorations and Excavations - J Babington's Chattaparamba- William Logan and Robert Sewell- A Ayyappan's Feroke excavation- B.K.Thappar's Porkkalam Excavation-T Sathyamurti's Mangadu excavation- Ummichipoyil excavation- Kadanad Excavation
- ▲ Early Historic Sites –Pattanam excavations- Vizhinjam Excavations
- ▲ Early medieval and Medieval sites; AnujanAchan's ChermanParampu- K.V Raman's Matilakam excavation- State Archaeology department's Kottappuram excavation

*Essential Readings*

William Logan. *Malabar Manuel*

Robert Sewell. *Lists of the Antiquarian Remains in the Presidency of Madras*

RajanGurukkal and RaghavaVarier. *Cultural History of Kerala*

T. Satyamurti. *Iron Age in Kerala*

P. Rajendran. *Prehistoric Cultures and Environment: A Case Study of Kerala*

YashodharMathpal. *Rock Art in Kerala*

V.Selvakumar. P.K.Gopi and K.P. Shajan, "Trial Excavation at Pattanam- A Preliminary Report", *Journal of the Centre for Heritage Studies* Volume 2, 2005, pp. 57-67.

M.R. Manmathan (ed.). *Archaeology in Kerala-Past and Present*

Ajit Kumar. *Archaeology in Kerala: Emerging Trends*

P.J. Cherian (ed). *Pattanam Excavation Reports*, KCHR

K.R. Sona (ed.). *A Brief report on Archaeological Excavation at Kottappuram, Kerala State Archaeology Department*

## **HIS6 B17 HISTORY OF EPIGRAPHY IN INDIA**

**Course Category: Elective course 2**

**No. of Credits: 3**

**No. of Contact Hours: 3 Hours per week**

This paper aims to provide a broad outline about the nature of epigraphical studies in India and also familiarize the ancient scripts.

- Co 1** Students could differentiate the inscriptions based on script and language
- Co 2** Use inscriptions as source material for reconstruction of History and historical Understanding
- Co 3** Read the inscriptions and manuscripts and compares it with present style of writing

### **Module 1: Evolution of Indian Epigraphy and methods of epigraphy**

- ▲ Definitions- Key concepts; epigraphy, paleography

- ▲ James Prinsep and the decipherment of Brahmi inscriptions- attempts to decipher the Indus script
- ▲ Methods; eye copy, estampage and photography
- ▲ Presentation of text- Translation and Interpretation- Authentication – Dating

### ***Essential Readings***

DC. Sircar. *Indian Epigraphy*

Rajbali Pandey. *Indian Paleography*

George Buhler. *Indian Paleography*

Richard Solomon. *Indian Epigraphy; A Guide to the Study of Inscription in Sanskrit, Prakrit and other Indo-Aryan Languages*

### **Module 2: Collections of Epigraphs and distinguished epigraphists of India**

- ▲ Collections of inscriptions during Colonial Period; *Corpus Inscriptionum Indicarum, Epigraphia Indica, South Indian inscriptions, Travancore Archaeological Series, Rama Varma Research Institute Bulletin*
- ▲ D C Sircar- George Buhler- E Hultzsch -IravathamMahadevan- K V Ramesh
- ▲ T A Gopinatha Rao-KV Subrahmanya Ayyar- L.A. Ravi Varma-M.G.S Narayanan- M.R. RaghavaVarier.

### ***Essential Readings***

DC. Sircar. *Indian Epigraphy*

George Buhler. *Indian Paleography*

Richard Solomon. *Indian Epigraphy; A Guide to the Study of Inscription in Sanskrit, Prakrit and other Indo-Aryan Languages*

T.A Gopinatha Rao. *Travancore Archaeological Series*

L.A. Ravi Varma. *Pracheena Kerala Lipikal*

MGS Narayanan. *Kerala Charithrathinte AdisthanaSilakal*

----- *Cultural symbiosis in Kerala,*

-----*Perumals of Kerala*

M.R.RaghavaVarier. *Keraleeyatha Charithramanangal*

### **Module 3: Features of Inscriptions**

- ▲ Scripts; Brahmi ,Kharoshti, Vattezhuttu, Kolezhuttu, Grantha
- ▲ Medium of inscriptions; Bhurjapatra, palm leaves, copper plates, silver, walls of caves
- ▲ Eras; Kali era, Saka era, Vikrama era, Kollam era
- ▲ Nature of inscriptions; Memorials, Labels, land grants, *prasastis*, renovation works.

### ***Essential Readings***



DC. Sircar. *Indian Epigraphy*

Rajbali Pandey. *Indian Paleography*

George Buhler. *Indian Paleography*

Richard Solomon. *Indian Epigraphy; A Guide to the Study of Inscription in Sanskrit, Prakrit and other Indo-Aryan Languages*

L.A. Ravi Varma. *Pracheena Kerala Lipikal*

#### **Module 4: Historicizing Some Important Inscriptions**

- ▲ Asokan inscriptions- Major Rock edict 13
- ▲ Edakkal inscriptions
- ▲ Uttaramerur inscription
- ▲ Tarisappalli Copper Plate
- ▲ Parthivapuram Copper Plate

#### ***Essential readings***

DC Sircar. *Inscriptions of Asoka*

RomilaThapar. *Asoka and Decline of the Maurya*

M.R. RaghavaVarier. *Asoka Sasanangal*

*Epigraphia Indica*, Vol. XII, Archaeological Survey of India, New Delhi

NoduroKarashima. *A Concise History of South India*

Puthusseri Ramachandran. *Kerala Charithrathinte Adistana Rekhakal*

MR. RaghavaVarier and KesavanVeluthat. *Tharisappallippattay*

**Course Category: Elective Course -3**

**No. of Credits-3**

**No. of Contact Hours per week -3**

**Course Outcomes**

**CO1. Acquire skill in identifying and experiencing oral sources**

**CO1. Familiarize with different types of interviews and its application**

**CO1. Acquire skill to set Oral History Archives**

**Module I: The History of Oral History**

- ▲ Oral Tradition-Oral History-Historians and Oral History-Oral History in the writings of Herodotus and Thucydides--Modern concept of Oral History-Joseph Allan Nevins-categories recommended by Jan Vansina's for oral Tradition- limitations of oral tradition.

**Essential Readings**

Paul Thompson,,*The Voice of the Past;Oral History*,Oxford,1978.

Jan Vansina,*Oral Tradition as History*,Wisconsin,1985.

Jan Vansina ,*Oral Tradition;A Study in Historical Methodology*,1965.

**Module II;-Local History and Oral History**

- ▲ Local History writing and Oral History- Details to be collected for writing local history- Memory and History-Collective memory- National memory- Traditional Local histories in India-Bakhar-Vamshavali–significance of local history.

**Essential Readings**

John Becket, *Writing Local History*, Manchester University Press, 2007.

John Murphy,The Voice of Memory;History Autobiography and Oral Memory,Historical Studies,Vol.22.No.87,October,1986.

K.N.Ganesh,'Pradeshika Charithratinte Sadhyathakal,*Kavanakaumudi*,vol.36, May-June-N.V.Krishnavarier Smaraka Trust,Kottakkal,2007.

K.N.Ganesh,'The Lived Experience of Tirurangadi; An Exercise in Local History', in K.N.Nair&Vinitha Menon (eds)*Social Change in Kerala; Insights from Micro Level Studies*, Daanish Books,Delhi,2007.

**Module III: Oral History Interview**

- ▲ Interviews- Life story interview-Personal and group interviews- preparation before the interview-Locate narrator-Prior Research-Schedule an appointment-Interview location-

Interview process and Recording –How to ask questions –Processing oral history interviews-Field Notes –Interview logs-Transcribing and documenting interviews.

### **Essential Readings**

John Brady,*The Craft of Interviewing*, New York, Vintage Books, 1977.

