



## KANNUR UNIVERSITY

### (Abstract)

B.A. History Programme- Scheme, Syllabus and Pattern of Question Papers of Core, Complementary Elective and Generic Elective Course under Choice Based Credit and Semester System (Outcome Based Education System-OBE) in Affiliated colleges with effect from 2019 Admission-Implemented-Orders issued.

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#### ACADEMIC BRANCH

No.Acad.C1/12289/2019

Dated, Civil Station P.O., 21.06. 2019

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- Read:-
1. U.O.No.Acad.C2/429/2017 dated,10-10-2017
  2. The Minutes of the Meeting of the Curriculum Restructuring Committee held on 28-12-2018.
  3. U.O. No.Acad.C2/429/2017 Vol.II dated,03-06-2019.
  4. The Minutes of the Meeting of the Board of Studies in History (UG) held on 07.06.2019
  5. Syllabus of B.A. History Programme , Submitted by the Chairperson, Board of Studies in History (UG) ,dated , 07.06.2019

#### ORDER

1. A Curriculum Restructuring Committee was constituted in the University vide the paper read (1) above to co-ordinate the activities of the Syllabus Revision of UG programmes in Affiliated colleges of the University.

2. The meeting of the Members of the Curriculum Restructuring Committee and the Chairpersons of different Boards of Studies held, vide the paper read (2) above, proposed the different phases of Syllabus Revision processes such as conducting the meeting of various Boards of Studies , and Workshops, discussions etc.

3. The Revised Regulation for UG programmes in Affiliated colleges under Choice Based Credit and Semester System(in OBE-Outcome Based Education System) was implemented with effect from 2019 Admission as per paper read (3) above.

4. Subsequently, as per paper read (4) above, the Board of Studies in History (UG) finalized the Scheme, Syllabus & Pattern of Question Paper for Core, Complementary Elective & Generic Elective Course of B.A. History Programme to be implemented with effect from 2019 Admission.

5. As per paper read (5) above, the Chairperson, Board of Studies in History (UG) submitted the finalized copy of the Scheme, Syllabus & Pattern of Question Papers of B.A. History Programme for implementation with effect from 2019 Admission.

6. The Vice Chancellor after considering the matter in detail and in exercise of the powers of the Academic Council conferred under Section 11(i) of Kannur University Act 1996 and all other enabling provisions read together with accorded sanction to implement the Scheme, Syllabus & Pattern of Question Paper (Core/Complementary Elective/Generic Elective Course) of B.A. History programme under Choice Based Credit and Semester System (in OBE-Outcome Based Education System) in the Affiliated colleges under the University with effect from 2019 Admission, subject to reporting before the Academic Council.

7. The Scheme, Syllabus & Pattern of Question Paper of B.A. History Programme are uploaded in the University website ( www.kannuruniversity.ac.in)  
Orders are issued accordingly.

**Sd/-**  
**DEPUTY REGISTRAR(ACADEMIC)**  
**for REGISTRAR**

To  
The Principals of Colleges offering B.A. History Programme

- Copy to:-
1. The Examination Branch (through PA to CE)
  2. The Chairperson, Board of Studies in History (UG)
  3. PS to VC/PA to PVC/PA to Registrar
  4. DR/AR-I, Academic
  5. The Computer Programmer(for uploading in the website)
  6. SF/DF/FC

Forwarded/By Order

  
SECTION OFFICER





# **KANNUR UNIVERSITY**

**BOARD OF STUDIES, HISTORY (UG)**

**SYLLABUS FOR  
BA HISTORY CORE COURSES  
COMPLEMENTARY ELECTIVE AND  
GENERIC ELECTIVE COURSES**

**CHOICE BASED CREDIT AND SEMESTER SYSTEM**

**(2019 ADMISSION ONWARDS)**

**ANNEXURE I**  
**KANNUR UNIVERSITY**  
**VISION AND MISSION STATEMENTS**

**Vision:** To establish a teaching, residential and affiliating University and to provide equitable and just access to quality higher education involving the generation, dissemination and a critical application of knowledge with special focus on the development of higher education in Kasargode and Kannur Revenue Districts and the Manandavady Taluk of Wayanad Revenue District.

**Mission:**

- To produce and disseminate new knowledge and to find novel avenues for application of such knowledge.
- To adopt critical pedagogic practices which uphold scientific temper, the uncompromised spirit of enquiry and the right to dissent.
- To uphold democratic, multicultural, secular, environmental and gender sensitive values as the foundational principles of higher education and to cater to the modern notions of equity, social justice and merit in all educational endeavors.
- To affiliate colleges and other institutions of higher learning and to monitor academic, ethical, administrative and infrastructural standards in such institutions.
- To build stronger community networks based on the values and principles of higher education and to ensure the region's intellectual integration with national vision and international standards.
- To associate with the local self-governing bodies and other statutory as well as non-governmental organizations for continuing education and also for building public awareness on important social, cultural and other policy issues.

**ANNEXURE II**  
**KANNUR UNIVERSITY**  
**PROGRAMME OUTCOMES (PO)**

**PO 1.Critical Thinking:**

- 1.1. Acquire the ability to apply the basic tenets of logic and science to thoughts, actions and interventions.
- 1.2. Develop the ability to chart out a progressive direction for actions and interventions by learning to recognize the presence of hegemonic ideology within certain dominant notions.
- 1.3 Develop self-critical abilities and also the ability to view positions, problems and social issues from plural perspectives.

**PO 2.Effective Citizenship:**

- 2.1. Learn to participate in nation building by adhering to the principles of sovereignty of the nation, socialism, secularism, democracy and the values that guide a republic.
- 2.2. Develop and practice gender sensitive attitudes, environmental awareness, empathetic social awareness about various kinds of marginalisation and the ability to understand and resist various kinds of discriminations.
- 2.3. Internalise certain highlights of the nation's and region's history. Especially of the freedom movement, the renaissance within native societies and the project of modernisation of the post-colonial society.

**PO 3.Effective Communication:**

- 3.1. Acquire the ability to speak, write, read and listen clearly in person and through electronic media in both English and in one Modern Indian Language
- 3.2. Learn to articulate, analyse, synthesise, and evaluate ideas and situations in a well-informed manner.
- 3.3. Generate hypotheses and articulate assent or dissent by employing both reason and creative thinking.

**PO 4.Interdisciplinarity:**

- 4.1. Perceive knowledge as an organic, comprehensive, interrelated and integrated faculty of the human mind.
- 4.2. Understand the issues of environmental contexts and sustainable development as a basic interdisciplinary concern of all disciplines.
- 4.3. Develop aesthetic, social, humanistic and artistic sensibilities for problem solving and evolving a comprehensive perspective.

## PREFACE

The syllabus presented herewith is the output of academic debates among historians, history faculty members, research scholars and students at formal and informal levels of gatherings. The workshop on syllabus revision, with its democratic approach of considering valuable suggestions from all stakeholders of higher education, and the Outcome Based Education curriculum of Kannur University were crucial to restructuring the existing syllabi. BA History Programme offers 35 courses - 15 Core Courses, 3 Discipline Specific Elective Core Courses, 12 Complementary Elective Courses and 5 Generic Elective Courses. The syllabus of each course at the outset itself clearly states its learning outcomes, which are in agreement with History Programme Specific Outcomes and University Bachelor's Programme Outcomes. The Board of Studies proposed the revision of existing syllabus and the introduction of new courses based on new themes such as history of India after independence, gender history, economic history of modern India, political revolutions in the modern world, history of human rights and environmental history to make the knowledge base of history programme more conversant with new trends in historical and interdisciplinary studies.

Apart from understanding factual and theoretical knowledge of what happened in the past, this syllabus of history is aimed at enabling the learners to develop egalitarian, secular and rational values and awareness, which are extremely pertinent to maintain democratic political culture of the country and to preserve peaceful co-existence of all the people beyond the parochial boundaries of religion, caste, culture etc. With this vision the Board of Studies examined the final draft of the syllabus on 06/06/2019 and decided approve and submit the same to the university. I am indebted to all the members of Board of Studies, all faculty members of History, resource persons, students, and Kannur University Curriculum Restructuring Committee for their support and guidance to accomplish this task.

Dr. Joy Varkey  
Chairperson  
Board of Studies, History (UG)  
Kannur University

**BA HISTORY**  
**PROGRAMME SPECIFIC OUTCOMES (POS)**

*With the successful completion of BA History Programme  
from Kannur University, the student should be able to:*

- PSO.1.** Understand factual and conceptual aspects of historical changes in multiple areas of the world
- PSO.2.** Think contextually and critically about the past to understand human experiences
- PSO.3.** Analyze why and how historical events take place based on the verification of diverse evidences and arguments
- PSO.4.** Design and write research papers based on primary and secondary sources
- PSO.5.** Make logical oral presentation of factual and theoretical knowledge of historical events and changes
- PSO.6.** Develop rational, humanitarian, democratic and secular outlook based on historical knowledge and contemporary societal, economic and political issues

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**BA HISTORY PROGRAMME**  
**Work, Credit and Marks Distribution Statement**

<b>Course Category</b>	<b>Credit</b>	<b>Marks</b>
Common English	22	300
Additional Common	16	200
Core courses	60	750
Discipline Specific Elective Core	4	50
First Complementary Elective	8	100
Second Complementary Elective	8	100
Generic Elective Course	2	25

<b>Semester</b>	<b>Course Title</b>	<b>Credits</b>	<b>Hours per week</b>	<b>Total Credits</b>	<b>Total Hours</b>
I	Common English I	4	5	19	25
	Common English II	3	4		
	Additional Common I	4	4		
	History of India I: Pre-historic Times to c.200CE	4	6		
	First Complementary Elective I	4	6		
II	Common English III	4	5	19	25
	Common English IV	3	4		
	Additional Common II	4	4		
	Cultural Transformations in Europe	4	6		
	First Complementary Elective II	4	6		
III	Common English V	4	5	20	25
	Additional Common III	4	5		
	History of India II: Polity, Society and Culture (c.200 to 1206)	4	4		
	History of Kerala I: Earliest Times to c.1500 CE	4	5		
	Second Complementary Elective I	4	6		

IV	Common English VI	4	5	20	25
	Additional Common IV	4	5		
	History of India III: Sultanate to British Conquest (1206 -1757)	4	4		
	Ideologies and Revolution in the Modern World	4	5		
	Second Complementary Elective II	4	6		
V	History of India IV: Colonial Transformations (1757-1885)	4	5	22	25
	History of India V: Making of the Nation (1885 -1947)	4	5		
	History of Kerala II: Making of Modern Kerala (1500-1970)	4	5		
	Method and Writing of History	4	4		
	Historiography: Perspectives and Practices	4	4		
	Generic Elective Course	2	2		
VI	History of India VI: Developments since Independence (1947 - 2000)	5	6	20	25
	History of the Contemporary World (1945-2000)	4	5		
	Indian Historiography	4	5		
	Project	3	3		
	Discipline Specific Elective Core Course	4	6		
Total				120	--

**PART A:****History Core Courses: Work and Credit Distribution  
(2019 Admission Onwards)**

<b>Course Code</b>	<b>Course Title</b>	<b>Semester</b>	<b>Credit</b>	<b>Hours per Week</b>	<b>Exam Hours</b>
1B01 HIS	<b>History of India I:</b> Pre-historic Times to c.200 CE.	I	4	6	3
2B02 HIS	Cultural Transformations in Europe	II	4	6	3
3B03 HIS	<b>History of India II:</b> Polity, Society and Culture (c.200 to 1206)	III	4	4	3
3B04 HIS	<b>History of Kerala I:</b> Earliest Times to c.1500 CE	III	4	5	3
4B05 HIS	<b>History of India III:</b> Sultanate to British Conquest (1206 -1757)	IV	4	4	3
4B06 HIS	Ideologies and Revolutions in the Modern World	IV	4	5	3
5B07 HIS	<b>History of India IV:</b> Colonial Transformations (1757-1885)	V	4	5	3
5B08 HIS	<b>History of India V:</b> Making of the Nation (1885 -1947)	V	4	5	3
5B09 HIS	<b>History of Kerala II:</b> Making of Modern Kerala (1500-1970)	V	4	5	3
5B10 HIS	Method and Writing of History	V	4	4	3
5B11 HIS	Historiography: Perspectives and Practices	V	4	4	3
6B12 HIS	<b>History of India VI:</b> Developments since Independence (1947 - 2000)	VI	5	6	3
6B13 HIS	History of the Contemporary World (1945-2000)	VI	4	5	3
6B14 HIS	Indian Historiography	VI	4	5	3
6B15 HIS	Project	VI	3	3	-

## History Discipline Specific Elective Core Courses:

### Work and Credit Distribution

(Any one of the following DSEC Courses can be selected in the sixth semester)

Course Code	Course Title	Semester	Credit	Hours per Week	Exam Hours
6B16 HIS-A	Gender and Society in India	VI	4	6	3
6B16 HIS-B	Environmental History of India	VI	4	6	3
6B16 HIS-C	History of Contemporary Kerala (1956-2000)	VI	4	6	3

### COURSE EVALUATION PATTERN

(For Core, DSEC, and Complementary Elective Courses)\*

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	4	40
INTERNAL	1	10

\*Total Marks for Generic Elective Course (GEC) is 25 (20 for external and 5 for internal)

### CONTINUOUS EVALUATION

COMPONENT	WEIGHTAGE	REMARKS
COMPONENT 1: <b>Unit Test</b>	5 (2.5 for GEC)	
COMPONENT 2: <b>Assignments/ Seminar/ Viva</b>	5 (2.5 for GEC)	<b>Any one</b> of the three can be taken by students in each Core, DSEC, Complementary Elective and Generic Elective courses.