Robert Perk and Alistair Thomson (eds.).*The Oral History Reader*

### **Module IV : Oral History Project**

- ▲ Oral History Project- Oral History in the Digital Age OHDA Project- Oral History project of Nehru Memorial Museum and Library NMML project-Oral History Transcript-Women’s Oral History Project SPARROW

### **Internet Sources**

Oral History Association. <http://www.oralhistory.org>

Oral History in the Digital Age. <http://ohda.matrix.msu.edu/>

## **HIS6 B19 HISTORY OF HUMAN RIGHTS**

**Course Category: Elective Course 4**

**No. of Credits: 3**

**No. of Contact Hours: 3 Hours per week**

### **Course outcomes**

**CO 1.** Trace the human rights issues and react to the situation that challenge the fundamental rights of a citizen

**CO2.** Familiarise with legal system and legal doctrine of the country

**CO 3.** Acquire broad knowledge of foundational and other core area as human rights  
Specialized with advanced study.

**CO 4** Able to analysis, complex problems, find and deploy a variety of legal authorities,  
and communicate effectively in a variety of settings

### **Module I –Human Rights: Concepts, Foundations and Historical Background**

- ▲ Human Rights; Meaning- definition-scope
- ▲ Kinds of Human Rights; Right to food, Education, Health, Housing, Work
- ▲ Contemporary concept of Human Rights
- ▲ Apartheid- Genocide-Torture –Racism- Human trafficking-Migrant workers- Discrimination-Death penalty

### **Essential Readings**

Andrew Clapham. *Human Rights A Very short introduction*

Andrew Fagan. *Human Rights: Confronting Myths and Misunderstandings*

Andrew Fagan. *The Atlas of Human Rights: Mapping Violations of Freedom around the Globe*

Bertrand G. Ramcharan, *Contemporary Human Rights Ideas*

Brayan S Turner. *Vulnerability and Human Rights: Essays on Human Rights*

Charles R Beitz. *The Idea of Human Rights*

Robert F Gorman & Edward S. Mihalkanin. *Historical Dictionary of Human Rights and Humanitarian Organizations*

## **ModuleII: Foundation of Human Rights**

- ▲ Historical background; Magna Carta- United States Declaration of Independence(1776)- Declaration of the Rights of Man and of the Citizen ( 1789)-Thomas Paine and the Rights of Man ( 1791)- Martin Luther King and content of ‘I have a Dream’ speech
- ▲ The UN General Assembly; International Covenant on Economic Social and Cultural Rights

## **Essential Readings**

Andrew Clapham. *Human Rights: A Very short introduction*

Andrew Fagan. *Human Rights: Confronting Myths and Misunderstandings*

Andrew Fagan. *The Atlas of Human Rights: Mapping Violations of Freedom around the Globe*

Bertrand G. Ramcharan. *Contemporary Human Rights Ideas*

Brayan S Turner. *Vulnerability and Human Rights: Essays on Human Rights*

Charles R Beitz. *The Idea of Human Rights*

Robert F Gorman & Edward S. Mihalkanin, *Historical Dictionary of Human Rights and Humanitarian Organizations*

Roger Hormand and Sarah Zaidi. *Human Rights at the UN: The Political History of Universal Justice*

## **Module III: Human Rights Violations and interventions**

- ▲ Legal restrictions on freedom– Limitations on politics and expression– Amnesty International– Human Rights Watch -Privacy of the individual – Rohingyans and treatment by states

## **Essential Readings**

Andrew Clapham. *Human Rights A Very short introduction*

Andrew Fagan. *The Atlas of Human Rights: Mapping Violations of Freedom around the Glob*

Brayan S Turner. *Vulnerability and Human Rights: Essays on Human Rights*

Robert F Gorman & Edward S. Mihalkanin. *Historical Dictionary of Human Rights and Humanitarian Organizations*

Thomas G. Weiss et. al., (eds.). *Wars on Terrorism and Iraq: Human Rights, Unilateralism and US Foreign Policy*

#### **Module IV Human Rights and violations in India**

- ▲ Constitution; Fundamental Rights; classification and categories of Fundamental Rights
- ▲ National Human Rights Courts -Panel of minority Rights
- ▲ Fundamental Duties; Directive principles of State policy
- ▲ Discrimination on the grounds of caste– minority rights issues– displacement due to the process of development- Adivasis' plight- Military and Civilians; Fight of Irom Sharmila

#### **Essential Readings**

A.R.Desai(ed.). *Violations of Democratic Rights in India*

V. B. Mishra. *Evolution of the Constitutional History of India (1773- 1947)*

Ashis Nandy, et.al. *Creating a Nationality: Ramjanmabhumi Movement and the fear of the Self* R Deepti Priya Mehrotra. *Burning Bright: Irom Sharmila and the Struggle for Peace in Manipur*

Sanjukta Das Gupta, Raj Sekhar Nasu (eds.). *Narratives from the Margins: Aspects of Adivasi History in India*

Daniel Rycroft, Sangeeta Dasgupta (eds.). *The Politics of Belonging in India: Becoming Adivasi*

**University of Calicut**  
**BA History Programme**  
**Model Question Papers**

**Model Question Papers**  
**Core Courses**





**Model Question Paper**  
**First Semester B A Degree Examination (CBCSS-UG)**  
**HIS1B 01- Trends in Historiography –Core Course**

(2019 Admission)

**Time: 2½ hours**

**Maximum Marks: 80**

**Section A**

**Short answer type questions**

**Each question carries 2 marks**

- |                            |                       |
|----------------------------|-----------------------|
| 1. <i>Ithihasa</i>         | 2. Quasi-history.     |
| 3. Challenge and response. | 4. 'The City of God'. |
| 5. Oral history.           | 6. Subaltern.         |
| 7. 'Historian's Craft'.    | 8. <i>Annales</i> .   |
| 9. Positivism.             | 10. Ibn Khaldun.      |
| 11. Postmodernism.         | 12. Abul Fazl.        |
| 13. Rajatarangini.         | 14. Ranajit Guha.     |
| 15. Seminar.               |                       |

(Ceiling 25 marks)

**Section B**

**Paragraph / Problem type questions)**

**Each question carries 5 marks**

16. How does Armesto find 'Revolutions in food history'?
17. Expand the idea of 'Creative Minority'.
18. How does Marx explain Historical Materialism?
19. What is cultural history?
20. Explain about Herodotus and his concept of history.
21. 'Subaltern Studies'.
22. The Creation of Patriarchy.
23. *Ithihasa- Purana* tradition

(Ceiling 35 marks)

**Section C**

**Answer any two questions. Each question carries 10 marks  
(Essay type questions)**

24. What is the significance of A.J. Toynbee's theory about civilizations?
25. Evaluate contributions of the *Annales School* of historiography.
26. Explain Romila Thapar's concept of historical consciousness in ancient India.
27. Elaborate the features of Christian historiography.

(2x10=20 Marks)

**Model Question Paper**  
**Second Semester B A Degree Examination (CBCSS-UG)**  
**History**  
**HIS2 B02 Trends In Indian Historiography**  
(2019 admissions)

**Time: 2½ hours**

**Maximum Marks: 80**

**SECTION A (Short Answer Type)**

*Each question carries 2 marks*

1. Kalpa
2. Atula
3. Kitab-al-Hind
4. Tuhfat-ul-Mujahiddin
5. Mangala Kavya
6. Indology
7. 'Great Men Theory'
8. R .C. Dutt
9. Elamkulan Kunjan Pillai
10. Oriental Despotism
11. Hydraulic Society
12. D.D Kosambi
13. Subaltern studies
14. 'Emergence of Indian nationalism'
15. Ramachandra Guha

(Ceiling 25 Marks)

**SECTION B (Paragraph /Problem Type)**

*Answer the questions in 100 words*

*Each question carries 5 marks*

16. Write a note on the 'Ithihasa-Purana' tradition

17. Explain the historical relevance of 'Harshacharita'
18. Examine the contributions of Max Muller to Indian historiography
19. 'Elamkulam gave new direction to Kerala historiography'. Explain
20. Explain the theory of 'Asiatic Mode of Production'
21. Analyse Romila Thapar's critique on Colonial and Nationalist historiography
22. Write a note on the Marxian approach to Indian history.
23. Explain gender history in the Indian context. (Ceiling 35 Marks)

SECTION C (Essay Type)

*Answer any two of the following questions.*

*Each question carries 10 marks*

24. Compare Sultanate and Mughal historiography. How far the Mughals excelled in historical writings?
25. Critically evaluate the contributions of nationalist historians.
26. Write an essay on different thought patterns applied on Indian historiography.
27. Define Marxian historiography. How far it enriched Indian historiography?

(2x10=20)

**Model Question Paper**  
**Third Semester B A Degree Examination (CBCSS-UG)**  
**HIS3B03 World History-1 (2019 admissions)**  
Course Category: Core Course

**Time: 2 ½ Hours**

**Maximum: 80marks**

**SECTION A (Short Answer Type)**

Answer the questions in two or three sentence. Each question carries 2 marks

1. Uruk
2. Periclean age
3. Huang Ho
4. The gift of the Nile
5. Age of Homer
6. Taoism

7. Pleistocene
8. Lao-Tze
9. Greek literature
10. Pharaoh
11. Euripides
12. Parthenon
13. Republic
14. Hanging Garden
15. Paleolithic culture

(Ceiling 25 Marks)

### **SECTION B (Paragraph Type)**

**Answer the questions in 100 words. Each question carries 5 marks**

16. Explain the Social life and intellectual contribution of Mesopotamian Civilization.
17. Write a note on the Law Code of Hammurabi
18. Write an essay on the rise of Civilization in Egypt
19. Analyze the essential features of Chinese Civilization
20. Analyze the changes in the idea of citizenship and democracy in Greeks
21. Write an essay on legacy of Roman Civilization

22. Explain the causes for the decline of Roman Empire
23. Mark the following Bronze Age cities in the outline map provided

Ur, Kish, Isin, Larsa, Nippur, Babylon, Calah and Assur

(Ceiling 35 Marks)

**SECTION C (Essay Type)**

Answer any two of the following questions. Each question carries 10 marks

24. Explain the nature of Neolithic Revolution.
25. Examine the Law Code of Hammurabi
26. Write an essay on the rise of Civilization in Egypt
27. Analyze the essential features of Chinese Civilization (2x10=20 Marks)

**Model Question Paper**

**Third Semester B A Degree Examination (CBCSS-UG)**

HIS3B04 Indian History-1  
Course Category: Core Course  
(2019 admissions)



Time: 2 ½ Hours

Maximum: 80marks

**SECTION A (Short Answer Type)**

*Answer the questions in two or three sentence*

*Each question carries 2 marks*

1. Sir John Marshall
2. Daya Ram Sahni
3. Mound of dead
4. Great Bath
5. Mahajanapadas
6. Oligarchies
7. Tirthankars
8. Tripitaks of Buddhism
9. Tinai
10. Arikamedu
11. P G W
12. Sapthanga theory of state
13. Indica
14. Conquest of Kalinga
15. Girnar Rock Edict

( Ceiling 25 Marks)

**SECTION B (Paragraph Type)**

*Answer the questions in 100 words*

*Each question carries 5 marks*

16. Write a short note on Pre- Harappan culture
17. Write a short note on Asko Parpola
18. Explain the nature of Asoka dharma
- 19 Give a brief sketch on the nature of Muvender polity
20. Write a short note on Indo-Roman trade
21. Give an account of temple based Bhakti traditions of Alwars in south India
22. Write a short note on Megasthenees Indicia

23. Mark the following Harapan sites in the outline map provided

Lothal, Dholavira, Kalibangan, Harappa, Mohenjodaro

(Ceiling 35 Marks)

**SECTION C (Essay Type)**

*Answer any two of the following questions*

*Each question carries 10 marks*

24. Examine the debate on the decline of the Indus valley civilization

25. Briefly discuss the socio-economic life in the later Vedic period

26. Analyze the geographical structure of early Tamizhakam on the basis of Tinai concept

27. Examine views of R.S Sharma and Herbans Mukhia on Indian feudalism

(2x10=20 Marks)

**Model Question Paper**  
Fourth Semester B A Degree Examination  
HIS4 B05 WORLD HISTORY- 2  
(CBCSS-UG)  
Course Category: Core Course

(2019 admissions)

Time: 2 ½ Hours

Maximum: 80marks

**SECTION A** (Short Answer Type)

*Answer the questions in two or three sentences*

*Each question carries 2 marks*

1. Nobility
2. Serfdom
3. Charlemagne
4. Papacy
5. Feudal Society
6. Caliphate
7. Iqta system
8. The Safavid Empire in Persia
9. Arab Science
10. Manor
11. Vassal
12. Black death
13. Germanic tribes
14. Constantinople
15. Henri Pirenne

(Ceiling 25 Marks)

**SECTION B** (Paragraph Type)

*Answer the questions in 100 words*

*Each question carries 5 marks*

16. Explain the problems found by Europe after the fall of Roman Empire
17. Give an account of Ottoman Empire.
18. Write a note on feudal custom and manners

19. Write a note on Legal System of Byzantine Empire
  20. Trace out the various causes for the peasant revolts in medieval China
  21. Write a note on Crusades
  22. Provide brief sketch on the contribution of Arabs
  23. Mark the following medieval European towns in the outline map provided  
Mystras, Venice, Carcassonne, Colarado, Manchestor
- (Ceiling 35 Marks)

**SECTION C (Essay Type)**

*Answer any two of the following questions*

*Each question carries 10 marks*

24. Trace out the various factors that led to the expansion of maritime trade in Medieval West Asia
25. Explain the causes for the decline of Feudalism
26. Write an essay on unification of China and emergence of centralized state systems in medieval period
27. Examine the Scientific and intellectual interaction between Europe and Asia

(2x10=20 Marks)

Model Question Paper  
Third Semester B A Degree Examination  
(CBCSS-UG)

**HIS4B06 India History 2**  
Course Category: Core Course  
(2019 admissions)

Time: 2 ½ Hours

Maximum: 80marks

SECTION A (Short Answer Type)  
*Answer the questions in two or three sentence*  
*Each question carries 2 marks*

***Model Questions***

- ▲ Ahoms
- ▲ zabti
- ▲ Qazi
- ▲ Bhatinda Fort
- ▲ Sutana Raziya
- ▲ Pritviraj Chauhan
- ▲ Kabir Das
- ▲ AdiGrantha
- ▲ Din-I Lahi
- ▲ Muqti
- ▲ Silsilas
- ▲ Babarnama
- ▲ AbulFazl
- ▲ Chahalgani
- ▲ Sher Shah

(Ceiling 25 Marks)

**Section B (Paragraph Type)**

**Answer the questions in 100 words**

**Each question carries 5 marks**

- ▲ Give an account of trade and commerce in Mughal India with special reference on Indian Ocean trade.
- ▲ Evaluate the contributions of Gulbadam Begam to the Medieval Indian Historiography.
- ▲ Examine the salient features of Indo- Islamic Art and Architecture.
- ▲ Explain the Science and technology in Mughal India
- ▲ Give an account on administrative reforms of Muhammad Bin Thuglaq
- ▲ Analyze the economic reforms under the Mughals.
- ▲ Explain the functions of Ashtapradhan under Maratas ? Write a short note on its features.
  
- ▲ Mark the following medieval sites in the outline map provided.  
a) Lahore, b) Daulatabad, c) Humpi, d) Kanauj, e) Jaunpur

(Ceiling 35 Marks)

**Section C (Essay Type)**

**Answer any two of the following questions**

**Each question carries 10 marks (2 out of 4)**

- ▲ Explain the Bhakti tradition during the medieval period.
- ▲ Define Indian Feudal model and its critic.
- ▲ Critically evaluate Akbar's administration and his Rajput policy.
- ▲ Give an account of the polity and cultural contribution of the Vijayanagara kingdom.

(2x10=20 Marks)

**FOURTH SEMESTER B A DEGREE EXAMINATION  
(CBCSS-UG)**

**HIS4B20-Gender Studies**

**Course Category: Core course (Double Main)**

**(2019 admissions)**

Time: 2 ½ Hours

Maximum: 80marks

**SECTION A (Short Answer Type)**

*Answer the questions in two or three sentence*

*Each question carries 2 marks*

1. Sexuality
2. Uma Chakravarty
3. Coming-out
4. Brahmanical Patriarchy

5. LGBT
6. Patriarchy
7. SGMFK
8. Gerda Lerner
9. Dalit feminism
10. Gender discrimination
11. Marginalized women
12. Polygamy and Polyandry
13. Cross- dressers
14. Third Gender
15. Motherhood

**Section B (Paragraph Type)**

**Answer the questions in 100 words**

**Each question carries 5 marks**

**(Ceiling 35 Marks)**

16. Critically evaluate the British rule of law and women
17. Evaluate the contributions of Judith Butler in gender studies.
18. Write a note on gender discrimination.
19. Examine the salient features of Protection of Women from Domestic Violence Act of 2005.
20. Explain the role of organizations of sexual Minorities in solving the Gender issues.
21. Give an account of the origin and concept of feminism
22. Write a short note on gender as social construct
23. Write a short note on changing concept of Family and Marriage

**Section C (Essay Type)**

**Answer any two of the following questions**

**Each question carries 10 marks (2 out of 4)**

24. Explain the role of women in Indian society through gender perspective.
25. Explain the contemporary issues in Gender identity.
26. Critically evaluate the Law Relating to Crimes against Women and transgender
27. Analyze the gender order in Brahmanical Patriarchy.

(2x10=20 Marks)





**Model Question Paper**  
**Fifth Semester B A Degree Examination (CBCSS-UG)**  
**HIS5B07 World History 3**  
**Course Category: Core Course**  
**(2019 admissions)**

**Time: 2½ hours**

**Maximum Marks: 80**

SECTION A

(Short Answer Type)

*Answer the questions in two or three sentence. Each question carries 2 marks*

1. Divine Comedy
2. *Il Canzoniere*
3. Donatello
4. Ninety Five Theses
5. The Index
6. Heliocentrism
7. Mundus Novus
8. Thomas Hobbes
9. *Novum Organum*
10. Bill of Rights
11. *Laissez Faire*
12. The Communist Manifesto
13. Secret Diplomacy
14. Bolsheviks
15. Veto Power

(Ceiling 25 Marks)

SECTION B

(Paragraph Type)

*Answer the questions in 100 words. Each question carries 5 marks*

16. Write a note on Renaissance Humanism
17. Discuss the main tenets of Lutheranism
18. Write a note on the nature of the Revolution of 1688 in England
19. What is Enlightenment? Analyse its features
20. Discuss the main causes of American War of independence.
21. Analyse the impact of the Great Depression on European Economy

22. Critically examine the role of USA in the Second World War

23. Mark the following places in the outline map provided.

- a) Kozhikode    b) Lisbon    c) Brazil    d) Philippines    e) Pacific Ocean  
(Ceiling 35 Marks)

### SECTION C

(Essay Type) *Answer any two of the following questions.*

*Each question carries 10 marks*

24. Critically examine the impact of geographical explorations on the native peoples of Asia and America.

25. Analyse the growth and evolution of socialism and its impact on the Modern World.

26. How far had the French Revolution been influenced by the intellectuals of eighteenth Century Europe? Elucidate.

27. In what way had Fascism and Nazism contributed to the outbreak of the Second World War? Explain. (2x10=20 Marks)

Model Question Paper  
Fifth Semester B A Degree Examination (CBCSS-UG)  
**HIS 5 B08 INDIAN HISTORY 3**  
**Course Category: Core Course**  
(2019 admissions)