### BA HISTORY STUDY TOUR

A study tour to visit historical sites and monuments in any part of the country is a mandatory academic component of BA History programme in the sixth semester. Students will have to prepare individual tour diary and submit a detailed report of the tour within 15 days after return. Tour diary and report will be considered equivalent to component 2 of the internal assessment with 5 weightage for the Core Course 6B12 HIS: History of India VI: Developments since Independence (1947-2000).

**CORE COURSE 01****History of India I: Pre-historic Times to c.200 CE**

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
I	1B01 HIS	6	4	3

**Course Outcome:** Students should be able to:

- CO. 1 Recognize important primary sources for the study of ancient Indian history
- CO. 2 Identify early Indian settlements, centers of political and cultural importance
- CO. 3 Demonstrate factual and theoretical knowledge of social, economic, cultural and political transformations in early India
- CO. 4 Analyze and Explain the significance of different religious and philosophical trends in ancient India

**Unit I: Formative Phases**

Study of Sources - Paleolithic, Mesolithic, Neolithic, Chalcolithic Cultures - Forms of Subsistence – Stone Age and Megalithic Culture in South India – Harappan Culture - Settlement patterns and town planning - Agrarian base - craft production - trade networks, political organization – Indus Script - Decline of the culture.

**Unit II: Cultures in Transition**

Early Vedic phase: Pastoral economy, Social stratification, Political organizations - Later Vedic phase: Social & political changes - agricultural production - PGW culture - Vedic religious practices

**UNIT III: Emergence of States & Mauryan Kingdom**

Expansion of agrarian economy – NBPW Culture - Growth of trade and urban centers - Coins - Jainism and Buddhism - State formation: Mahajanapathas, Gana Sanghas, Magadha - Mauryan Kingdom: administrative system – Dhamma policy - Social-Formation – Decline of the Mauryas

**UNIT: IV: Social Formations in South India**

Tinai Concept – Settlements – Sangam society and polity – Chola, Chera and Pandya chiefdoms – Forms of exchange – Ports and maritime trade

**Map Study**

1. Major Pre-Historic sites of India
2. Mahajanapadas of Early India
3. Towns and Trade Centers Ancient India
4. Political Extent of Mauryan State

**Essential Readings:**

D.N. Jha, *Ancient India*

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

-----, *The Mauryas Revisited*

-----, *Asoka and the Decline of the Mauryas*

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

-----, *Aspects of Political Ideas and Institutions in Ancient India*

-----, *Material Culture and Social Formations in Ancient India*

D. D. Kosambi, *An Introduction to the Study of Indian History*

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

A S Altekar, *State and Government in Ancient India*

Bridget and Raymond Allchin : *The Rise of Civilization in India and Pakistan*

H.C. Raychaudhuri, *Political History of Ancient India*

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

Shereen Ratnagar, *Enquiries into the Political Organization of Harappan Society*

K.A. Nilakanta Sastri, *History of South India*

N. Subrahmanian, *Sangam Polity*

Noboru Karashima, (Ed), *A Concise History of South India*

M.G.S. Narayanan, "Social and Economic Structure of South India", in *Reinterpretations in South Indian History*

Rajan Gurukkal, "Forms of Production and Forces of Change in Ancient Tamil Society", *Studies in History*, vol.5, No.2. 1989.

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	15
III	15
IV	10
Map	5

**CORE COURSE 02****Cultural Transformations in Europe**

<b>Semester</b>	<b>Course Code</b>	<b>Hours Per Week</b>	<b>Credit</b>	<b>Exam. Hours</b>
<b>II</b>	<b>2B02 HIS</b>	<b>6</b>	<b>4</b>	<b>3</b>

**Course Outcomes:** students should be able to:

- CO. 1 Recognize the geographic locations of Greek and Roman states and medieval towns
- CO. 2 Understand the broad pattern of political and cultural changes in Europe before 1500 CE
- CO. 3 Discuss cultural and intellectual legacies of Greek and Roman civilizations to Modern West
- CO. 4 Evaluate cultural differences between ancient and medieval societies in Europe

**UNIT I: Ancient Greek Civilization**

Introduction to Western Civilization - Rise and growth of city states – Athenian democracy- Pericles- Persian Wars- Peloponnesian Wars -Spartan militarism – Evolution of political institutions – Legacy of Greek civilization

**UNIT II: Roman Civilization**

Rise Of Rome –Punic Wars - Roman Republic –Struggle of Orders - Principiate - Triumvirates-Julius Caesar and Augustus Caesar- Pax Romana – Legacy Of Roman Civilization

**UNIT III: Feudal Society**

Feudalism: Features - Growth - Towns and Trade-Guild System – Monasticism – Medieval Universities – Decline of Feudalism

**UNIT IV: Transition to Modern Period**

Renaissance – Humanism -literature- art – architecture - Reformation – Germany - Switzerland England - Lollard Movement- Counter Reformation- Discoveries of New Trade Routes - Shift of Economic balance from the Mediterranean to the Atlantic.

**Map Study:**

1. Greek City States
2. Centers of Medieval Universities.
3. Medieval Trade Centers on the Mediterranean coast
4. Major voyages of the 15th and 16th Centuries

**Essential Readings:**

Edward MacNall Burns, Philip Ralph, *et.al. World Civilizations: Their History and Their Culture*, Vol. A, Chapters 8,10, 14 Vol. B Chapters 18,19

M.I. Finley, *The Ancient Greeks: An Introduction of Their Life and Thought*

W.G. Forrest, *The Emergence of Athenian Democracy*

M. Cary and H.H. Scullard, *A History of Rome*

Cyril Bailey, *The Legacy of Rome*

Edward Gibbon, *Decline and Fall of the Roman Empire*

W. Ferguson Ed., *The Renaissance: Six Essays*

D. Hay Ed., *The Renaissance Debate*

B. Penrose, *Travel and Discovery in the Renaissance, 1420-1620*

R.H. Bainton, *Here I Stand: A Life of Martin Luther*

H. Hillerbrand, *The World of Reformation*

R.H. Tawney, *Religion and the Rise of Capitalism*

Meenaxi Phukan, *Rise of the Modern West*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	15
III	10
IV	15
Map	5



**CORE COURSE 03****History of India II: Polity, Society and Culture (c.200-1206)**

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
III	3B03 HIS	4	4	3

**Course Outcomes:** students should be able to:

- CO. 1 Understand factual knowledge of social and political formations
- CO. 2 Locate major centers political and cultural importance in India
- CO. 3 Explain theories of social formation and feudalism in Indian history
- CO. 4 Analyze the intellectual and cultural legacy of ancient and early Medieval India

**UNIT I: Post-Mauryan Diversions**

The Indo-Greeks - Sakas - Kushanas - The Satavahanas - Cultural confluences: Mathura, Gandhara - Amaravathi

**UNIT II: The Guptas**

Gupta State: nature & concept of state - administrative system - Idea of Indian feudalism: Land grants & feudatories - proliferation of castes - trade guilds – Decline - Cultural Legacy of the Guptas: literature, science, and technology, philosophy, education and art and architecture

**UNIT III: Emergence of Regional Polity**

Nature regional states - Feudal social formation and its debate - Vardhanas – Rajputs – Rashtrakuta - Palas & Pratiharas – Chalukyas - Pallavas - Cultural expressions, literature, art & architecture - Early Indian educational centers

**Unit IV: The Chola Kingdom**

Rise of the Chola power – Chola administration - Nadus - Local assemblies - Overseas expansion - Agrarian society - land grants - irrigation system – art and architecture – Temple centered society

**Map Study**

1. Cultural Centers under the Kushanas
2. Cultural Centers in the Chola Empire
3. Extent of Gupta State under Samudragupta
4. Extent of Harsha's Empire

**Essential Readings:**

D.N. Jha, *Ancient India*

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

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

R.S.Sharma, *Indian Feudalism*

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

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

D.N.Jha, *Feudal social foundation in Early India*

Mohammed Habib, *Politics and Society during the Early Medieval Period*

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

Mohammed Habib & K.A. Nizami, *Comprehensive History of India*

K.A. Nilakanta Sastri, *A History of South India*

-----, *The Cholas*

Y. Subbarayalu, *South India under the Cholas*

Noboru Karashima, *South Indian History and Society*

Kesavan Veluthat, *The Early Medieval in South India*

Burton Stein, *Peasant State and Society in Medieval South India*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	15
III	15
IV	10
Map	5

**CORE COURSE 04****History of Kerala I: Earliest Times to c. 1500 CE**

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
III	3B04 HIS	5	4	3

**Course Outcomes:** students should be able to:

- CO. 1 Identify sources for the study of ancient and medieval Kerala history  
 CO.2 Locate prehistoric and early historic settlements, ports, towns and political boundaries in Kerala  
 CO.3 Describe social, economic, political and cultural formations of Kerala in ancient and medieval times  
 CO.4 Produce well researched written work on any aspects of Kerala history using primary and secondary sources

**UNIT I: From Hunters to Agriculturists**

Study of Sources – Early human settlements – Iron Age - Megalithic Culture - Polity and Society of Kerala in the Sangam Period - Kerala's Maritime Contacts

**UNIT II: Emergence of New Power Structure**

Brahmin Migration to Kerala – Perumals of Mahodayapuram: Polity, Society and Economy, Trade guilds and land grants - Expansion of agriculture - Non-Brahmin settlements: Buddhists, Jains, Jews, Christians, Chinese and the Arabs

**UNIT III: The Age of Nadus**

Formation of Nadus and Swaroopams - Mamankam Festival, Revathi Pattathanam - Expansion of Agriculture - Devaswam, Brahmaswam - Emergence of village communities - Janmi System in Kerala - Temple Sankethams - Marumakkathayam ,

**UNIT IV: Advent of the Europeans**

Political context of Kerala - Portuguese, Dutch, French and English traders - Kunjali Marakkar - Impact of European Contacts in Kerala

**Map Study**

1. Important Centers of Megalithic Culture
2. Major Ports of Early Kerala
3. Important Nadus
4. Centers of European Settlements in Kerala.

**Essential Readings:**

A Sreedhara Menan , *A Survey of Kerala History*

Raghava Warriar and Rajan Gurukkal , *Kerala Charithram* vol. 1 (Mal)

-----, *Kerala Charithram* vol. 2 (Mal)

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

-----, *Reinterpretations in South Indian History*

Elamkulam Kunjan Pillai, *Studies in Kerala History*

N. Sam (Ed.), *Elamkulam Kunjanpillayude Thirenjedutha Krithikal* (Mal)

N. Subrahmanian, *Sangam Polity*

Rajan Gurukkal, “Forms of Production and Forces of Change in Ancient Tamil Society”,

*Studies in History*, vol.5, No.2. 1989.

K.N.Ganesh, *Keralathinte Innalekal*(Mal)

Kesavan Veluthat, *Brahmin Settlements in Kerala*

-----, *The Early Medieval in South India*

A.P. Ibrahimkunju, *Medieval Kerala*

P J Cheriyan (Ed.) *Perspectives on Kerala History*

P. K. Gopalakrishnan, *Keralathinte Samskarika Charithram* (Mal)

K.S. Mathew (Ed.), *Maritime Malabar and the Europeans.*

K.M. Panikkar, *Asia and Western Dominance*

**Marks including choice: 60****Maximum marks: 40**

Unit	Marks
I	15
II	15
III	15
IV	10
Map	5

## CORE COURSE 05

### History of India III: Sultanate to British Conquest (1206 -1757)

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
IV	4B05 HIS	4	4	3

**Course Outcomes:** students should be able to:

1. Understand socio-political formations in Medieval India
2. Describe the evolution of Indo-Saracenic art and architecture
3. Analyze and explain the formation of secular political values in India
4. Locate centers of cultural, political and commercial importance

#### **UNIT I: Delhi Sultanate**

Study of sources - Central Asian intrusion - Sultanate state and society: Concept of state  
Allaudin Khilji – Mohammed Bin Tughlaq – Administrative reforms - Social structure–  
Nobility - Iqta - Mukti System - Trade and urbanization - Art – Literature - Bhakti and  
Sufi Movements

#### **UNIT II: State and Society under Vijayanagara & Bhamini Kingdoms**

Nature and concept of state - Krishna Deva Raya – Nayankara system – administration –  
economy and trade - cultural expressions - Bhamini kingdom - Mohammed Gawan -  
society and political conditions

#### **UNIT III: Mughal State and Society**

Foundation of Mughal state - Sher Shah - Akbar - *Din-i-Ilahi* - Administration under  
Akbar – Mansabdari system - Peasant economy – Jagirdari - Zamindari systems - Art and  
architecture - Aurangzeb and Decline of the Mughals

#### **UNIT IV: Regional Developments**

The Marathas - Government under Shivaji – Sikhs - Rajaput States - Social Structure -  
Cultural expressions

#### **Map Study**

1. Extent of Alauddin Khilji's Empire
2. Important Centers in Vijayanagara Kingdom
3. Extent of Mughal State under Akbar
4. Major Trade Centers in Medieval India

#### **Essential Readings:**

J.L. Mehta, *Advanced Study in the History of Medieval India* 3 vols.

Satish Chandra, *History of Medieval India*

-----, *Medieval India: From Sultanat to the Mughals*, 2 vols

J.F. Richards, *The Mughal Empire*

U.N .Day, *The Mughal Administration*

Irfan Habib, *Agrarian System and the Mughal India*

Shireen Moosvi, *Economy and the Mughal Empire*

Herbans Mukhia, *Historians and Historiography during the Reign of Akbar*

Peter Jackson, *The Delhi Sultanate: Political and Military History.*

R.P. Tripathi, *Rise and Fall of the Mughal Empire*

T. Raychaudhuri and Irfan Habib (Eds.), *The Cambridge Economic History of India, 1200-1700*

S. Rizvi, *The Wonder that was India. Vol. II*

Stewart Gordon, *The Marathas, 1600-1818 (New Cambridge History of India)*

Jadunath Sarkar, *Sivaji and His Times*

Robert Sewell, *A Forgotten Empire*

K .A. N. Sastri, *A History of South India*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	15
III	15
IV	10
Map	5

**CORE COURSE 06****Ideologies and Revolutions in the Modern World**

<b>Semester</b>	<b>Course Code</b>	<b>Hours Per Week</b>	<b>Credit</b>	<b>Exam. Hours</b>
<b>IV</b>	<b>4B06 HIS</b>	<b>5</b>	<b>4</b>	<b>3</b>

**Course Outcomes:** students should be able to:

CO. 1 Understand origin, stages and results of selected revolutions in the modern world

CO. 2 Analyze and explain different interpretations of world revolutions

CO. 3 Relate the results of modern world revolutions to contemporary developments in the world

CO.4 Produce written work on ideological, humanistic and secular aspects of any of the modern world revolutions

**UNIT I: Emergence of Modern Democratic Polity**

English Revolution of 1688 – Struggle between the King and Parliament – Charles I - Civil War – Oliver Cromwell – Bill of Rights.- American War of Independence – Navigation Act, Townshend Act etc. – Continental Congress –George Washington – Thomas Jefferson – Declaration of Independence – Impact

**UNIT II: Consciousness of Liberty and Equality**

French Revolution of 1789 – Nature, cause and effects – Role of Philosophers: Voltaire, Rousseau, Montesquieu - Oath of Tennis court – Storming of Bastille – Jirondists and Jacobines – Reign of Terror – Declaration of Human Rights - Impact

**UNIT III: Russian Revolution and Spread of Socialist Ideology**

Tzarist Russia – Revolution of 1905 – Kerensky Government – Mensheviks and Bolsheviks – Lenin and Bolshevik Revolution – War Communism – NEP – Impact of Russian Revolution

**UNIT IV: Anti-Colonialism & Communist Revolution in China**

China and the Western Power – Opium War – Taiping Rebellion – Boxer Rebellion – Hundred days reform – Sun-Yat Sen and the Revolution of 1911 – Chiang Kai-shek - May 4th Movement – Chinese Communist Party – Mao Tse Tung – Long March - Communist Revolution of 1949 – People’s Republic of China.

**Essential Readings:**

Edward MacNall Burns, Philip Ralph, *et.al. World Civilizations: Their History and Their Culture*, Vol. C

William Doyle, *The French Revolution: A Very Short Introduction*

S.A. Smith, *The Russian Revolution: A Very Short Introduction*  
 Bruce Bliven Jr. *The American Revolution*  
 E. H. Carr, *The Bolshevik Revolution*  
 Immanuel Hsuisi, *Rise of Modern China*  
 H.A.L. Fisher, *History of Modern Europe*  
 Arjun Dev & Girish Misra, *Contemporary World History*  
 B.V. Rao, *History of Europe, 1450-1815*  
 R.R. Palmer, *History of Modern World*  
 C.D.M. Kettelby, *A History of Modern Times*  
 E.J. Hobsbawm, *Age of Revolution*  
 Eveline Cruickshanks, *The Glorious Revolution: British History in Perspective*  
 Albert Soboul, *Understanding the French Revolution*  
 George Rude, *The Crowd in the French Revolution*  
 John King Fair Bank, *China A New History*  
 Nicholas V. Riasanovsky, *A History of Russia Vol.2: Since 1855*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	15
III	15
IV	15



**CORE COURSE 07****History of India IV: Colonial Transformations (1757-1885)**

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
V	5B07 HIS	5	4	3

**Course Outcomes:** students should be able to:

- CO 1: Understand the concept of colonialism and its historiography in India  
 CO 2: Discuss critically the impact of colonial policies in political, social, economic and cultural life of Indians  
 CO 3: Assess the influence of social and religious reforms in the modernization of India  
 CO 4: Analyze and explain how anti-colonial movements originated in the nineteenth century  
 CO. 5 Identify major centers of commerce and anti-colonial movements

**UNIT-1: Advent of the Europeans**

Concept of colonialism – Colonialism in India – R.P. Dutt, Bipan Chandra - Stages of colonialism - Anglo-French rivalry – Carnatic Wars, Battle of Plassey and Buxar – Traders to Conquerors

**UNIT-II: Colonial Policies and Practices**

De-Industrialization – Commercialization of Agriculture - Drain of Wealth – Permanent, Ryotwari and Mahalwari Settlements – Class Relations: Zaminders, Middle Class, Peasantry – Subsidiary Alliance – Doctrine of Lapse - Introduction of Modern Education – Agencies – Charter Act of 1813 – Macaulay Minute's – Wood's Despatch

**UNIT-III: Regeneration of Indian Society**

Brahmo Samaj – Arya Samaj – Ramakrishna Mission – Theosophical Society – Iswarachandra Vidhyasagar – Prathanasamaj – YoungBengal Movement – Aligarh Movement – Wahabi Movement – Deoband Movement

**UNIT-IV: Resistance against Colonialism**

Tribal and Peasant Movements – Revolt of 1857: causes, course, nature, centers and results – Administrative Changes after 1857 – India Act of 1858

**Map Study:**

1. Trade Centers of India during the Pre-British Period
2. Early European Settlements in India
3. Important Centers of Early Resistance against the British before 1857
4. Important Sites of Encounters in the Revolt of 1857

**Essential Readings:**

Bipan Chandra, *Modern India*

-----, *Essays on Colonialism*

-----, *The Rise and Growth of Economic Nationalism in India,*

A.R. Desai, *Social Background of Indian Nationalism*

-----, (Ed.), *Peasant Struggles in India*

R.C. Dutt, *The Economic History of India under Early British Rule*

R.P. Dutt, *India Today*

Ranajit Guha, *Elementary Aspects of Peasant Insurgency in Colonial India*

Hariprasad Chatopadhyaya, *The Sepoy Mutiny: A Social Study and Analysis*

Thomas R Matcalf, *Ideologies of the Raj: (The Cambridge History of India)*

R.C. Majumdar, *British Paramountcy and the Indian Renaissance*

Dharma Kumar (Ed.), *The Cambridge Economic History of India Vol. II*

Thirthankar Roy, *Traditional Industry in the Economy of Colonial India*

Latika Chaudhary, Bishnupriya Gupta, et.al. (Eds.), *A New Economic History of Colonial India*

Shireen Moosvi, *1857: Facets of the Great Revolt*

Kenneth W. Jones, *Socio-Religious Reform Movements in British India (The New Cambridge History of India)*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	10
II	20
III	15
IV	10
Map	5

**CORE COURSE 08:****History of India V: Making of the Nation (1885-1947)**

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
V	5B08 HIS	5	4	3

**Course Outcome:** students should be able to:

- CO.1 Understand political, social and economic background of freedom struggle  
 CO.2 Specify major stages of freedom struggle and their ideological distinctions  
 CO.3 Analyze the role of nationalist movement in the making of modern India  
 CO.4 Develop an attitude of nationalism cutting across limited boundaries of religion and caste in order to resist communal forces

**UNIT I: Nationalism and Historiography**

Concept of Nationalism –Historiography of Indian Nationalism – Bipan Chandra, A.R. Desai, Tara Chand, R.P. Dutt - Anil Seal and Neo-Cambridge historiography- Subaltern studies

**UNIT II: Era of Moderate and Extremist Nationalists**

Emergence of Nationalism - Formation of Indian National congress – Moderate Phase - Its ideology, and methods - Partition of Bengal- Swadeshi Movement - Formation of Muslim League - Minto-Morley Reforms – World War I and National Movement - Home Rule League - Ghadr Party - Montague-Chelmsford Reforms.

**UNIT III: Era of Mass Nationalism**

Gandhian Era - Sathyagraha - Rowlatt Act – Khilafat and Non-co-operation Movement - Swarajist party - Gandhian methods - Constructive programmes – Simon Commission - Nehru Report - Emergence of socialist ideas –workers and peasants – Bardoli satyagraha- Trade union movement - Revolutionary movements: Bhagat Singh, Surya Sen.

**UNIT IV: Moving Towards Freedom**

Civil Disobedience Movement - Round Table conference, Poona pact - Rise of Leftism – CSP - Government of India Act of 1935 – Congress Ministries - National Movement and World War II – Cripps Mission - Quit India Movement - Subhash Chandra Bose and INA - RIN Mutiny - Rise of Communal politics and its effects - Jinnah and Two Nation Theory - Mountbatten Plan – Indian Independence - Integration of Indian states.

## Map Study

1. The Partition of Bengal
2. Important centers of Salt Sathyagraha
3. Major centers of Quit India Movement
4. Partition of India in 1947

### Essential Readings:

BipanChandra, *Modern India*

-----, *India's Struggle for Independence*

-----, *Nationalism and Colonialism in Modern India*

-----, *Communalism in Modern India*

A.R. Desai, *Social Background of Indian Nationalism*

Sumit Sarkar, *Modern India 1885 – 1947*

R.P. Dutt, *India Today*

R.C. Majumdar, *History of India's Struggle for Freedom*

Shekhar Bandyopadhyay, *From Plassey to Partition: A History of Modern India*

Anil Seal, *The Emergence of Indian Nationalism, Competition and Collaboration in the Late 19th Century*

Tara Chand, *History Freedom Movement in India*

D.N. Dhanagare, *Peasant Movements in India*

B.R. Nanda, *Mahatma Gandhi: A Biography*

Satyabrata Rai Chowdhury, *Leftist Movements in India: 1917-1947*

G.Aloysius, *Nationalism without a Nation in India*

Sanjay Joshi, *The Middle Class in Colonial India.*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	10
II	15
III	15
IV	15
Map	5

**CORE COURSE 09****History of Kerala II: Making of Modern Kerala (1500 to 1970)**

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
V	5B09 HIS	5	4	3

**Course Outcomes:** students should be able to:

- CO.1 Understand factual knowledge of modern Kerala history
- CO.2 Explain political, social, cultural, religious and intellectual factors that led to the formation of modern Kerala
- CO.3 Analyze and discern the influence of caste and communal organizations in Kerala society and politics
- CO.4 Understand the significance of secular and egalitarian values and forces in the making of the cultural identity of Kerala

**UNIT I: Colonial Transformations and Early Resistances**

Pre-colonial society and polity – Colonial interventions - Western Education – Christian Missionary contributions – Colonial Modernity – Early Anti-colonial uprisings: Attingal Revolt, Pazhassi Revolt, Velu Thampi, Kurichiya Revolt

**UNIT II: Society in Transition**

Reform Movements: Sree Narayana Guru - Life and Teachings – Chattampi Swamikal - Sahodaran Ayyappan - Mitavadi C. Krishnan – Ayyankali – Sadhu Jana Paripalana Sangam – Poyikayil Kumara Gurudevan – Pandit Karuppan - Shivayogi - Vagbhatananda – Ananda Thirthan – Vakkom Moulavi – Rise of Caste Organizations - SNDP, Nair Service Society and Yogakshema Sabha .

**UNIT III: Emergence of National Movement**

Growth of political activity in Kerala: Memorials – Malabar Rebellion — Civil Disobedience Movement – Salt Satyagraha – Temple Entry Movements - Vaikom and Guruvayur Satyagraha– Temple Entry Proclamation (1936) Quit India agitation – Peasant and Working Class Movements: Kayyur and Punnapra Vayalar - Role of Women in National movement.

**UNIT IV: Formation of Kerala State**

Aikya Kerala Movement – Communist ministry of 1957- Land Reforms – Educational Reforms – *Vimochana Samaram*

**Essential Readings**

- A. Sreedhara Menon , *A Survey of Kerala History*
- P.J. Cherian (Ed.), *Perspectives on Kerala History*
- P. Bhaskaranunny, *Pathonpatham Noottantile Keralam* (Mal)

- S. Ramachandran Nair, *Social and Cultural History of Colonial Kerala*  
P.K.K. Menon, *Freedom Movement in Kerala Vol. II*  
S.Raimon (Ed.), *Freedom Movement in Kerala Vol. III*  
E.M.S. Namboothiripad, *The National Question in Kerala*  
K.N.Panikkar, *Against Lord and State*  
K K.N.Kurup , *Modern Kerala*  
-----, *Quit India Samaravum Keralavum (Mal.)*  
-----, *Pazhassi Samara Rekhakal (Mal)*  
Joseph Tharamangalam, *Dalit Movements in South India*  
Asgar Ali Engineer, *Kerala Muslims: A Historical Perspective*  
V.V. Kunhi Krishnan, *Tenancy Legislation in Malabar (1880-1970)*  
M.K. Sanu, *Sree Narayana Guru*  
T.K. Ravindran , *Vaikom Sathyagraha and Gandhi*  
Velayudhan Panikkasseri, *Ayyankali Muthal V.T. Vare (Mal.)*  
K.P. Kesava Menon, *Kazhinja Kalam (Mal.)*  
P. Govinda Pillai, *Keralathile Samoohya Navodhana Prasthanam (Mal.)*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	10
II	20
III	20
IV	10

**CORE COURSE 10:****Method and Writing of History**

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
V	5B10 HIS	4	4	3

**Course Outcome:** students should be able to:

- CO. 1 Distinguish between primary and secondary sources
- CO. 2 Use historical and interdisciplinary methods of research and research tools
- CO. 3 Analyze and synthesize historical data collected from different sources
- CO. 4 Create reasonable arguments and interpretations with the support of documentary evidences
- CO. 5 Write well researched article on any historical events and leaders