**Time: 2 ½ Hours**

**Maximum 80 Marks**

*Model Questions*

**Section A (Short Answer Type)**

**Answer the questions in two or three sentences.**

**Each question carries 2 marks**

**(Ceiling 25 Marks)**

1. Merchant Adventurers
2. Colbert
3. White Man's Burden
4. Buxar
5. Sreerangapatanam Treaty
6. Champaran
7. Absentee Sovereignty ship
8. Feudal Revolt
9. *Gift to Monotheists*
10. Mulshankar
11. Wahabi Movement
12. Arya Mahila Samaj
13. Indian Association
14. *English Debt to India*
15. Surat Split

**Section B (Paragraph Type)**

**Answer the questions in 100 words**

**Each question carries 5 Marks**  
**(Ceiling 35 Marks)**

16. Substantiate the statement, “Imperialism is the highest stage of capitalism”.
  17. Critically evaluate the view that the revolt of 1857 was the first struggle of Indian independence.
  18. Explain the importance of cultural nationalism.
  19. Discuss the role of Aligarh Movement in the revitalization of Muslim society.
  20. Discuss the significance of tribal uprising in the context of Indian nationalism.
  21. Explain how trade unions and labour movements strengthened the national movement.
  22. Discuss the significance of the Simla Conference.
23. Mark the following places connected with the revolt of 1857 in the outline map attached:  
1) Meerut 2) Kanpur 3) Oudh 4) Delhi 5) Bihar

**Section C**

**Answer any two of the following questions**  
**Each question carries 10 marks (2 out of 4)**

24. Analyze the contributions of Raja Ram Mohan Roy as the father of Indian Renaissance.
25. Explain the ideology and practice of the movements led by Mahatma Gandhi in Kheda and Champaran.
26. Trace the development of communal ideology with reference to the major organizations.
27. Discuss the strategies and ideologies of the Moderates and the Extremists.

**(2x10=20 Marks)**

MODEL QUESTION PAPER  
FIFTH SEMESTER B A DEGREE EXAMINATION  
(CBCSS-UG)  
**HIS5 B09- KERALA HISTORY-1-core course**

(2019 admissions)

Time: 2 ½ Hours

Maximum: 80marks

SECTION A (Short Answer Type)

*Answer the questions in two or three sentence  
Each question carries 2 marks*

1. *Edavappathi*
2. *Palghat Gap*
3. *Edakkal*
4. *P. Rajendran*
5. *Pathittuppathu*
6. *Menpulam*
7. *Yavanar*
8. *Amphorae*

9. Cherikkal
10. Nuttuvar
11. Muppumura
12. Perumpadappu
13. Cartas
14. HortusMalabaricus
15. Jamabandi

Ceiling 25 marks

**SECTION B (Paragraph Type)**  
***Answer the questions in 100 words***  
***Each question carries 5 marks***

16. Write a brief note on the geographical peculiarity of Kerala
17. Give an account of the early rock shelters of pre-historic period
18. What is the importance of Pattanam excavation?
  
19. Analyze the land relations of early medieval Kerala
20. Briefly explain the nature of polity of Naduvazhi Swarupams
21. Give an account of the medieval literary traditions of Kerala
22. Critically examine the Portugal policies in the Malabar coast

23. Mark the following Megalithic sites on the outline map provided  
Porkalam, Hallur, Brahmagiri, Maski, Eyyal,

(Ceiling 35 marks)

**SECTION C (Essay Type)**

***Answer any two of the following questions***  
***Each question carries 10 marks***

24. Do you think that Kerala had a pre-historic tradition? Elucidate
25. How do you corroborate the archaeological evidences with the early historic Tamil literatures?
26. Examine the nature of Second Chera Polity.
27. Write an essay about the colonial interventions in Malabar from 16<sup>th</sup> to 19<sup>th</sup> century

2x10=20marks

**Model Question Paper**  
**Fifth Semester B A Degree Examination**  
**HIS5B10- Methodology of the writing of History**  
**Course Category: Core course**  
**(2019 Admissions)**



**Section A (Short Answer Type)**

*Answer the questions in two or three sentences.*

*Each question carries 2 marks.*

1. Footnotes
2. Thesis
3. Archives
4. New Archaeology
5. Index
6. Toponymy
7. Glossary
8. Synopsis
9. Life History
10. E-Sources
11. Archives
12. Epigraphy
13. Charts
14. Synthesis
15. Data

(Ceiling 25 marks)

**Section B (Paragraph Type)**

*Answer the question in 100 words.*

*Each question carries 5 marks.*

16. What are the salient features of a Research Paper?
17. Bring out the importance of Local History?
18. Explain the term Bibliography? How do you prepare a bibliography?
19. Describe the various methods of identification of a research problem.
20. What is generalization? Discuss the role of generalization in history-writing.
21. How far Numismatics helped to the reconstruction of history?
22. Why is Micro History important in writing of History?
23. What is Hypothesis in research methodology?

(Ceiling 35 marks)

**Section C (Essay Type)**

*Answer any two of the following questions.*

*Each question carries 10 marks.*

24. Evaluate the significance of historical sources as instruments of providing evidence in historical research.
25. Discuss the science of Heuristics and Hermeneutics in verification process historical data.
26. 'Oral histories are usually considered as unpublished primary materials'. Elucidate.
27. What is a Thesis? Explain the various steps involved in the process of thesis writing.

(2x10=20 marks)

-----

**Model Question Paper**  
**Sixth Semester B A Degree Examination**  
**(CBCSS-UG)**  
**HIS6B11- Indian History -4**  
**Course Category: Core course**  
**(2019 admissions)**

Time: 2 ½ Hours

Maximum: 80marks

SECTION A (Short Answer Type)

*Answer the questions in two or three sentence*

*Each question carries 2 marks*

1. Article 370
2. Naxalbari movement
3. Sundarlal Bahaguna
4. Food safety bill
5. ABSU
6. Demonetization
7. Asian Relations Conference
8. New Education Policy
9. Article 356
10. Mandal Commission
11. RTI
12. Economic planning
13. Simla Agreement
14. Medha Patkar
15. Cauvery issue

Ceiling 25 Marks

**SECTION B (Paragraph Type)**  
*Answer the questions in 100 words*  
*Each question carries 5 marks*

16. Give a brief account of state reorganization of 1956
17. Examine India's relationship with China in the last 20 years.
18. Discuss the growth of parliamentary democracy in India
19. Briefly analyze Punjab Crisis
20. Analyze the nature and impact of Dalit and Tribal movements
21. Write a short note on MGNREGP
22. Point out the significance of nationalization of banks
23. Give an account on the scars of partition of India

Ceiling 35 Marks

**SECTION C (Essay Type)**  
*Answer any two of the following questions*  
*Each question carries 10 marks*

24. Briefly explain the impact of new economic reforms?
25. Discuss briefly the Indo-Pak relations
26. Evaluate the salient features of Indian constitution
27. Summarize challenges faced by Independent India.

2x10=20 Marks

**Model Question Paper**  
**SIXTH SEMESTER B A DEGREE EXAMINATION**  
**(CBCSS-UG)**

**Course Category: Core Course**

**HIS6B12 KERALA HISTORY 2 (2019 admissions)**

**Time: 2½ hours**

**Maximum Marks: 80**

SECTION A (Short Answer Type)

*Answer the questions in two or three sentence*

*Each question carries 2 marks*

1. Treaty of Sreerangapattanam
2. Kurichiya revolt
3. Kundara proclamation
4. Kallumala agitation
5. Aruvippram consecration
6. *Jathikummi*
7. Herman Gundert
8. H V Canolly
9. CSP
10. K.B Menon
11. Malayali Memorial
12. Education bill of 1956
13. Literacy Mission
14. Plachimada

15. *Karunya*

Ceiling 25 Marks

**SECTION B (Paragraph Type)**  
*Answer the questions in 100 words*  
*Each question carries 5 marks*

16. Write a note on the judicial reforms of Col. Munro in Travancore
17. Discuss the Kurichiya revolt.
18. Write a note on the *Shannar* agitation.
19. Briefly explain the role of Ayyankali in the uplift of Kerala society.
20. Analyze the causes for the peasant uprisings of 19<sup>th</sup> century Malabar.
21. Write a note on the Aikya Kerala movement.
22. Critically examine the concept of Kerala model development.
23. Mark the following places in the outline map provided.  
a) Payyannur    b) Manjeri    c) Vaikom    d) Varkala    e) Kundara

(Ceiling 35 Marks)

**SECTION C (Essay Type)**  
*Answer any two of the following questions.*  
*Each question carries 10 marks*

24. Write an essay about the resistance movement of Pazhassi Raja.
25. Explain the impact of the socio-religious reform movements in Kerala.
26. Write an essay on the national movement in Malabar.
27. Critically examine the impact of educational reforms in independent Kerala.