**UNIT I : Meaning and Scope**

Definitions – Nature – scope - Use – History as a Social Science - Facts in History - Causation in history - Objectivity in historical writing

**UNIT II- Preliminary Procedure**

Meaning of research- Selection of Topic – Preparation of Synopsis – Literature Review

**UNIT III: Analytical Operations**

Data collection - Card system - Identifying Primary Sources: archival, archeological, oral sources – Heuristics and Hermeneutics – Research methodology: Interdisciplinary research

**UNIT IV: Writing and Documentation**

Synthetic operations: Grouping of facts – Generalization and Exposition- Ethics in historical research- plagiarism- Bibliography – general and select Bibliography- Footnotes - Glossary-Appendices- Index

**Essential Readings:**

- B. Sheik Ali, *History: Its Theory and Method*
- E. Sreedharan , *A Manual of Research Methodology in History*
- E. Sreedharan, *A Textbook of Historiography 500BC to AD2000*
- G. Elton, *The Practice of History*
- Marc Bloch, *The Historians Craft*
- E. H. Carr, *What is History?*
- R.G. Collingwood, *The Idea of History*
- Peter Burke (Ed), *New Perspectives in Historical Writing*
- Ronald A Ritchie, *The Oxford Handbook of Oral History*
- Arthur Marwick, *The Nature of History*

-----, *The New Nature of History*

Anthony Grafton, *The Footnote: A Curious History*

Jan Vansina, *Oral Tradition: A Study in Historical Methodology*

Louis R. Gottschalk, *Generalization in the Writing of History*

T.R. Schellenberg, *Modern Archives Principles & Techniques*, *The Society of American Archivist*,

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	15
III	15
IV	15



**CORE COURSE 11****Historiography: Perspectives & Practices**

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
V	5B11 HIS	4	4	3

**Course Outcomes:** students should be able to:

- CO: 1 Understand basic terms, concepts and categories of historiography  
 CO: 2 Describe the origin and growth of history as a branch of knowledge from ancient times  
 CO: 3 Analyze and explain ideological and methodological foundations of historical writing in ancient, medieval and modern period in world history  
 CO: 4 Discuss the relevance of interdisciplinary research and objectivity in historical writings

**UNIT I: Pre-modern Experience**

Meaning of Historiography - Greek historiography: logography – Herodotus – Thucydides – Polybius; Roman historiography: Livy – Tacitus; Medieval historiography: St. Augustine - Ibn Khaldun

**UNIT II: Influence of Renaissance**

Renaissance: Rene Descartes - Vico – Anti-Cartesianism - The Enlightenment historiography: Gibbon and Voltaire – Romanticist historiography: Carlyle and Hegel

**UNIT III: Positivism and Historical Materialism**

Ranke and Objectivity - Comte - positivism - Marx and Historical-Materialism - Toynbee

**UNIT IV: New Trends in Historiography**

Annales School: Marc Bloch - Lucien Febvre – Fernand Braudel – Structuralism: Claude Levi-Strauss - Post-Modernism: Derrida and Foucault - New Historicism: Stephen Greenblatt

**Essential Readings:**

- E. Sreedharan, *A Textbook of Historiography 500BC to AD2000*  
 R.G.Collingwood, *The Idea of History*  
 G.R. Elton, *The Practice of History*,  
 E.H. Carr, *What is History?*  
 Arthur Marwick, *New Nature of History*  
 Marc Bloch, *Historian's Craft*  
 Shashibushan Upadhyaya, *Historiography in the Modern World*  
 Vikas Bhattacharya, *An Introduction to Historiography*,  
 Keith Jenkins, *Rethinking History*

John Tosh, *Pursuit of History*

Jorma Kalela , *Making History: The Historian and the Uses of the past,*

A.L. Rowse, *The Use of History,*

Peter Burke, *The French Historical Revolution, The Annales School*

Ranajit Guha (Ed.) *Subaltern Studies: Vol-1*

Christopher Butler, *Post-Modernism: A Very Short Introduction*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	15
III	15
IV	15

**CORE COURSE 12****History of India VI: Developments since Independence (1947-2000)**

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
VI	6B12 HIS	6	5	3

**Course Outcomes:** students should be able to:

CO:1 Understand political, economic and cultural changes after independence

CO:2 Assess the role of India at global level as an active member in international organisations

CO: 3 Critically examine and explain the growth of communal forces in independent India

CO: 4 Analyse and discuss the condition of marginalised communities in independent India

**UNIT I: Foundations of Independent India**

Jawaharlal Nehru's vision - Planned Mixed Economy – Five Year Plans - Socialist pattern of society - Foreign policy – NAM - India and her neighbors -Formation of linguistic states - Educational and cultural bodies (NCERT, UGC, ICSSR, ICCR, ICHR) - Development of science and technology (Indian Atomic Energy Commission, DRDO) Lal Bahadur Sastri – War with Pakistan – Tashkent Agreement

**UNIT II: Emerging Issues**

Reforms of Indira Gandhi: Nationalisation of banks, oil companies, general insurance – Green Revolution – Cancellation of Privy Purse – Nuclear policy – Foreign Policy - Indo-Pak War of 1971 – Shimla Agreement 1972 - The J.P. Movement - Emergency - Separatist tendencies: Kashmir, Punjab, Assam - Movements of the marginalised: Women, Dalit and Tribal issues- Environmental issues: Chipko Movement, Narmada Bachao Andolan

**UNIT III: Regional Identities and Political Realignment**

Regional Parties: DMK - Akali Dal - Telugu Desam – Politics of Populism - Jayaprakash Narayan – Janatha government under Morarji Desai - Second Coming of Indira Gandhi Vision of Rajiv Gandhi- Technology Mission - SAARC - Realignment of Political Forces V.P. Singh - Mandal Commission.

**UNIT IV: Departure from Nehruvian Vision**

Narasimha Rao and A.B. Vajpayee Period – Liberalization, -privatization and globalization - Impact on Indian economy - Rise of Fundamentalism

**Essential Readings:**

Bipan Chandra, Mridula Mukerjee and Aditya Mukherjee, *India after Independence, 1947-2000*

Bipan Chandra, *In the Name of Democracy: the J.P. Movement and the Emergency*

Paul R. Brass, *The Politics of India Since Independence (The New Cambridge History of India)*

-----, *The Production of Hindu-Muslim Violence in Contemporary India*

Ramachandra Guha, *India after Gandhi: The History of the World's Largest Democracy*

Rajni A. Kapur, *Sikh Separatism: The Politics of Faith*

M. Chaudhuri, *Indian Women's Movement*

S. Gopal, *Jawaharlal Nehru: A Biography*

Bhabani Sen Gupta, *Rajiv Gandhi: A Political Study*

B.R. Nanda (Ed.), *Indian Foreign Policy: The Nehru Years*

V.P. Menon, *Integration of Indian States*

K.S. Singh (Ed.), *Tribal Movement in India 2. Vols.*

Thomas Weber, *Hugging Trees: the Story of the Chipko Movement*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	20
II	15
III	15
IV	10

**CORE COURSE 13****History of the Contemporary World (1945 -2000)**

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
VI	6B13 HIS	5	4	3

**Course Outcomes:** students should be able to:

1. Understand major political issues and events in the world since World War II.
2. Analyze international problems in the context of diverse political interests and ideological movements
3. Interpret the present political issues in relation with pertinent international events in the twentieth century
4. Develop anti-colonial and anti-racist attitude and universal citizen concept

**UNIT I: Towards a Bi-Polar World**

Impact of World War II – USA, USSR and Cold War – Truman Doctrine – Marshall Plan – Military Alliances: NATO - CENTO - Warsaw Pact - Communism in Europe - Major Crises: Vietnam, Cuba, Korea - NAM

**UNIT II: West Asian Crisis**

Establishment of Israel – Palestine - Zionism - Arab-Israel Wars - Camp David Accord - PLO - Yasser Arafat - Iran-Iraq War - Persian Gulf War - European and U.S. interventions – OPEC - The Arab League – GCC.

**UNIT III: From Bipolar to Unipolar**

Post-Cold War Era – USSR: Stalin to Breshnev – Gorbachev: Glasnost and Perestroika - Collapse of USSR - Role of USA in the new context – EEC - WTO - GATT- EU- Globalization and its Impact

**UNIT IV: Liberation Movements**

Apartheid – Anti-racist movement - Afro-Americans – Civil Rights Movement in USA – Martin Luther King Jr. – ANC and Nelson Mandela - End of Colonialism in Africa

**Essential Readings:**

William J. Duiker, *Contemporary World History*

Gerhard L. Weinber, *World War II: A Very Short Introduction*

Rober McMohan, *The Cold War: A Very Short Introduction*

Paul Wilkinson, *International Relations: A Very Short Introduction*

John Lewis Gaddis, *Cold War: A New History*

Arjun Dev and Indira Arjun Dev, *History of the World*

B.V. Rao, *History of Modern Europe*

William L. Cleveland, *A History of Modern Middle East*  
Mark Tessler, *A History of the Israeli-Palestinian Conflicts*  
Moshe Shemesh, *The Palestinian Entity: 1959-1974 Arab Political and PLO*  
Andrew Langley, *The Collapse of the Soviet Union*  
Leonard Thompson, *A History of South Africa*  
Nelson Mandela, *Long Walk to Freedom*  
Thomas F. Jackson, *From Civil Rights to Human rights. Martin Luther King Juniors, Struggle for Economic Justice.*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	15
III	15
IV	15

**CORE COURSE 14****Indian Historiography**

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
VI	6B14 HIS	5	4	3

**Course Outcomes:** students should be able to:

- CO.1 Understand the historical traditions and writings in Ancient and Medieval India  
 CO.2 Demonstrate comprehensive understanding of the origin and growth of major schools of modern Indian historiography  
 CO.3 Explain theoretical and methodological differences in historical writings  
 CO.4 Develop a critical approach in assessing the work of a historian

**UNIT I: Ancient and Medieval Historical Writings**

Concept of past in Early India - *Ithihasa-purana* tradition-Jain and Buddhist traditions  
*Harshacharitha – Mooshakavamsaka kavya - Rajatharangani* - Medieval Historiography:  
 Characteristic features - Sultanate and Mughal Writings – Barani – Abul Fazal

**UNIT II: Colonial Historiography**

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

**UNIT III: Nationalist historiography**

Features of Nationalist Historiography - K.P. Jayaswal - R.C Majumdar - K.A.N. Sastri - K.M. Panicker -

**UNIT IV: Critique of Eurocentric View**

Marxist approach to Indian History: D.D. Kosambi - R.S. Sharma - Romila Thapar - Irfan Habib- Bipan Chandra - Sumit Sarkar - Subaltern Studies - New Cambridge Historians - Modern Trends Historiography: Local history – Gender history – Environmental history

**Essential Readings:**

- B. Sheik Ali, *History Its Theory and Method*  
 E. Sreedharan, *A Textbook of Historiography 500BC to AD2000*  
 T.R.Venugopal, *History and Theory*  
 Romila Thapar, *Ancient Indian Social History: Some Interpretations*  
 -----, *The Past Before Us: Historical Traditions of Early North India*  
 C.H. Phillip (Ed.), *Historians of India. Pakistan and Ceylon*  
 R.C. Majumdar, *Historiography in Modern India*  
 S.P. Sen (Ed.), *History and Historians of Modern India*

Ranajit Guha (Ed.), *Subaltern Studies Vol .1*  
Elliot and Dowson, *Medieval Historians of India*  
Peter Hardy, *Studies in Indo-Muslim Historical Writings*  
Irfan Habib, *Essays in Indian History: Towards a Marxist Perception*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	15
III	10
IV	20



**CORE COURSE 15****PROJECT**

<b>Semester</b>	<b>Course Code</b>	<b>Hours Per Week</b>	<b>Credit</b>	<b>Exam Hours</b>
<b>VI</b>	<b>6B15 HIS</b>	<b>3</b>	<b>3</b>	<b>Submission</b>

**Course Outcomes:** students should be able to

CO.1 Learn how to select a research topic and prepare research plan/proposal

CO.2 Understand processes of data collection and research methods

CO.3 Undertake critical analysis of data and make interpretations

CO.4 Prepare a well written and authentic research work with proper references and select bibliography

**Project must be related to any topic like social, political, economic, cultural, gender, environmental themes and issues, and historiographical aspects related to the present syllabus.**

- Selection of the topic shall be in consultation with the teacher concerned.
- The Department shall arrange the supervising teacher.
- Project shall be prepared by students individually or in groups consisted of not more than five students.
- Proper style of references (either footnotes or endnotes) followed by Indian History Congress) and Select bibliography should be used
- The project report shall be around **30 pages** word processed in **12 point font (double spaced)** in **A4 size paper**.

## Project Evaluation

Evaluation of the project report will be done on the basis of Mark System. The evaluation process will have two components:

- 1) Internal Assessment by supervising teacher (10 Marks)
- 2) External Evaluation by external examiner appointed by the university (40 Marks)

### Components of Internal and External Assessment of the Project Report

<b>Internal Assessment (20% of total)</b>		<b>External Evaluation (80% of total)</b>	
<b>Components</b>	<b>% of Internal Marks</b>	<b>Components</b>	<b>% of External Marks</b>
Punctuality	20	Relevance of the topic, objectives, sources and methodology, references and bibliography	20
Data Collection	20	Quality of written presentation, data analysis, interpretations and findings	30
Scheme and style of presentation	30	Viva-voce	50
Viva-Voce	30		

**HISTORY****DISCIPLINE SPECIFIC ELECTIVE CORE COURSES**

**Any one of the following DSEC Courses can be selected in the sixth semester**

<b>Course Code</b>	<b>Course Title</b>	<b>Semester</b>	<b>Credit</b>	<b>Hours per Week</b>	<b>Exam Hours</b>
6B16 HIS-A	Gender and Society in India	VI	4	6	3
6B16 HIS-B	Environmental History of India	VI	4	6	3
6B16 HIS-C	History of Contemporary Kerala (1956-2000)	VI	4	6	3

**DISCIPLINE SPECIFIC ELECTIVE CORE 01****Gender and Society in India**

Semester	Course Code	Hours Per Week	Credit	Exam Hours
VI	6B16 HIS-A	6	4	3

**Course Outcomes:** students should be able to:

CO.1 Understand basic concepts related to gender in Indian society

CO.2 Explain central theoretical studies in gender studies

CO.3 Assess and interpret why gender discriminations and oppressions take place in India

CO.4 Develop an attitude and awareness to treat woman as equal human being and respect her rights

**UNIT I: Understanding Concepts**

Concepts of terms: Gender – Gendering - Patriarchy – Matriarchy – Matriliney – Patriliney - LGBT – Caste stratifications - status of women in family and society – traditional law books on gender

**UNIT II: Gender Studies**

Gerda Lerner – *The Creation of Patriarchy* ; Simon de Bouver – *The Second Sex* - Altekarian Paradigm — Brahmanical Patriarchy - Uma Chakravarty - Leela Dube - Ecological Feminism – Vandana Shiva

**UNIT III: Gender Issues**

Domestic Violence – Rape – Trafficking – Prostitution - Discrimination at work place and all public spheres – Segmented labor market – Disparity in education – Gender stereotyping – Problems of property rights – Position of Dalit Women

**UNIT IV: Women Public Sphere**

Women in Indian national movement – Women in social reform movement - Women in Indian politics since 1947 - Women’s movements in India

**Essential Readings:**

Simon de Bouver, *The Second Sex*

V. Geetha, *Gender*

-----, *Patriarchy*

A. S. Altekar, *The Position of Women in Hindu Civilization: From Pre- Historic Times to the Present Day*

Gerda Lerner, *The Creation of Patriarchy*

- Stephanie Coontz & Petal Henderson (Eds.), *Women's Work, Men's Property: The Origins of Gender and Class*
- Uma Chakravarti, *Gendering Caste through a Feminist Lens*
- , *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient India'*
- Vandana Shiva, *Staying Alive: Women, Ecology and Development*
- , *The Violence of Green Revolution*
- M. N. Srinivas (Ed.), *Caste: Its Twentieth Century Avatar*
- Leela Dube, *Anthropological Explorations in Gender*
- Bina Agarwal, *A Field of One's Own: Gender and Land Rights in South Asia*
- Pratiksha Baxi, *Public Secrets of Law: Rape Trials in India*
- Sharmila Rege, *Writing Caste/ Writing Gender: Reading Dalit Women's Testimonies*
- Vijaya Ramaswamy, *Walking Naked: Women, Society and Spirituality in South India*
- Sharmila Rege, "Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position", *Economic and Political Weekly*, Vol. 33, No. 44 (Oct. 31 - Nov. 6, 1998)
- Gopal guru, "Dalit women Talk Differently", *Economic and Political Weekly*, Vol. 30, No. 41/42 (Oct. 14-21, 1995)

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	15
III	15
IV	15

**DISCIPLINE SPECIFIC ELECTIVE CORE 02****Environmental History of India**

<b>Semester</b>	<b>Course Code</b>	<b>Hours Per Week</b>	<b>Credit</b>	<b>Exam Hours</b>
<b>VI</b>	<b>6B16 HIS-B</b>	<b>6</b>	<b>4</b>	<b>3</b>

**Course Outcomes:** students should be able to:

- CO.1 Understand the concept of environment and importance of environmental history  
 CO.2 Explain human interactions with environment and depletion of natural resources  
 CO.3 Assess the dynamic role of environmental movements in India  
 CO.4 Develop an attitude and awareness to protect the natural environment of the country

**UNIT I: Why Environmental History?**

Concepts of environment and ecology – Significance of environmental history - Interdisciplinary approaches in Environmental studies – UN and environment- Stockholm Declaration- Earth Summits- Climate change and protocols

**UNIT II: Pre-Colonial Mode of Resource Consumption**

Types of natural resources - Resource consumption in Pre-Colonial India: hunting - gathering- nomadic pastoral life - Agricultural expansion

**UNIT III: Colonial Encounters with Environment**

Colonial exploitation of natural resources – deforestation - ship building – Railways – Opening of plantations - Reservation of forests and Forest Acts - Plant imperialism botanical gardens - Resistance by peasants and Tribal peoples

**UNIT IV Encounters with Environment after Independence**

Human-wild life encounters - Dams – Displacement – threat to biodiversity – Green revolution - Industrialization – Types of pollution – Environmental Movements: Chipko Movement - Narmada Bachao Andolan - Silent Valley in Kerala- Plachimada issue - Sand mining and river protection groups

**Essential Readings:**

Erach Bharucha, *Textbook of Environmental Studies*

Madhav Gadgil & Ramachandra Guha, *This Fissured Land: An Ecological History of India*

-----, *Ecology and Equity*

Ramachandra Guha, *The Unquiet Woods.*

- , *Environmentalism- A Global history*  
 Samir Dasgupta, *Understanding the Global Environment*,  
 S.N. Chary, *Environmental Studies*,  
 Agrawal *et.al*, *A Textbook of Environment*,  
 Kiran B. Chhokar, *Understanding Environment*.  
 S.P. Misra, *et.al.*, *Essential Environmental Studies*.  
 Alfred W. Crosby, *Ecological Imperialism: the biological expansion of Europe*  
 Stebbing E.P *The Forest of India*, Vol. 11.  
 Sangreiya, K.P, *Forests and Forestry*,  
 Ribbentrop. B, *Forestry in British India*,  
 Vandana Shiva, *Staying Alive: Women, Ecology and Development*.  
 Donald Worster, (Ed.) *The Ends of the Earth: Perspectives of Modern Environmental History*  
 Amita Baviskar, *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*  
 S. Fernandez and Kulkarni (Ed), *Towards a New Forest Policy: Peoples Rights and Environmental Needs*.

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	15
III	15
IV	15

**DISCIPLINE SPECIFIC ELECTIVE CORE 03****History of Contemporary Kerala (1956-2000)**

<b>Semester</b>	<b>Course Code</b>	<b>Hours Per Week</b>	<b>Credit</b>	<b>Exam Hours</b>
<b>VI</b>	<b>6B16 HIS-C</b>	<b>6</b>	<b>4</b>	<b>3</b>

**Course Outcomes:** students should be able to:

CO.1 Understand political formations, educational progress and economic development of Kerala after 1956

CO.2 Analyze and explain the concept of Kerala model development

CO.3 Infer and Interpret the nature and background of resistance movements

CO.3 Critically examine impact of globalization on the people of Kerala

**UNIT-I: Political Formations**

First Elections – Communist Government under EMS - Major reforms: Education and Land Reforms - Liberation struggle - Coalition politics - Emergency - Formation of political fronts- LDF and UDF

**UNIT-II: Kerala Model of Development**

Migrations: Peasant migration to Malabar - Migration to Gulf , Europe and USA – Growth of Service Sectors - Kerala model of development - Advantages and disadvantages - Criticism of Kerala model - Stagnation of Agrarian and Industrial sectors - Working class movements - Kerala Literacy Movement – Grandhasala Prasthanam

**UNIT-III: Development and Resistances**

Silent Valley issue - Mavoor Rayons Strike - Endosulfan Problem in Kasargod - Plachimada struggle - Western Ghats - Madhav Gadgil & Kastoorirangan Reports - Social and economic realities – Tribal land alienation and Adivasi land rights questions - Muthanga Episode

**UNIT IV: Globalization Experiences**

Impact of globalization on farmers, small scale merchants, industrialists - Decline of agrarian and industrial sectors – Growth of tourism - Issues related to tourism - Cultural transition from *chayakada* to fast food centers, from *palacharaku kada* to shopping malls  
Migrants workers as labor force in Kerala



**Essential Readings:**

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

Thomas Johnson Nossiter, *Communism in Kerala: A Study in Political Adaptation*

Georges Kristoffel Lieten, *The First Communist Ministry in Kerala: 1957-59*

P. Radhakrishnan, *Peasant struggles, Land Reforms and Social Change:*

*Malabar 1836- 1982*

M. A. Oomman, *A Study of Land Reforms in Kerala*

Joshy Mathew, *Tradition Migration and Transformation: Agrarian Migration to Wayanad-a Socio-Historical Perspective 1928-2000*

K. S. Mathew, Mahavir Singh *et.al.*, *Migration in South India*

P.K.Michael Tharakan, "Dimensions and Characteristics of Migration of Farmers from Travancore to Malabar, 1930-1950", *Journal of Kerala Studies*, Vol.5, Part-2, 1978.

Leela Gulati, *In the Absence of Their Men: The Impact of Male Migration on Women*

Zachariah, K. C. and S. Irudaya Rajan, *Migration and Development The Kerala Experience*

K. C. Zachariah, K. P. Kannan and S. IrudayaRajan, *Kerala's Gulf Connection*

K. N. Ganesh, *Kerala Samooha Padanangal*

Bijoy C. R., K. Ravi Raman, "Muthanga-Real Story: Adivasi Movement to Recover Land," *Economic and Political Weekly (EPW)*, Vol. 38, No.20, 2003.

K. Ravi Raman, "Breaking New Grounds: Adivasi Land Struggle in Kerala", *Economic and Political Weekly (EPW)*, Vol. 37, No.10, 2002

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	20
II	15
III	15
IV	10

**PART B:****HISTORY COMPLEMENTARY ELECTIVE COURSES**

*For BA English, Functional English, Political Science, Economics, History, and  
Travel and Tourism Programme(s)*

**Work and Credit Distribution  
(2019 Admission Onwards)**

<b>Course Code</b>	<b>Course Title</b>	<b>Semester</b>	<b>Hrs Per Week</b>	<b>Credit</b>	<b>Exam Hours</b>
1C01 HIS	History of England I: Earliest Times to c.1600 CE	I English	6	4	3
2C02 HIS	History of England II: From 1600 to 2000 CE	II English.	6	4	3
3C03 HIS	Transformations in the Modern World	III English & Functional Eng.	6	4	3
4C04 HIS	Intellectual History of the Modern World	IV English & Functional Eng.	6	4	3
1C05 HIS	Political Revolutions in the Modern World	I Political Science	6	4	3
2C06 HIS	History of Twentieth Century World	II Political Science	6	4	3
1C07 HIS	Economic History of Modern India, 1793-1947	I Economics	6	4	3
2C08 HIS	Indian National Movement	II Economics	6	4	3
1C09 HIS/ 3C09 HIS	Tourism Studies: A Historical Perspective	I/III History	6	4	3
2C10 HIS/ 4C10 HIS	History of Tourism Development in India	II/IV History	6	4	3
3C11 HIS	Cultural Heritage of Kerala	III Travel & Tourism	6	4	3
4C12 HIS	Cultural Heritage of India	IV Travel & Tourism	6	4	3

**COURSE EVALUATION PATTERN**

<b>ASSESSMENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>
EXTERNAL	4	40
INTERNAL	1	10

**CONTINUOUS EVALUATION**

<b>COMPONENT</b>	<b>WEIGHTAGE</b>	<b>REMARKS</b>
COMPONENT 1: <b>Unit Test</b>	50%	
COMPONENT 2: <b>Assignments/ Seminar/ Viva</b>	50%	<b>Any one</b> of the three can be selected by students in each complementary course

**COMPLEMENTARY ELECTIVE 01****History of England I: Earliest Times to c.1600 CE**

<b>Semester</b>	<b>Course Code</b>	<b>Hours Per Week</b>	<b>Credit</b>	<b>Exam. Hours</b>
<b>I English</b>	<b>1C01 HIS</b>	<b>6</b>	<b>4</b>	<b>3</b>

**Course Outcomes:** students should be able to:

- CO.1 Identify geographical features and early settlements
- CO.2 Understand the evolution of social and political life in England
- CO.3 Describe the origin and growth of English language and literature
- CO.4 Analyze and explain historical background of social and cultural transitions

**UNIT I: Early History**

Geographic Features - Early Settlers – Roman conquest - Anglo-Saxons and Vikings in England - Language and Literature –Christianity in England

**UNIT –II: Medieval England**

The Norman Conquest – Feudalism - Manorial system – England under the Angevins - Henry II- Quarrel between Church and State - The Crusades and its results – The Magna Carta - Simon De Montfort – Edward I –The Hundred Years War and the results – The Black Death - Peasant revolts

**UNIT III: Medieval Life and Society**

Wars of the Roses and Results – Chivalry and Romance –Medieval church – Monastic orders – the Lollard Movement – Towns and Guilds – Medieval Universities – Medieval English Literature –Chaucer

**UNIT IV: Transition to Modern Period**

Voyages and Discoveries – Renaissance in England – Reformation in England and Scotland – Rise of middle classes –Society in Elizabethan England - Elizabethan theatre and literature - Marlowe, Ben Johnson, and William Shakespeare – Development of prose literature – Sydney and Bacon

**Essential Readings:**

G.M. Trevelyan, *English Social History*

E.H. Carter, Mears, *et.al*, *A History of Britain*

Simon Jenkins, *A Short History of England*

Kenneth O Morgan (Ed), *The Oxford History of Britain*

Winston Churchill, *A History of English-Speaking Peoples.*

Robert Bucholz and Newton Key, *Early Modern England, 1485-1714*

Emilie Amt, (Ed.), *Medieval England, 1000-1500: A Reader*

R.E. Pritchard, *Shakespeare's England: Life in Elizabethan and Jacobean Times*

A.L. Rowse, *The Elizabethan Renaissance: The Life of the Society*

Richard Bailey, *Images of English: A Cultural History of the Language*

Eric Brown, *English History, A Concise Overview of the History of England from Start to End*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	10
II	15
III	15
IV	20

**COMPLEMENTARY ELECTIVE 02****History of England II: From 1600 to 2000 CE**

<b>Semester</b>	<b>Course Code</b>	<b>Hours Per Week</b>	<b>Credit</b>	<b>Exam Hours</b>
<b>II (English)</b>	<b>2C02 HIS</b>	<b>6</b>	<b>4</b>	<b>3</b>

**Course Outcomes:** students should be able to:

- CO.1 Understand the growth of English literature in different stages
- CO.2 Explain the political and social history of modern England
- CO.3 Analyze how history of England and English literature are intertwined
- CO.4 Assess new features of new literary trends in English

**UNIT I: Stuart England**

The Struggle between the Crown and the Parliament - The Civil War - Commonwealth Government - Puritan England - Puritanism and Literature - Restoration – Glorious Revolution - Literature of the age of Dryden and Pope

**UNIT II: Neo-Classical Trends**

Neo classicism – Romantic revival – Wordsworth, Coleridge, Shelly and Keats – novels of Sir Walter Scott and Jean Austin – Impact of French revolution – Burke and Carlyle.