2x10=20 Marks

**SIXTH SEMESTER B A DEGREE EXAMINATION**  
**(CBCSS-UG)**  
**HIS6B13-Gender Studies**  
**Course Category: Core course**  
**(2019 admissions)**

Time: 2 ½ Hours

Maximum: 80marks

**SECTION A (Short Answer Type)**

*Answer the questions in two or three sentence*

*Each question carries 2 marks*

1. Sexuality
2. Uma Chakravarty

3. Coming-out
4. Brahmanical Patriarchy
5. LGBT
6. Patriarchy
7. SGMFK
8. Gerda Lerner
9. Dalit feminism
10. Gender discrimination
11. Marginalized women
12. Polygamy and Polyandry
13. Cross- dressers
14. Third Gender
15. Motherhood

**Section B (Paragraph Type)**  
**Answer the questions in 100 words**  
**Each question carries 5 marks**  
**(Ceiling 35 Marks)**

16. Critically evaluate the British rule of law and women
17. Evaluate the contributions of Judith Butler in gender studies.
18. Write a note on gender discrimination.
19. Examine the salient features of Protection of Women from Domestic Violence Act of 2005.
20. Explain the role of organizations of sexual Minorities in solving the Gender issues.
21. Give an account of the origin and concept of feminism
22. Write a short note on gender as social construct
23. Write a short note on changing concept of Family and Marriage

**Section C (Essay Type)**  
**Answer any two of the following questions**  
**Each question carries 10 marks (2 out of 4)**



24. Explain the role of women in Indian society through gender perspective.
25. Explain the contemporary issues in Gender identity.
26. Critically evaluate the Law Relating to Crimes against Women and transgender
27. Analyze the gender order in Brahmanical Patriarchy.

(2x10=20 Marks)

MODEL QUESTION PAPER

THIRD SEMESTER B A DEGREE EXAMINATION  
(CBCSS-UG)  
**HIS6 B14-INDIAN HERITAGE AND PLURALITY OF CULTURES**

Course Category: Core Course  
(2019 admissions)

Time: 2 ½ Hours

Maximum: 80marks

**SECTION A (Short Answer Type)**

*Answer the questions in two or three sentence*

*Each question carries 2 marks*

1. Pluralism
2. Ajitha Kesakambali
3. Coercive Singular
4. Tatwamasi
5. Prathyaksha Raksha Daiva Sabha and setting of social norms
6. Concept of Vasudaivakudumbakam
7. Print and democratisation of Knowledge
8. Adigranth
9. Ibadathkhana
10. Gulamgiri
11. Argumentative Indian
12. Majmaulbahrain
13. Sulh-i-kul
14. Concept of universal brotherhood in Geethanjali
15. Muccunti inscription

(Ceiling 25 marks )

**Section B (Paragraph Type)**

**Answer the questions in 100 words**

**Each question carries 5 marks**

16. Explain the concept of Multiculturalism. How far it contributed to the formation of early India
17. Evaluate the contributions of Buddhism and Jainism to the cultural plurality of India
18. Explain the content of Asoka dhamma with special reference on tolerance and environmental concerns
19. How far Sufism and Bhakti movement contributed to the secular fabrics of medieval India
20. Explain the thoughts of Darashukko based on Majmaulbahrain (Sagarasangam)
21. Explain the multicultural discourses in modern India with special reference on Jyothibha Phule and Tharabhai Shende
22. Indian constitution is a multicultural document. Explain
23. Explain the idea of cultural symbiosis with special reference to Kerala

(Ceiling 35 Marks)

**Section C (Essay Type)**

**Answer any two of the following questions**

**Each question carries 10 marks (2 out of 4)**

24. Explain the nature for social and religious reform movements of Kerala. How far it contributed to Kerala modernity and multiculturalism
25. How far the national movement contributed to the secular fabrics of the country. Explain this point with special reference to Gandhian programme of Hindu Muslim Unity
26. Examine the concept of democratic India envisaged by Jawaharlal Nehru. Relate this theme with Argumentative Indian explained by Amartya Sen
27. Explain cultural confluence in Indo Islamic art, architecture and painting

(2x10=20 Marks)

MODEL QUESTION PAPER  
SIXTH SEMESTER B A DEGREE EXAMINATION  
**HIS6 B15 METHODOLOGY OF LOCAL HISTORICAL WRITING**

**Course Category: Core Course**  
(2019 admission)

**Time: 2 Hours**

**Maximum Marks: 60**

SECTION A

*Answer the questions in two or three sentence*  
*Each question carries 2 marks*

1. Generalisation
2. MLA style
3. Autobiography
4. Appendices
5. Local consciousness
6. Field trips
7. Place names
8. Life story
9. Myths
10. Ethno history
11. Oral traditions
12. Archival Sources

(Ceiling 20 Marks)

**Section B**

*Answer the questions in a paragraph; not exceeding 100 words*  
*Each question carries 5 marks*

13. Explain Micro History with an emphasis on the work *Cheese and worms* by Carlo Ginzburg
14. Explain Historical facts
15. Explain the importance of Archaeological sources in the writing of local history
16. Define oral histories and traditions based on the work *Voice of the past* by Paul Thomsen
17. Explain the importance of interdisciplinary approach in local history writing
18. How far life histories and memories contributing to local history
19. Study the KCHR project *VaniyamkulamPanchajyathVijnaneeyam* and analyse its importance in the local history projects of Kerala

(Ceiling 30 Marks)

SECTION C (Essay Type)

*Answer any one of the following questions.*

*Each question carries 10 marks*

19. Critically evaluate Romila Thapper's work on Local history of Punjab and Konkan with an emphasis on the use of the sources, methodology, arguments and conclusion.
20. Define Local History. Explain different process involved in the writing of Local History.

(10 Marks)

# Complementary Courses

# Model Question Papers

**Model Question Paper**  
**First/ Second Semester B A Degree Examination**  
**(CBCSS-UG)**  
**HIS1 (2) C01 Modern Indian History (1857 to the present): I**  
**Course Category: Complementary Course**  
**(2019 admissions)**

Time: 2 ½ Hours

Maximum: 80marks

SECTION A (Short Answer Type)  
*Answer the questions in two or three sentence*  
*Each question carries 2 marks*

1.Siraj-Ud-Daula

2. Battle of Buxer
3. Robert Clive
4. Lord Cornwallis
5. Ryotwari system
6. Drain of wealth
7. Nana sahib
8. Balagangathara Thilak
9. Go back to Vedas
10. Pandita Rama Bhai
11. East India Association
  
12. Ghadar Party
  
13. Lucknow Pact
14. Sadhujana Paripalana Sangham
15. Partition of Bengal

Ceiling 25 Marks

SECTION B (Paragraph Type)

*Answer the questions in 100 words*

*Each question carries 5 marks*

16. Explain the significance of Battle of Plassey
17. Describe the features of Permanent Settlement
18. Describe the importance of Kurichiya revolt
19. Explain significance of the Queen's Proclamation
20. Explain the nature of Swedeshi and Boycott Movements
21. Write a short note on Home Rule Movement and contributions of Annie Beasant
22. Examine the Moderate Phase of Nationalism
23. Write a short note on 1857 Revolt

Ceiling 35 Marks

SECTION C (Essay Type)

*Answer any two of the following questions*

*Each question carries 10 marks*

24. Briefly explain the Minto- Morley Reforms in 1909
25. Explain the contributions of Social and religious reform movements as the expression of national democratic awakening in India
26. Analyse the economic impact of the British Raj in India



27. Explain the origin of Indian National Congress with special reference on safety Valve theory  
2x10=20 Marks

**Model Question Paper**  
**Third /Fourth Semester B A Degree Examination**

**HIS4 (3) C01 Modern Indian History (1857 to the present): II  
(CBCSS-UG)**

Course Category: Complementary Course  
(2019 admissions)

Time: 2 ½ Hours

Maximum: 80marks

**SECTION A (Short Answer Type)**

*Answer the questions in two or three sentence*

*Each question carries 2 marks*

1. Champaran satyagraha
2. Rowlett act
3. Chauri Choura incident
4. Diarchy
5. Two-nation theory
6. Tagore
7. Communal award
8. Preamble
9. Hind swaraj
10. Fazal commission
11. J V P movement
12. Provincial autonomy
13. I N A Trials
14. 'Do or die'
15. Privatization

Ceiling 25 Marks

**SECTION B (Paragraph Type)**

*Answer the questions in 100 words*

*Each question carries 5 marks*

16. Write a note on Jallian Wallahbagh Massacre
17. Examine the Montague –Chelmsford Reforms
18. Bring an account of Non-Co-operation Movement
19. Describe the Significance of the Quit India Movement
20. Bring out the contributions of Ambedkar and explain his programme of action
21. Write a note on Poona Pact

22. Evaluate the role of Subash Chandra Bose in the freedom movement

23. Describe globalization and its impact on Indian economy

Ceiling 35 Marks

**SECTION C (Essay Type)**

*Answer any two of the following questions*

*Each question carries 10 marks*

24. Briefly explain the features of Civil Disobedience Movement

25. Examine the origin and development of communalism in India

26. Assess role of Jawaharlal Nehru in the nation building process of India

27. Give an account of the Anti-Caste Movements and Temple Entry Programme

2x10=20 Marks

**MODEL QUESTION PAPER**  
**First /Second Semester B A Degree Examination**  
**(CBCSS-UG)**  
**HIS1 (2) C02 - MODERN WORLD HISTORY FROM AD-1500: I**  
**Course Category: Complementary Course**  
**(2019 admissions)**