**UNIT III: Victorian England**

Industrial and agrarian revolutions - Factory System – Rise of Working Class – Catholic Emancipation – Oxford movement- Growth of Empire – Gladstone and Disraeli – Fiction – Charles Dickens – Thackeray - Hardy – New Criticism and prose

**UNIT IV: Twentieth Century England**

Socialist movement - Fabian philosophy and Labor Party – Enfranchisement of women – British Commonwealth – Decline of Colonialism – Colonial literature in English language – Russell, Huxley, Churchill, Toynbee, Yeats, Eliot and others - New trends in literature

**Essential Readings:**

G.M. Trevelyan, *English Social History*

E.H. Carter, Mears, *et.al*, *A History of Britain*

Simon Jenkins, *A Short History of England*

Kenneth O Morgan (Ed), *The Oxford History of Britain*

Winston Churchill, *A History of English-Speaking Peoples.*

Robert Bucholz and Newton Key, *Early Modern England, 1485-1714*

Richard Bailey, *Images of English: A Cultural History of the Language*

Davod Thomson, Jeffrey Warner, *England in the Twentieth Century*

Eric Hobsbawm, *Industry and Empire: the Birth of the Industrial Revolution*

E.P.Thompson, *The Making of the English Working Class*

Eric Brown, *English History, A Concise Overview of the History of England from Start to End*

Andrew Sanders, *The Short Oxford History of English Literature*

Ronald Carter, John McRae, *et.al.*, *The Rutledge History of Literature in English*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	15
III	15
IV	15

**COMPLEMENTARY ELECTIVE 03****Transformations in the Modern World**

<b>Semester</b>	<b>Course Code</b>	<b>Hours Per Week</b>	<b>Credit</b>	<b>Exam. Hours</b>
<b>III (Eng. &amp; Functional Eng.)</b>	<b>3C03 HIS</b>	<b>6</b>	<b>4</b>	<b>3</b>

**Course Outcomes:** students should be able to:

- CO.1 Understand political, economic and intellectual transformations in the modern world
- CO.2 Explain how modern European nation states established their colonial empires in the rest of the world
- CO.3 Analyze and describe the positive and negative effects of colonialism
- CO.4 Assess the role of anti-colonial movements in the making of democratic systems

**UNIT I: Commercial Revolution**

Nation states Europe - Geographical explorations in the 15<sup>th</sup> and 16<sup>th</sup> centuries - Growth of trade and commerce - Beginning of colonialism and imperialism in Asia and the Americas - Impact

**UNIT II: Industrial Revolution**

Rise of industries in England – Industrial capitalism - European competition – Colonialism and new phase of imperialism– Partition of Africa – Economic impact in Asian and African countries

**UNIT III: Cultural Impact of Colonialism**

English language and literature as a tool – English education in the colonial world – Colonial knowledge system – Colonial historiography – Colonial modernity

**UNIT IV: Resistance and End of Domination**

Overview of selected anti-colonial movements: American War of Independence; Indian National Congress - Gandhiji - India's Freedom Struggle; African National Congress - Nelson Mandela – Fight against Apartheid in South Africa

**Essential Readings:-**

Arjun Dev and Indira Arjun Dev, *History of the World*

Edward MacNall Burns, Philip L. Ralph, *et.al.*, *World Civilizations*, Vols. B & C

C.D.M. Kettleby, *A History of Modern Times*

Joseph Jacobs, *The Story of Geographical Discovery*



K.M. Panikkar, *Asia and Western Dominance*

E..J. Hobsbawm, *Industry and Empire: 1750 to the Present Day*

-----, *The Age of Capital*

Ashton, T.S., *The Industrial Revolution, 1760-1830*

Jacob Bronoski, *Western Intellectual Tradition*

Bernard S.Cohn, *Colonialism and Its forms of Knowledge: The British in India*

M.E. Chamberlain, *The Scramble for Africa,*

Bipan Chandra, *Modern India*

Leonard Thompson, *A History of South Africa*

Nelson Mandela, *Long Walk to Freedom*

Robert Marshall, *The American Revolution: History Brief*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	15
III	15
IV	15

**COMPLEMENTARY ELECTIVE 04****Intellectual History of the Modern World**

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
IV (Eng. & Functional Eng.)	4C04 HIS	6	4	3

**Course Outcomes:** students should be able to:

- CO.1 Demonstrate clear understanding of major intellectual traditions of the modern world
- CO.2 Explain conceptual and methodological challenges within intellectual history
- CO.3 Relate current intellectual trends to studies and researches in Social Sciences and Humanities
- CO.4 Elucidate logically how transnational intellectual contributions molded the political and cultural identity of the modern world

**UNIT I: Modern Literary Traditions**

Emergence of the Modern World - Renaissance – Humanism in art, architecture, literature and science – Enlightenment– Rationalism - Descartes – John Locke

**UNIT II: Romanticism and Positivism**

Romanticism, Rousseau, Herder – Scientific Revolution, Isaac Newton, Francis Bacon, Rise of Modern Sensibility, Charles Darwin, Positivism – Auguste Comte

**UNIT III: Idealism and Materialism**

Idealism – Hegel and Dialectics – Marx and Historical Materialism – Contribution to Philosophy and Aesthetics

**UNIT IV: Structuralism, Post-Modernism and New Historicism**

Twentieth Century developments – Saussure and Literary Theory – Levi Strauss – Structuralism in History – Social Theory – Max Weber – Emile Durkheim - Subaltern Studies – Post Modernism – New Historicism

**Essential Readings:-**

Will Durant, *Story of Civilization*

Edward MacNall Burns, Philip L. Ralph, *et.al.*, *World Civilizations*, Vols. B & C

Jeery Brotton, *The Renaissance: A Very Short Introduction*

Christopher Butler, *Post-Modernism: A Very Short Introduction*

Michael Ferber, *Romanticism: A Very Short Introduction*

Gary Gutting, *Foucault: A Very Short Introduction*

Karl Marx, *Poverty of Philosophy*

Raymond Williams, *Culture and Society, 1780-1950*

Bryan Turner, *Orientalism, Post-modernism and Globalism*

Edward Said, *Orientalism*

-----, *Culture and Imperialism*

Max Weber, *The Protestant Ethics and the Spirit of Capitalism*

Emile Durkhiem, *The Rules of Sociological Method*

John Locke, *An Essay Concerning Human Understanding*

Doug Lorimer, *Fundamentals of Historical Materialism*

Ranjit Guha (Ed), *Subaltern Studies Vol. I*

T.R. Venugopal, *History and Theory*

Donald D. Palmer, *Structuralism and Post-structuralism for Beginners*

Mark Robson, *Stephen Greenbaltt*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	15
III	15
IV	15

**COMPLEMENTARY ELECTIVE 05****Political Revolutions in the Modern World**

<b>Semester</b>	<b>Course Code</b>	<b>Hours Per Week</b>	<b>Credit</b>	<b>Exam. Hours</b>
<b>I (Pol. Science)</b>	<b>1C05 HIS</b>	<b>6</b>	<b>4</b>	<b>3</b>

**Course Outcomes:** students should be able to:

CO.1 Demonstrate clear understanding of major events in selected revolutions

CO.2 Identify and explain the central principles of revolutions

CO.3 Analyze and interpret major causes and impacts of revolutions

CO.4 Relate the results of the revolutions to contemporary political systems

**UNIT I: English Revolution**

Struggle between the King and Parliament - Civil War - Oliver Cromwell - Protectorate - Commonwealth Govt. – Revolution of 1688 - Bill of Rights

**UNIT II: American Revolution**

American War of Independence: Causes - Navigation Act, Townshend Act etc  
Continental Congress –George Washington – Thomas Jefferson – Thomas Paine -  
Declaration of Independence and war of Independence – Results of the revolution

**UNIT III: French Revolution**

Nature of French Revolution - Causes - Philosophers: Voltaire, Rousseau, Montesquieu -  
Oath of Tennis court - Jacobins and Jirondists - Reign of Terror - Declaration of Human  
Rights – Results of the revolution

**UNIT IV: Communist Revolutions**

Russian Revolution– causes – revolution of 1905 - Kerensky Government – Mensheviks  
& Bolsheviks - Bolshevik Revolution – Results –NEP – Chinese Revolution - Sun-Yat  
Sen and the Revolution of 1911 - Chinese Communist Party – Mao Tse Tung - Long  
March - Communist Revolution of 1949 – People’s Republic of China

**Essential Readings:**

Edward MacNall Burns, Philip Ralph, *et.al. World Civilizations: Their History and Their Culture*, Vol. C

William Doyle, *The French Revolution: A Very Short Introduction*

S.A. Smith, *The Russian Revolution: A Very Short Introduction*

Bruce Bliven Jr. *The American Revolution*

E. H. Carr, *The Bolshevik Revolution*

Immanuel Hsuisi, *Rise of Modern China*

John Merriman, *History of Modern Europe*

Arjun Dev & Indira Arjun Dev, *History of the World*

B.V. Rao, *History of Europe, 1450-1815*

-----, *History of Modern World*

C.D.M. Kettelby, *A History of Modern Times*

E.J. Hobsbawm, *Age of Revolution*

Eveline Cruickshanks, *The Glorious Revolution: British History in Perspective*

John King Fair Bank, *China A New History*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	15
III	15
IV	15

**COMPLEMENTARY ELECTIVE 06****History of Twentieth Century World**

<b>Semester</b>	<b>Course Code</b>	<b>Hours Per Week</b>	<b>Credit</b>	<b>Exam. Hours</b>
<b>II (Pol. Science)</b>	<b>2C06 HIS</b>	<b>6</b>	<b>4</b>	<b>3</b>

**Course Outcomes:** students should be able to:

- CO.1 Understand major events and issues in twentieth century world
- CO.2 Analyze and explain how ideological and political differences divided the world
- CO.3 Relate present day political problems to pertinent historical context
- CO.4 Develop an analytical construct to discuss global political issues

**UNIT I: World War II and Its Impact**

Rise of Fascism and Nazism - World War II - Causes and Results – Decolonization in Asia and Africa - NAM

**UNIT II: Bi-Polar World**

Emergence of Super Powers - Truman Doctrine - Marshall Plan – Cold War – Military Alliances: NATO, CENTO and Warsaw Pact - Major crises: Vietnam, Korea and Cuba

**UNIT IV: West Asian Problems**

Establishment of Israel - Arab-Israel Wars - Palestine - PLO and Yasser Arafat - Fatah - Hamas - Camp-David Accord – Iran-Iraq War- Persian Gulf War – European and US interventions

**UNIT V: Towards Unipolar World**

USA-USSR Summits - Gorbachev: Glasnost and Perestroika - Collapse of Soviet Union – Disarmament policies - WTO - European Union - Globalization

**Essential readings:**

Gerhard L. Weinberg, *World War II: A Very Short Introduction*

Manfred B. Steger, *Globalization: A Very Short Introduction*

Paul Wilkinson, *International Relations: A Very Short Introduction*

Rober McMohan, *The Cold War: A Very Short Introduction*

William J. Duiker, *Contemporary World History*

Calvocoressi Peter, *World Politics Since 1945*

Arjun Dev& Indira Arjun Dev, *History of the World*

B.V. Rao, *History of Modern World*

Norman A. Graebner, *Cold War Diplomacy: American Foreign Policy, 1945-1960*

Joseph L. Noguee, *Soviet Foreign Policy since World War II*

D.G.E.Hall, *A History of South East Asia*

Andrew Langley, *The Collapse of the Soviet Union*

William L. Cleveland, *A History of Modern Middle East*  
Mark Tessler, *A History of the Israeli-Palestinian Conflicts*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	15
III	15
IV	15

**COMPLEMENTARY ELECTIVE 07****Economic History of Modern India (1793-1947)**

<b>Semester</b>	<b>Course Code</b>	<b>Hours Per Week</b>	<b>Credit</b>	<b>Exam. Hours</b>
<b>I (Economics)</b>	<b>1C07 HIS</b>	<b>6</b>	<b>4</b>	<b>3</b>

**Course Outcomes:** students should be able to:

1. Demonstrate comprehensive understanding of colonialism and economic changes that took place under colonial rule
2. Explain the nature of industrialization in India and how it acted as impetus to national movement
3. Analyze the impact of British colonialism on Indian economy
4. Develop a critical approach to discuss the exploitative nature of colonial and capitalist economic policies

**UNIT I: Colonialism**

Concept of Colonialism – Colonialism in India – Stages of Colonialism – Traders to Conquerors: Economic impact of Carnatic wars, Battles of Plassey and Buxar – Establishment of British rule

**UNIT II: Colonial Economic Policies**

Land Revenue Policies: Permanent Settlement – Ryotwari Settlement – Mahalwari Settlement - Industrial Revolution - Deindustrialization of India - Commercialization of agriculture - Production of raw materials – Polarizations in agrarian sector – Agrarian proletariat - Railways and Indian economy – Impact of colonial economic policies

**Unit: III. Trade and Fiscal System**

Foreign trade – Internal trade -Trade policies - Direct and indirect taxes - Monetary policies – Banking and Insurance - Impact trade and fiscal policies - Drain of Wealth

**Unit: IV. Modern Indian Industries**

Nature of industrialization in India – phases before and after 1914 – Cotton, Jute Iron and Steel industries – Labor market and organizations – Problems of Indian industries under colonial rule – Consolidation of national economy and support to Indian national movement



**Essential Readings:**

Bipan Chandra, *History of Modern India*

-----, *Essays on Colonialism*

-----, *The Rise and Growth of Economic Nationalism in India*

A.R. Desai, *Social Background of Indian Nationalism*

R.C. Dutt, *Economic History of India under Early British Rule*

R.P. Dutt, *India Today*

Dadabhai Naoroji, *Poverty and Un-British Rule in India*

Shekar Bandyopadhyay, *From Plassey to Partition: A History of Modern India*,

Dharma Kumar (Ed), *Cambridge Economic History of India*, Vol. II

Thirthankar Roy, *Traditional Industry in the Economy of Colonial India*

Lotika Chaudhary, Bishnupriya Gupta, *et.al.*, (Eds.), *A New Economic History of Colonial India*

Sumit Sarkar, *Modern India 1885 – 1947*

-----, *The Swadeshi Movement in Bengal, 1903-1908*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	20
III	10
IV	15

**COMPLEMENTARY ELECTIVE 08****Indian National Movement**

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
<b>II (Economics)</b>	<b>2C08 HIS</b>	<b>6</b>	<b>4</b>	<b>3</b>

**Course Outcomes:** students should be able to:

1. To understand the background of Indian national movement
2. To create awareness on different stages and streams of Indian national Movement
3. To analyze the role of Indian National Movement in the making of modern India
4. To develop a sense of pride in India's past and to mould an ideal citizen
5. To develop a secular and national outlook among the students

**UNIT I: Understanding Nationalism**

Concept of nationalism - Writings on Indian Nationalism – Bipan Chandra, A.R. Desai, Thara Chand, R.C. Dutt, Anil Seal and Neo-Cambridge historiography- Subaltern approaches

**UNIT II: Moderate and Extremist Nationalism**

Emergence of Nationalism - Formation of Indian National congress – Moderate Phase - Stage of Extremism- Partition of Bengal- *Swadeshi* and boycott Movement - Formation of Muslim League - Minto- Morley Reforms - Ghadr Party - Home Rule League –

**UNIT III: Age of Mass Nationalism**

Gandhian Era - Satyagraha - Rowlatt Act – Khilafat and Non-co-operation Movement - Swarajist party – Gandhian methods of agitation – Simon Commission - Nehru Report – Bardoli satyagraha- Trade Union Movement - Revolutionary Movements -Bhagat Singh, Surya Sen.

**UNIT IV: Towards Freedom**

Civil Disobedience Movement - Round Table conference, Poona pact - Rise of Leftism - CSP - Government of India Act of 1935 – Congress Ministries - Cripps Mission - Quit India Movement - Subhash Chandra Bose and INA - RIN Mutiny - Rise of Communal politics and its effects - Jinnah and Two Nation Theory - Mountbatten Plan – Indian Independence

**Essential Readings:**

BipanChandra, *Modern India*

-----, *India's Struggle for Independence*

-----, *Nationalism and Colonialism in Modern India*

-----, *Communalism in Modern India*

A.R. Desai, *Social Background of Indian Nationalism*

Sumit Sarkar, *Modern India 1885 – 1947*

-----, *The Swadeshi Movement in Bengal, 1903-1908,*

R.C. Majumdar, *History of India's Struggle for Freedom*

Shekhar Bandyopadhyay, *From Plassey to Partition: A History of Modern India*

Anil Seal, *The Emergence of Indian Nationalism, Competition and Collaboration  
in the Late 19th Century*

Tara Chand, *History Freedom Movement in India*

Satyabrata Rai Chowdhury, *Leftist Movements in India: 1917-1947*

G.Aloysius, *Nationalism without a Nation in India*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	15
III	15
IV	15

**COMPLEMENTARY ELECTIVE 09****Tourism Studies: A Historical Perspective**

Semester	Course Code	Hours Per Week	Credit	Exam Hours
I or III History Main	1C09 HIS/ 3C09 HIS	6	4	3

**Course Outcomes:** students should be able to:

- CO.1 Understand tourism within global historical, cultural and economic context
- CO.2 Show empathy and respect for multicultural expressions and perspectives
- CO.3 Evaluate and expose common implications of tourism practices
- CO.4 Develop an attitude to promote environment friendly tourism

**UNIT I: Tourism in Historical Perspective**

Introduction - Definition - Scope - Origin of Tourism - Nature and characteristics of Tourism -Travel in ancient times: Greek – Roman - Asian civilizations – Travel for pleasure, commercial, religious, intellectual purposes - Early Travelers to India and Travelogues - Greeks, Chinese, Arabs and Europeans - Geographical discoveries, colonization, Industrial Revolution and trade - Rapid growth of Tourism.

**UNIT II: Development of Modern Tourism**

Different types of Tourism - Domestic Tourism - International Tourism - Social Tourism - Forms of Tourism - Rest and Relaxation Tourism - Cultural Tourism - Sporting Tourism - Medical Tourism - Seasonal Tourism - Educational Tourism - Space Tourism – Eco Tourism - Pilgrim Tourism - Adventure Tourism - Business Tourism

**UNIT III: Motivation for Travel**

Factors influencing Tourism - Pleasing weather - Scenic Attractions - Historical and cultural factors - Accessibility, Accommodation- Pilgrim centers, Museums - National Parks, Hill Stations - Diplomatic Conferences - Peter's inventory of Tourist attraction - Social significance of Travel

**UNIT IV: Impact of Tourism**

Economic - Social - Cultural Educational and Environmental impacts - Cultural impact of international Tourism on third world countries - Change in the value system - solving the problem of tourism development.

**Essential Readings:**

Vivek Sharma, *Tourism in India,1991*.

Retnadeep Singh, *Tourism Today*, Vol I ,II, III.

K.T. Usha, *The Splendor that Was India*

H.G.R.R.EWilson, *The Land And People of India*

T.D.C.Publication, *The Beautiful India-Kerala.Tamilnadu and Karnataka*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	20
II	15
III	15
IV	10

**COMPLEMENTARY ELECTIVE 10****History of Tourism Development in India**

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
II or IV History Main	2C10 HIS/ 4C10 HIS	6	4	3

**Course Outcomes:** students should be able to:

- CO.1 Understand tourism within the historical, cultural and economic context of India
- CO.2 Show empathy and respect for multicultural expressions and perspectives of India
- CO.3 Evaluate and expose common implications of tourism practices in the country
- CO.4 Prepare research projects on any aspect of tourism

**UNIT I: Geography and Tourism in India**

Geographical features of India – bio-diversity- landscape- environment- ecology- Seasons and destinations

**UNIT II: Socio-Economic Importance of Tourism**

Tourism marketing in India- Cultural heritage- diversity- natural scenic beauty - employment generation - new markets for certain goods - social aspects- sociology of tourism - social significance - educational value of tourism - Tourism policy of India - International Perceptions - challenges to Indian Tourism

**UNIT III: Centers of Tourist Attraction**

Antiquity- historical monuments- pilgrim centers- hill stations- wild life sanctuaries - beach and island resorts- festivals- crafts- folk arts- ethnic tourism- metropolitan cities

**UNIT IV: Tourist Potential of Kerala**

Geographical settings- rivers, backwaters, lagoons- historical background- social life and communal harmony- religious centers - fairs and festivals- elephant festival- boat races, Onam, Sivarathri - Malayattor - Maramon Convention - Performing arts - temple arts - Kerala dishes and home stay, house boats-handicrafts- Lakshadweep- land, people, culture –Environmental and cultural impacts of Tourism in Kerala

**Map Study**

1. Centers of Important Historical Monuments in India
2. Major Pilgrim Centers of India
3. Major Hill Stations in India
4. Major Beaches of Kerala

**Essential Readings:**

- Vivek Sharma, *Tourism in India*, 1991.  
Retnadeep Singh, *Tourism Today*, Vol I ,II, III.  
K.T. Usha, *The Splendour that Was India*

H.G.R.R.EWilson, *The Land And People of India*

T.D.C.Publication, *The Beautiful India-Kerala.Tamilnadu and Karnataka*

Ravi Bushan Kumar, *Coastal Tourism and Environment,*

Leela Shelley, *Tourism Development in India – A Study of the Hospitality Industry*

Harish Bhatt, B S Badan, *Sustainable Tourism*

M. R. Biju, *Sustainable Dimensions of Tourism Management,*

Greg Richards, *Tourism Trends: Tourism, Culture and Cultural routes*

Meena Thakur (Ed.), *Modern Trends of Tourism.*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	10
II	15
III	15
IV	15
Map	5

**COMPLEMENTARY ELECTIVE 11****Cultural Heritage of Kerala**

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
III (Travel and Tourism)	3C11 HIS	6	4	3

**Course Outcomes:** students should be able to:

CO.1 Identify and locate cultural centers of Kerala

CO.2 Describe the role of external contacts in the making of cultural fabric of the State

CO.3 Analyze the influence of economic, religious and social contexts in cultural heritage

CO.4 Develop an attitude to appreciate and respect cultural heritage

**UNIT I: Geography and Early History**

Geographical features of Kerala - origin – Edakkal caves – Megalithic monuments of Kerala – Thoppikkal – Kudakkal - Menhirs –Urn burials and Rock cut caves

**UNIT II - Commercial Interactions**

Maritime tradition - Sea ports of Kerala – Muziris – Kozhikode – Cochin – Cannanore - Spice trade - Rome – China – Arabia - western European powers

**UNIT III: Cultural and Religious Interactions**

Brahmin migration – Jainism – Buddhism – Jews –Muslims –European contacts – Centres of worship and Pilgrimage –Temples – Mosques – Synagogues - Churches – Religious practices and festivals - Art – architecture - Sculpture – Music – Theatre - Mural paintings - Handicrafts - Forts and Palaces

**UNIT IV: Cultural Traditions**

Matrilineal system – Classical art forms - Kathakali – Mohiniyattam – Kudiyattam – Kuthu - Yakshagana - Folk arts - Thullal – Thiruvathira –Mappila art forms –Tribal culture and folk tradition – Ritual art – Theyyam – Kavu – Kazhakam – poorakali - Martial arts – kalari –Traditional healing practice – Ethno medicine and Ayurveda tradition.

**Essential Readings:**

A Sreedhara Menon, *Cultural Heritage of Kerala*

-----, *Social and Cultural History of Kerala*

-----, *A Survey of Kerala History*

Gopalakrishnan P.K, *Keralathinte Samskarika Charithram* (Mal)



Vinod Kumar.K (Ed.), *Science and Society*

Sasibhoosan M.G : *Keralathile Chuvar Chithrangal*(Mal)

M.G.S. Narayanan, *Cultural Symbiosis of Kerala*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	15
III	15
IV	15

**COMPLEMENTARY ELECTIVE 12****Cultural Heritage of India**

<b>Semester</b>	<b>Course Code</b>	<b>Hours Per Week</b>	<b>Credit</b>	<b>Exam. Hours</b>
<b>IV (Travel and Tourism)</b>	<b>4C12 HIS</b>	<b>6</b>	<b>4</b>	<b>3</b>

**Course Outcomes:** students should be able to:

CO.1 Identify and locate cultural centers of India

CO.2 Understand the role of external factors in the making of the cultural fabric of India

CO.3 Develop an attitude to appreciate and respect cultural diversity of India

CO.4 Analyze the influence of religious ideas and practices in social life

**UNIT I – Ancient Indian Cultural Expressions**

Indus Valley Towns – Second Urbanization – Historical sites of Buddhism and Jainism – Edicts of Asoka - Mauryan Art – Gandhara, Mathura and Amaravathi Art - Gupta art, architecture

**UNIT II: Medieval Indian Art and Architecture**

Delhi Sultanate: Architecture - the Mughals: art, architecture – Indo-Islamic styles

**UNIT III: Regional Contributions**

Pallava, Chalukya, Rashtrakuta, Hoysala, and Chola and Vijayanagara contributions in art and architecture

**UNIT IV: Colonial Legacy**

Colonial Urbanization – Built environment – administrative buildings, rest houses, bungalows, churches, fortresses

**Essential readings:**

A L Basham, *The Wonder that was India*

....., *Cultural History*

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

Roma Chatterjee, *Indian Art and Architecture in Ancient and Medieval Period*

B.N. Goswamy, *Oxford Reading in Indian Art*

George Michell, *Badami, Aihole and Pattadakal*

Yeves Porter, *The Glory of the Sultans: Islamic Architecture in India, 1100-1880*

Sharmin Khan, *History of Islamic Architecture: Delhi Sultanate, Mughal and Provincial Period*

Peter Scriver and vikramaditya Prakash, *Colonial Modernities: Building, Dwelling and Architecture in British India and Ceylon*

Barbara Groseclose, *British Sculpture and the Company Raj: Church Monuments and Public Statuary in Madras, Calcutta, and Bomaby*