Time: 2 ½ Hours

Maximum: 80marks

SECTION A (Short Answer Type)

*Answer the questions in two or three sentence*

*Each question carries 2 marks*

1. Humanism
2. The revival of Classicism
3. Lutheranism
4. Thomas Hobbes
5. Mercantilism
6. Petrarch
7. Boccaccio
8. Michelangelo
9. Counter Reformation
10. Columbus
11. 'The Praise of Folly'
12. The Age of Enlightenment
13. Declaration of Rights
14. 1848 Revolution
15. Jesuit order

Ceiling 25 Marks

SECTION B (Paragraph Type)  
*Answer the questions in 100 words*  
*Each question carries 5 marks*

16. Give an account of Italian Renaissance
17. Write a note on Reformation in England
18. Provide a brief sketch on new perspectives of art, architecture and literature
19. Write a note on Commercial Revolution
20. Discuss about the result of Glorious Revolution of 1688
21. Trace out the impacts of Scientific Revolution
22. Briefly explain impacts of Vienna Settlement
23. Write a note on unification of Germany

Ceiling 35 Marks

SECTION C (Essay Type)  
*Answer any two of the following questions*  
*Each question carries 10 marks*

24. Examine the Background of Protestant Reformation
25. Write an essay on the role of Napoleon in post revolution phase of France
26. Analyze the features and results of Agrarian revolution
27. Trace out the causes and impacts of nationalism in Europe

2x10=20 Marks

**Model Question Paper**  
**Third/Fourth Semester B A Degree Examination**  
**(CBCSS-UG)**  
**HIS4 (3) C02 Modern World History from AD-1500: II**  
**Course Category: Complementary Course**  
**(2019 admissions)**

Time: 2 ½ Hours

Maximum: 80marks

SECTION A (Short Answer Type)

*Answer the questions in two or three sentence*

*Each question carries 2 marks*

1. The Paris Peace Conference
2. Marshal Plan
3. Truman Doctrine
4. Suez crisis
5. Mao-Tse-Tung

6. Mandela
7. Nationalist movement in Egypt
8. The Kuwait War of 1990
9. Vietnam War
10. SEATO
11. Baghdad Pact
12. Joseph Mazzini
13. Otto Van Bismarck
14. Red Shirts
15. Soviets

Ceiling 25 Marks

SECTION B (Paragraph Type)

*Answer the questions in 100 words*

*Each question carries 5 marks*

16. Provide a brief sketch on Achievements of the League of Nations
17. Write a note on fascism in Italy
18. Explain the structure and functions of U.N.O
19. How far Cold War effected the post war political relations?
20. Give an account of political unrest in West Asia
21. Write a note on Globalization
22. Trace out the struggle against apartheid in Africa
23. Explain Neo-colonialism in South-Asian countries

Ceiling 35 Marks

SECTION C (Essay Type)

*Answer any two of the following questions*

*Each question carries 10 marks*

24. Write an essay on Nazism in Germany
25. Trace out the results of First World War
26. Analyze the Emergence of People's Republic of China under Mao-Tse-Tung
27. Examine the impact of the Russian Revolution

2x10=20 Marks

**Model Question Paper**  
**First/Second Semester B A Degree Examination**



**(CBCSS-UG)**  
**HIS 1(2) C03 Social and Cultural History of Britain: I**  
**Course Category: Complementary Course**  
**(2019 admissions)**

Time 2 ½ Hours

Maximum: 80marks

Section A (Short Answer Type)

Answer the questions in two or three sentences. Each question carries 2 marks

(Ceiling 25 Marks)

1. Danes
2. Doomsday book
3. Salisbury oath
4. Cultural relics
5. Manor
6. John Wycliffe
7. John Gower
8. Tudor monarchy
9. Spanish Armada
10. Magna carta
11. Black death
12. Tenants in chief
13. Knighthood
14. Chaucer
15. Norman conquest

(Ceiling 25 Marks)

Section B (Paragraph Type)

Answer the questions in 100 words. Each question carries 5 marks

16. Explain the role of Christianity and its influence in the society.
17. Evaluate the contributions of Tudor monarchy.
18. Write a note on epics and romances in Medieval England.
19. Examine the salient features of Elizabethan era.
20. Explain the role of universities in the intellectual development.
21. Give an account of the anti-clerical movements.

22. Analyze the role of overseas trade in the making of Modern age.

23. What were the roles played by the middle class during the transition stage?

(Ceiling 35 Marks)

Section C (Essay Type)

Answer any two of the following questions. Each question carries 10 marks (2 out of 4)

24. Explain the intellectual development of medieval England.

25. Define Feudalism. Explain its different stages and decline.

26. Critically evaluate the causes and results of Crusades.

27. Give an account of the role of mercantilism and trading companies during the transition stage.

(2x10=20 Marks)

**Model Question Paper**  
**Third/Fourth Semester BA History**  
**CBCSS**  
**HIS 4 (3) C03 SOCIAL AND CULTURAL HISTORY OF BRITAIN: II**  
**Complementary course**  
**(2019 admission)**

**Time: 2 ½ Hours**

**Maximum Marks 80**

**Section A (Short Answer Type)**  
**Answer the questions in two or three sentences.**  
**Each question carries 2 marks**  
**(Ceiling 25 Marks)**

1. Anglican Reformation
2. John Lyle
3. Oliver Cromwell
4. John Locke
5. William Wordsworth
6. Utilitarianism
7. Chartism
8. Laissez-faire
9. Darwinism
10. Globalization
11. Feminism
12. Decolonization
13. Victorian religion
14. Fabian Socialism
15. Terrorism

**Section B (Paragraph Type)**

**Answer the questions in 100 words**  
**Each question carries 5 marks**  
**(Ceiling 35 Marks)**

16. Evaluate the contributions of Romanticist poets in English literature
17. Explain the importance of Glorious Revolution.
18. Write a note on American war of Independence with special reference to the contributions of George Washington.
19. Define Commonwealth and describe its functions
20. What are the salient features of the Victorian Age?
21. Give an account of the functions of the factory system and the trade unions.
22. What are the characteristics of Royal Absolutism?
23. Explain different types of New World Order.

**Section C (Essay Type)**

**Answer any two of the following questions**  
**Each question carries 10 marks (2 out of 4)**

24. Discuss the significance of the French Revolution with special reference to its ideology.
25. Distinguish between the features of Colonialism and Imperialism.
26. Critically evaluate the basic principles of different Socialist movements.
27. Explain the different aspects of contemporary culture and society in Britain.

**(2x10=20 Marks)**

Model Question Paper  
First /Second Semester B A Degree Examination  
(CBCSS-UG)

**HIS1 (2) C04 - West Asian Studies-1**  
Course Category: Complementary Course  
(2019 admissions)

Time: 2 ½ Hours

Maximum: 80marks

Section A (Short Answer Type)

*Answer the questions in two or three sentence*

*Each question carries 2 marks*

1. Kurds
2. Mandate system
3. Wahabi movement
4. Palastine
4. Sunni and Shia

5. Resurgence
6. Kamalism
7. Khilafat
8. Baa'tism
9. Rasa Khan Sah
10. Jamaluddhin Afghani
11. Amir Faisal
12. Pan- Islamic Movement
13. Gamal Abdul Nazar
- 14 Imperialism
15. Gulf war

Ceiling 25 Marks

SECTION B (Paragraph Type)

*Answer the questions in 100 words*

*Each question carries 5 marks*

16. Examine the impact of British occupation of Egypt
17. Examine the West Asian Ethnic Groups and their Languages
18. Provide a brief sketch on Arab Nationalism
19. Bring out the ascendancy of Mustafa Kamal Pasha and his reforms
20. Analyze the West Asian Geography
21. Write a short note on Young Turkey Movement
22. Examine the Suez Canal Crisis
23. Write a short note on Muhammad Rasa Pahlavi

Ceiling 35 Marks

SECTION C (Essay Type)

*Answer any two of the following questions*

*Each question carries 10 marks*

24. Briefly explain the political development after the world war
25. Give an account of Islamic resurgence and nationalism
26. Write an essay on imperialism and role of religious sects
27. Explain the emergence of Jews in Palestine

2x10=20 Marks

**Model Question Paper**  
**Third and Fourth Semester B A Degree Examination**  
**(CBCSS-UG)**  
**HIS4 (3) C04 West Asian Studies - II**  
Course Category: Complementary Course  
(2019 admissions)

Time: 2 ½ Hours

Maximum: 80marks

SECTION A (Short Answer Type)  
*Answer the questions in two or three sentence*  
*Each question carries 2 marks*

1. Zionism
2. Ayatollah Khomeini
3. Arab Spring
4. Taliban
5. Haj Amin
6. Muslim World league
7. Balfour Declaration
8. Al-fatah
9. Soudi Arabia
10. Saddam Hussein
11. Intifada
12. Jewish Agency
13. Migration trends
14. Gulf war
15. Partition of Palestine

Ceiling 25 Marks

SECTION B (Paragraph Type)  
*Answer the questions in 100 words*  
*Each question carries 5 marks*

16. Write a note on Iraq war
17. Examine the Palestine question
18. Examine the importance of OAPEC
19. Analyze the contribution of Gulf Money in the growth of Kerala economy



20. Write a note on PLO and role of Yasar Arafat
21. Write a note on Anti- Jewish rebellion
22. Explain the US intervention in West Asia with special reference on Gulf War.
23. Provide an account of Indian Labour force in the Gulf Nations

Ceiling 35 Marks

SECTION C (Essay Type)

*Answer any two of the following questions*

*Each question carries 10 marks*

24. Briefly explain the formation of Israel
25. Examine the importance of nationalism of Oil Companies before and after Revolution
26. Asses the political crisis in Iran and Iraq in the post Gulf War period
27. Give an account of the Islamic Revolution

2x10=20 Marks

Model Question Paper  
First/Second Semester B A Degree Examination  
(CBCSS-UG)  
HIS1 (2) CO5- Archaeology in India: I  
Complementary Course  
(2019 admissions)

Time: 2 ½ Hours

Maximum: 80marks

SECTION A (Short Answer Type)

*Answer the questions in two or three sentence*

*Each question carries 2 marks*

1. Dendrochronology
2. Excavation
3. Culture
4. Quadrant Methods
5. Marine Archaeology
6. Artifacts
7. Numismatics
8. Assemblage
9. Ethno Archaeology
10. Thermo luminescence.
11. Industry
12. Field Survey
13. Stratigraphy
14. Desktop survey
15. Epigraphy

Ceiling 25 marks

SECTION B (Paragraph Type)

*Answer the questions in 100 words*

*Each question carries 5 marks*

16. Give an account of basic concept of Archaeology
17. Write a note on Landscape Archaeology
18. Provide a brief sketch on concept of New Archaeology

19. Write a note on Salvage Archaeology
  20. Explain the Scientific Methods of Excavation
  21. Trace out the Historical Dating of C-14
  22. Explain briefly Field Survey and Sampling Techniques
  23. Write a note on archeology and its relation with science disciplines
- Ceiling 35 Marks

SECTION C (Essay Type)

*Answer any two of the following questions*

*Each question carries 10 marks*

24. Examine the Kinds of Archaeology
25. Give an account of different exploration methods in Archaeology
26. Examine the Relative and Absolute dating methods in archaeology
27. Trace out Archaeology as a source of History 2x10=20marks

Model Question Paper  
Third/Fourth Semester B A Degree Examination  
(CBCSS-UG)  
HIS4 (3) CO5- Archaeology in India: II

Course Category: Complementary Course  
(2019 admissions)

Time: 2 ½ Hours

Maximum: 80marks

SECTION A (Short Answer Type)

*Answer the questions in two or three sentence*

*Each question carries 2 marks*

1. Asiatic Society of Bengal
2. James Princep
3. Archaeological Survey of India
4. Roman Coins
5. Cheraman Parambu
6. Mortimer Wheeler
7. Kodumanal Excavation
8. Iravatham Mahadevan
9. Ancient Monument Acts
10. Marayur paintings
11. John Marshall
12. Mesolithic Rock art traditions

13. Keezhadi excavations

14. Early maritime

15. Indus Script

Ceiling 25 marks

SECTION B (Paragraph Type)

*Answer the questions in 100 words*

*Each question carries 5 marks*

16. Examine the survey reports of Robert Sewell

17. Explain the contributions of J Babington to Megalithic excavations

18. Write a note on Pattanam excavations

19. Give an account of archaeological explorations conducted by Dayaram Sahni

20. Explain the importance of Edakkal caves and contributions of Fawcett

21. Analyze the contributions of B K Thapar with special reference to Porakkalam Excavations

22. Write a note on the contribution of Asko Parpola

23. Write a note on the Archaeological studies of Alexander Cunningham

Ceiling 35 marks

SECTION C (Essay Type)

*Answer any two of the following questions*

*Each question carries 10 marks*

24. Explain the contributions of James Princep and the beginning of Indian Epigraphy

25. Write an essay on Archaeological Excavations and Explorations in Kerala

26. Examine the importance of excavations conducted by Robert Bruce Foote and the discovery of Paleolithic find from Madras.

27. Briefly explain the discovery of Harappan Civilization

2x10=20marks

Model Question Paper  
First/Second Semester B A Degree Examination  
(CBCSS-UG)  
**HIS 1 (2) C06 HISTORY OF JOURNALISM: I**  
Course Category: Complementary Course  
(2019 admissions)

Time: 2 ½ Hours

Maximum: 80marks

**SECTION A (Short Answer Type)**

*Answer the questions in two or three sentence*

*Each question carries 2 marks*

1. Joseph Pulitzer

2. Twelve Tables
3. London Times
4. Papyrus rolls
5. Johannes Gutenberg
6. Code of Hammurabi
7. Lord North Cliff
8. New York Times
9. Reuters
10. Akbar and Newspaper
11. Networking
12. Belfast Newsletter
13. News Agencies
14. Bulletin of Venice
15. Guardian

(Ceiling 25 Marks)

### **SECTION B (Paragraph Type)**

*Answer the questions in 100 words*

*Each question carries 5 marks*

16. What is Investigative Journalism?
17. Write a note on Working-class Newspapers.
18. Comment on the role of Press during the French Revolution
19. Write a note on the early newspapers of Britain.
20. What is sensationalisation in Journalism?
21. Narrate on the contributions of China towards printing technology.
22. What is Print Capitalism?
23. How did the press impact the American Revolution?

(Ceiling 35 Marks)

### **SECTION C (Essay Type)**

*Answer any two of the following questions*

*Each question carries 10 marks*

24. Trace the historical process of the universal development of mass communication.
25. Narrate briefly the development of education during the last decades of the 19th Century.
26. Critically assess the comment 'commercialization of press'.
27. What are the revolutionary changes that took place recently in print technology?

(2x10=20Marks)

Model Question Paper  
Third and Fourth semester B A DEGREE EXAMINATION



(CBCSS-UG)

History

**HIS4 (3) C06 History of Journalism: II**

Course Category: Complementary Course  
(2019 admissions)

Time: 2 ½ Hours

Maximum: 80marks

**SECTION A (Short Answer Type)**

*Answer the questions in two or three sentence*

*Each question carries 2 marks*

1. James Hicky
2. Kesari
3. Atmavidhyakahalam
4. Swadeshabimani Ramakrishna Pillai
5. Freedom of press
6. Telegraph
7. Young India
8. *Unni Namboothiri*
9. Early publication from Bengal
10. Free press of India
11. Spectator
12. *Namboothiri Yogakshema Sabha and Yogakshemam*
13. The Dig Darshan
14. Maratha of Tilak
15. Al- Ameen

Ceiling 25 Marks

**SECTION B (Paragraph Type)**

*Answer the questions in 100 words*

*Each question carries 5 marks*

16. Discuss about the Anti Indian Press Regulation of Lord John Adams
17. Examine the Press and the Revolt of 1857
18. Discuss about the Nationalist Press
19. Write a short note on Vernacular Press Act of 1878
20. Analyze the Indian Press Act of 1931
21. Write a short note on Ram Mohan Roy and the Indian Press

22. Examine the Quit India Movement and the Press
23. Write a short note on Annie Besant and *Common Wheel*

Ceiling 35 Marks

SECTION C (Essay Type)

*Answer any two of the following questions*

*Each question carries 10 marks*

24. Briefly explain the beginning of Press in India
25. Examine the impact of technological development on the press
26. Write an essay on the National Movement and the press in Kerala
27. Discuss the Role of Press in the nineteenth century Social Reform Movements and Anti British Struggles

2x20=20 marks

**Open Courses**  
**Model Question Papers**

MODEL QUESTION PAPER  
FIFTH SEMESTER B A DEGREE EXAMINATION  
**HIS5D02 HISTORICAL TOURISM (CBCSS-UG)**  
(Open Course)  
(2019 admission)

**Time: 2 Hours**

**Maximum Marks: 60**

**SECTION A**

*Answer the questions in two or three sentence  
Each question carries 2 marks*

1. Fahien
2. Ralph Fitch
3. *Sravenabelagola*
4. wardha
5. Prayag
6. Home stay
7. Cultural tourism
8. Medical Tourism
9. Maramon convention
10. Malayattur
11. *Leisure tourism*
12. *Vedndangal*

(Ceiling 20 Marks)

**Section B**

*Answer the questions in a paragraph; not exceeding 100 words  
Each question carries 5 marks*

13. Write a note on early travelers and their contributions
14. Locate Thrissur as the cultural capital of Kerala
15. Write briefly on eco tourism and Thenmala
16. Examine briefly on Thattekkad bird sanctuary
17. Provide a note on pilgrim centres of India
18. Explain the importance of hill stations of Kerala with special reference to Idukki and Wayanad
19. Bring an account of festivals of Kerala

(Ceiling 30 Marks)

**SECTION C (Essay Type)**

*Answer any one of the following questions.*

*Each question carries 10 marks*

20. Write an essay on the tourism potential of India
21. Explain elements and types of Tourism

1x10=10 Marks

**UNIVERSITY OF CALICUT**  
**MODEL QUESTION PAPER**  
**FIFTH SEMESTER B A DEGREE EXAMINATION**  
**(CBCSS-UG)**  
**HIS5D02 - HISTORY OF KERALA RENAISSANCE (Open Course)**  
**(2019 admission)**

**Time: 2 Hours**

**Maximum Marks: 60**

**SECTION A**

*Answer the questions in two or three sentence*

*Each question carries 2 marks*

1. Renaissance
2. Untouchability
3. Marumakkathayam
4. Thycaud Ayya
5. Vakkom Moulavi
6. N S S

7. Ezhava Memorial
8. CSP
9. Arya Pallam
10. Kerala Pathrika
11. *Indulekha*
12. *Adukkalayilninum Arangathekku* (Ceiling 20 Marks)

### **Section B**

*Answer the questions in a paragraph; not exceeding 100 words  
Each question carries 5 marks*

13. Briefly explain the factors contributed for the social awakening in Kerala
14. Explain the role of Missionaries in spreading western education in Kerala
15. Examine the reforms in the law of inheritance in Kerala
16. Write a note on Shannar agitation
17. Explain the contributions of Sahodaran Ayyappan to the Social emancipation of Kerala
18. Explain the importance of Vaikom Satyagraha
19. Analyze the role of Communist movement in the uplift of Kerala society.

(Ceiling 30 Marks)

### **SECTION C (Essay Type)**

*Answer any one of the following questions.  
Each question carries 10 marks*

20. Critically examine the role of caste organizations in the emancipation of Kerala society.
21. Explain the contributions of Malayalam literature to Kerala renaissance.

(1x10=10)

**Model Question Paper**  
**Fifth Semester B A Degree Examination**  
**(CBCSS –UG)**  
**History**  
**HIS5D03- HISTORY OF SCIENCE AND TECHNOLOGY IN INDIA**  
**Open Course**  
**(2019 admissions)**

Time: Two Hours

Maximum: 60

### **Section A (Short Answer Type)**

*Answer the questions in two or three sentences.*

*Each question carries 2 marks.*

1. Microliths
2. Domes and Minarets
3. Vaccination
4. Great Bath
5. *Zij* Literature
6. Calcutta Medical and Physical Society
7. Aryabhatta
8. Sericulture
9. CSIR
10. Susruta
11. Unani
12. Karkhanas

(Ceiling 20 marks)

### **Section B (Paragraph Type)**

*Answer the question in 100 words.*

*Each question carries 5 marks.*

13. Comment on the different styles of temple architecture that developed in medieval India?
14. Trace the history of Botanical Surveys carried during the colonial ruler in India.
15. 'Town planning is the unique feature of Indus valley civilization'. Elucidate.
16. What is the nature of colonial architecture in India?
17. Discuss the contributions of ancient India towards the development of Mathematics.
18. Write a note on ship building activity and navigation technology prevailed in Medieval India.
19. Point out the changes in the nature of stone implements used during the Paleolithic to Neolithic period in India.

(Ceiling 30 marks)



**Section C (Essay Type)**

*Answer any **one** of the following questions.*

*Each question carries 10 marks.*

20. Critically analyse the development of transport and communication system in Colonial India
21. Discuss the features of Craft and Industry in the Indus Valley Civilization.

(1x10=10 marks)

-----

**Elective Courses**  
**Model Question Papers**

MODEL QUESTION PAPER  
FIFTH SEMESTER B A DEGREE EXAMINATION  
(CBCSS-UG)  
History  
**HIS6B16 HISTORY OF ARCHAEOLOGY IN INDIA**  
*Elective*  
(2019 admissions)

Time: 2 ½ Hours

Maximum: 60marks

**SECTION A (Short Answer Type)**

*Answer the questions in two or three sentence  
Each question carries 2 marks 5*

1. Artifacts
2. Mount
3. Sondage
4. Stratigraphy
5. Asiatic Society of Bengal
6. Robert Bruce Foote
7. Painted Grey Ware
8. Black and Red Ware
9. Kodumanal
10. J Babington
11. CheramanParambu
12. Ummichipoyil

Ceiling 20 marks

**SECTION B (Paragraph Type)**

*Answer the questions in 100 words  
Each question carries 5 marks*

13. Write a note on the excavation methods in archaeology
14. Briefly explain the absolute dating methods in archaeology
15. Give an account of the archaeological discoveries at Ganga-Yamuna doab

16. Analyze the importance of the megalithic studies in South India
17. Contextualize the historical significance of the Areekamedu excavation
18. Write a short essay on pre-historic archaeology of Kerala
19. Give an account of the early medieval archaeological sites of Kerala

Ceiling 30 marks

SECTION C (Essay Type)

*Answer any one of the following questions  
Each question carries 10 marks*

20. Write an essay about the scope of archaeology in historical studies
21. Give an account of the Harappan archaeology

1x10=10marks

MODEL QUESTION PAPER  
FIFTH SEMESTER B A DEGREE EXAMINATION  
(CBCSS-UG)  
History  
**HIS6B17 HISTORY OF EPIGRAPHY IN INDIA**  
*Elective*  
(2019 admissions)

Time: two hours and a half

Maximum: 60marks

SECTION A (Short Answer Type)

*Answer the questions in two or three sentence  
Each question carries 2 marks 5*

1. Paleography
2. *DevanamPiyenPiyadasi*
3. Estampage
4. *Katapayadi*
5. George Buhler
6. Index to Chera Inscription
7. K.V. Ramesh
8. Vattezhuthu
9. Copper Plate
10. Saka Era
11. Hatihumpha Inscription
12. *Kudavolai*

Ceiling 20 marks

SECTION B (Paragraph Type)

*Answer the questions in 100 words*

*Each question carries 5 marks*

13. Define the important methods of Epigraphy
14. Write a note on the colonial attempts to decipher ancient scripts of India
15. Briefly explain the contribution of D C Sircar to Indian Epigraphy
16. Evaluate the historical value of the Travancore Archaeological Series
17. What are the differences and resemblances of Asoka Brahmi and Tamil Brahmi?
18. Examine the historical significances of the Tarisappalli Copper plate
19. Analyze the early education system of south India based on the Parthivapuram records

Ceiling 30 marks

SECTION C (Essay Type)

*Answer any one of the following questions*

*Each question carries 10 marks*

20. Give an account of the collection of epigraphs during colonial period
21. Explain the historical importance of the Uttiramerur Inscriptions

1x10=20marks

MODEL QUESTION PAPER  
FIFTH SEMESTER B A DEGREE EXAMINATION  
**HIS6 B18 ORAL HISTORY**  
**Course Category: Elective Course**  
(2019 admission)

**Time: 2 Hours**

**Maximum Marks: 60**

**SECTION A**

*Answer the questions in two or three sentence*

*Each question carries 2 marks*

21. Oral Tradition
22. Herodotus
23. Autobiography
24. Vamsavali
25. Bhakar
26. Leicester Local History School
27. Living in groups
28. Life story interview
29. Allen Nevis and modern concept of Oral History
30. Ethno history
31. Mentalities
32. Vadakkan pattukal

(Ceiling 20 Marks)

**Section B**

*Answer the questions in a paragraph; not exceeding 100 words*

*Each question carries 5 marks*

33. Explain the role of historians in oral history
34. Explain the methodological tool for oral history
35. Explain different methods of interviewing
36. KCHR Projects of Oral History
37. Study of mentalities
38. Explain Vasina's categories of oral history
39. Explain traditional local histories in India

(Ceiling 30 Marks)

**SECTION C (Essay Type)**

*Answer any one of the following questions.*

*Each question carries 10 marks*

40. Define different types of interview. Explain interviewing methodology and interview process.
41. Explain the importance of Local History writing. How far the study of mentalities and oral history contributing to it?

(10 Marks)

MODEL QUESTION PAPER  
FIFTH SEMESTER B A DEGREE EXAMINATION  
HIS6B19-History of Human Rights  
**Course Category: Elective Course**  
(2019 admission)

**Time: 2 Hours**

**Maximum Marks: 60**

SECTION A

*Answer the questions in two or three sentence*

*Each question carries 2 marks*

1. Amnesty International
2. The Magna carta
3. The Bill of Rights
4. Genocide
5. Racism
6. Social contract
7. Minority rights
8. Displacement
9. UN Charter
10. Apartheid
11. Migrant workers
12. Right to Health

(Ceiling 20 Marks)

**Section B**

*Answer the questions in a paragraph; not exceeding 100 words*

*Each question carries 5 marks*

13. Classification and categories of human rights
14. Irom sharmila
15. Write short note on Directive Principles of State policy
16. Rohingya issue
17. What do you mean by Apartheid and problem of apartheid existed in Africa
18. Analyse the significance of universal Declaration of Human Rights

19. What are the Fundamental Rights? Name the rights guaranteed by Indian Constitution

(Ceiling 30 Marks)



SECTION C (Essay Type)

*Answer any one of the following questions.*

*Each question carries 10 marks*

20. High lights on the historical background of Human Rights . Describe the evolution of the concept of Human Rights.
21. What are the Fundamental Rights? Name the rights guaranteed by Indian Constitution

(1X10=10 Marks)