**Marks including choice: 60**

**Maximum marks: 40**

Unit	Marks
I	15
II	15
III	15
IV	15

**PART C:****HISTORY GENERIC ELECTIVE COURSES****Work and Credit Distribution  
(2019 Admission Onwards)**

Each Department shall Offer Five Generic Elective Courses at a Time (Transaction through Guidance Mode) Students of Other Departments can Choose Any One of the Generic Elective Courses. All Departments (whether It is a Core Department or Complementary Department can Offer the Course in Semester V)

Course Code	Course Title	Semester	Hours Per Week	Credit	Exam Hours
5D01 HIS	Social Reform Movements in Kerala	V	2	2	2
5D02 HIS	India's Struggle for Freedom	V	2	2	2
5D03 HIS	Cultural Heritage of North Malabar	V	2	2	2
5D 04 HIS	Gender in Indian History	V	2	2	2
5D05 HIS	History of Human Rights	V	2	2	2

**COURSE EVALUATION PATTERN**

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	4	20
INTERNAL	1	05

**CONTINUOUS EVALUATION**

COMPONENT	WEIGHTAGE	REMARKS
COMPONENT 1 <b>Unit Test</b>	50%	
COMPONENT 2 <b>Assignments/ Seminar/ Viva</b>	50%	<b>Any one</b> of the three can be selected by students in Generic Elective course

**GENERIC ELECTIVE COURSE 01****Social Reform Movements in Kerala**

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
V	5D01 HIS	2	2	2

**Course Outcomes:** students should be able to:

1. Understand the role of Western education, missionary activities and indigenous reform movements in the making of modern Kerala
2. Evaluate the ideas, programmes and tactics of social reformers
3. Promote critical thinking about various social and religious issues in Kerala
4. Analyze and explain secular foundations of Kerala society

**UNIT I: Reflections of Westernization**

Concept of Colonial Modernity - Introduction of English education – Missionary Contributions -

**UNIT II: Kerala Renaissance**

Sree Narayana Guru - Chattampi Swamikal- Ayyankali - Vakkom Abdul Khader Moulavi- Vagbhadanandan- Brahmananda Sivayogi - Ananda Teerthan - V.T.Bhatathirpad - Sahodaran Ayyapan - C. Krishnan- Growth of caste organizations: SNDP, NSS, Yogashema Sabha

**UNIT III: Reform Movements and their Impact**

Agitations against untouchability: Vaikom and Guruvayoor Stayagrahas - Temple entry proclamation - Impact of the reform movements - New trends in literature - Vallathol- Uloor-Kumaran Asan-

**Essential Readings:**

A Sreedhara Menon, *Survey of Kerala History*

-----, *Kerala History and its Makers*

P. Govinda Pillai, *Keralathile Samuhiya Navodhana Prasthanam*

M.K.Sanoo, *Sree Narayana guru*

P.K.Velayudhan, *SNDP YOGAM charitam*

T.K.Ravindran , *Asan and social revolutions in Kerala*

-----, *Vaikom Satyagraha and Gandhi*

P.J. Cherian, *Perspectives on Kerala History*

P.Govinda Pillai, *Keralathile samuhya Navodhana Prasthanam*

P K. Gopalakrishnan, *Keralathinte samskarika Charithram*

EMS Namboothiripad, *Keralacharithram Marxist Veekshanathil*

PK Balakrishnan, *Jathivyavasthayum Keralacharithravum*

**Marks including choice: 30**

**Maximum marks: 20**

Unit	Marks
I	6
II	12
III	12

**GENERIC ELECTIVE COURSE 02****India's Struggle for Freedom**

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
V	5D02 HIS	2	2	2

**Course Outcomes:** students should be able to

1. Demonstrate factual and theoretical knowledge of India's freedom struggle
2. Understand diverse perspectives of the leaders of freedom struggle
3. Analyze communal politics and its impact on Indian society
4. Interpret the role of national movement in the making of modern India

**UNIT I: Towards Organized National Movement**

Formation of Indian National Congress- Moderate phase of National Movement - Rise of Extremism- Partition of Bengal – Swadeshi Movement – Formation of Muslim League - Home Rule League – Lucknow Pact

**UNIT II: Emergence of New Leadership**

Champaran Sathyagraha - Rowlatt Act - Khilafat and Non-Cooperation Movement - Swarajist Party, Gandhian Method of Agitation - Simon Commission - Nehru Report- Formation of HSRA – Bhगत Singh -

**UNIT III: Towards Independence**

Civil Disobedience Movement - Round Table Conferences - Rise of Leftism in Congress Cripps Mission - Quit India Movement - Subhash Chandra Bose and INA - RIN Mutiny - Jinnah and Two Nation Theory – Cabinet Mission - Mountbatten Plan - Independence.

**Essential Readings:**

Bipan Chandra, *India's Struggle for Independence*

-----, *Modern India*

-----, *Nationalism and Colonialism in Modern India*

A.R. Desai, *Social Background of Indian Nationalism*

Sumit Sarkar, *Modern India 1885- 1947*

R.C, Majumdar, *History of Freedom Movement in India*

Jawaharlal Nehru, *Discovery of India*

**Marks including choice: 30**

**Maximum marks: 20**

Unit	Marks
I	10
II	10
III	10

**GENERIC ELECTIVE COURSE 03**  
**Cultural Heritage of North Malabar**

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
V	5D03 HIS	2	2	2

**Course Outcomes:** students should be able to:

1. Identify prominent historical regions in North Malabar
2. Understand cultural formations and identities of North Malabar
3. Analyze how external factors determine the internal dynamics of the region
4. Develop an understanding that pluralistic cultural and religious characteristics of North Malabar should be treated as model for nation building

**Module I: Regional Powers in North Malabar**

Concept of region in History - Ezhimala - Kolathunadu - Allada Swaroopam - Kottayam - Kurumbranadu, Ali Raja - Ikkeri Nayaks-Mysorean Invasion - Establishment of British Rule

**Module II: External Contacts**

Brahmin Migration – Jainism and Buddhism - Jews, Muslims- Europeans - Cultural Interactions – Exchange of ideas and skills: navigation, shipbuilding, architectural contributions – Urbanization and built environment

**Module -III: Cultural Features**

Matrilineal system - Tharavad - Position of Women - Kalari, Poorakali, Mappilla art forms, Tribal culture and folk Traditions - Theyyam - Kavus, Kazhakam- linguistic traditions - Architectural Features

**Essential Readings:**

Kurup K K N, *Aryan and Dravidian Elements in Malabar Folklore*

William Logan, *Malabar Manual*

Chirakkal T Balakrishnan Nair, *Thirenjedutha prabanthangal*

Kumaran M. P., *Kolathu Pazhama*

M. V. Vishnu Namboothiri, *Malabarile thottam pattukal*

Innes & Ivans, *Malabar District Gazatteer*

Balan.c (Ed.), *Kasargod charitravum Samoohavum*

Mohandas P. (Ed.), *Kannur Kalathiloode*

**Marks including choice: 30**

**Maximum marks: 20**

Unit	Marks
I	10
II	10
III	10

**GENERIC ELECTIVE COURSE 04**  
**Gender in Indian History**

Semester	Course Code	Hours Per Week	Credit	Exam. Hours
V	5D04 HIS	2	2	2

**Course Outcomes:** students should be able to:

1. Understand conceptual aspects of gender issues in a male dominated society
2. Demonstrate gender related problems and discriminations against women in Indian society
3. Analyze and explain why discriminations and violence against women take place in India
4. Generate an understanding that women should be treated on an equal position with men, with equal considerations at home and public sphere

**UNIT I: Concepts and Structures**

Concepts of Gender, Patriarchy, Matriarchy, LGBT – Caste - Women in family and society  
Traditional law books on gender

**UNIT II: Women in Public Sphere**

Women in Indian national movement – Women in Indian politics since 1947 - Social Reform Movement – Modern Education and Empowerment – Women’s movements

**UNIT III: Right for Equality**

Current issues and problems of women: property rights: constitutional and religious directives - violence against women –issues of employment, health, education - Access to resources

**Essential Readings:**

V. Geetha, *Gender*

-----, *Patriarchy*

Kamla Bhasin, *Understanding Gender*

Uma Chakravarti, *Gendering Caste through a Feminist Lens*

Nivedita Menon, *Gender and Politics in India*

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

Usha Sharma, *Women Education in Modern India*

Charu Gupta (Ed.) *Gendering Colonial India: Reforms, Print, Caste and Communalism.*

Geraldine Forbes, *Women in Modern India*

Raj Kumar, *Women in Politics*

**Marks including choice: 30**

**Maximum marks: 20**

Unit	Marks
I	10
II	10
III	10



**GENERIC ELECTIVE COURSE 05****History of Human Rights**

<b>Semester</b>	<b>Course Code</b>	<b>Hours Per Week</b>	<b>Credit</b>	<b>Exam. Hours</b>
<b>V</b>	<b>5D05 HIS</b>	<b>2</b>	<b>2</b>	<b>2</b>

**Course Outcomes:** students should be able to:

- CO1. Understand the historical evolution of the ideas and practice of human rights at transnational levels
- CO2. Demonstrate ability to critically reflect on the principles and practice of human rights
- CO3. Analyze, explain and respond to human right violations in the living surroundings of the learner
- CO4. Develop an attitude to respect basic rights of other people, hence to become a universal citizen

**UNIT I: Origins of Human Rights**

Concept of Human Rights – Magna Carta – The Bill of Rights, 1689 – John Locke’s Second Treatise of Government, 1690 – The Social Contract, 1762– United States Declaration of Independence, 1776– Declaration of the Rights of Man and of the Citizen, 1789 – Thomas Paine and The Rights of Man, 1791–Rights of Woman, 1792 -

**UNIT II: Human Right Declarations in the Twentieth Century**

Impact of World Wars - League of Nations – League Covenant 2 - H G Wells and the Rights of Man, 1940— Charter of the United Nations, 1945-- The Universal Declaration of Human Rights, 1948 – UN Human Rights Commission - Civil Rights Movement by Martin Luther King’s – Fight against Apartheid by Nelson Mandela - Role of Amnesty International and Human Rights Watch

**UNIT III: Human Right Violations**

Genocide – Racism – Slavery– Apartheid—Torture- Rejection of Right to food, education, health, house, work – Human Trafficking –Death penalty- Legal restrictions on freedom of expression and political rights – Suppression, killing and displacement for political, religious and cultural differences - Gender discriminations – Abuse of children – Human rights issues in India : Dalit and minority discriminations - Sikh massacre in Delhi – Gujarat Carnage - Developmental projects and displacement of *Adivasis*

**Essential Readings:**

Andrew Clapham, *Human Rights: A Very short introduction*

Andrew Fagan, *Human Rights: Confronting Myths and Misunderstandings*

-----, *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*

A.R. Desai (Ed.), *Violations of Democratic Rights in India*

Teesta Setalvad, *Gujarat: Behind the Mirage*

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*

Asghar Ali Engineer (Ed.), *The Gujarat Carnage*

Uma Chakravarti, Nandita Haksar, *The Delhi Riots: Three Days in the Life of a Nation*

Deepti Priya Mehrotra, *Burning Bright: Irom Sharmila and the Struggle for Peace*

**Marks including choice: 30**

**Maximum marks: 20**

Unit	Marks
I	10
II	10
III	10

**PART D**

**Pattern of Questions for  
Core Courses with and without map questions,  
Discipline Specific Elective Core  
Complementary Elective and  
Generic Elective Courses**

**Pattern of Question Paper for Core Course (with Map Study)**

---- Semester BA Degree (CBCSS – Reg./Supple./Improv.) Examination, Month,  
Year

**(2019 Admission onwards)  
CORE COURSE IN HISTORY**

Corse Code ---: Title ---

Time: 3 Hours

Max. Marks: 40

*Answers may be written either in English or in Malayalam*

**PART A: Short Notes**

Write short notes on the following eight topics in around 30 words.

Each question carries 1 mark

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

(8x1=8)

**PART B: Short Essay**

Answer **any five** out of eight questions in around 200 words.

Each question carries 3 marks

- 9.
- 10.
- 11.
- 12.
- 13.
- 14.
- 15.
- 16.

(5x3=15)

**PART C: Map Illustration**

- 17.

(1x5=5)

**PART D: Essay**

Answer **any two** out of four questions in around 400 words. Each question carries 6 marks

- 18.
- 19.
- 20.
- 21.

(2x6=12)

**Pattern of Question Paper for Core Course (without Map Study)**

---- Semester BA Degree (CBCSS – Reg./Supple./Improv.) Examination, Month,  
Year

**(2019 Admission onwards)**  
**CORE COURSE IN HISTORY**

Corse Code ---: Title ---

Time: 3 Hours

Max. Marks: 40

*Answers may be written either in English or in Malayalam*

**PART A: Short Notes**

Write short notes on the following ten topics in around 30 words.

Each question carries 1 mark

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

(10x1=10)

**PART B: Short Essay**

Answer **any six** out of nine questions in around 200 words. Each question carries 3 marks

- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.

(6x3=18)

**PART C: Essay**

Answer **any two** out of four questions in around 400 words. Each question carries 6 marks

- 20.
- 21.
- 22.
- 23.

(2x6=12)

**Pattern of Question Paper for Discipline Specific Elective Course**

VI Semester BA Degree (CBCSS – Reg./Supple./Improv.) Examination, Month, Year  
(2019 Admission onwards)

**DISCIPLINE SPECIFIC ELECTIVE CORE COURSE IN HISTORY**

Corse Code ---: Title ---

Time: 3 Hours

Max. Marks: 40

*Answers may be written either in English or in Malayalam*

**PART A: Short Notes**

Write short notes on the following ten topics in around 30 words.

Each question carries 1 mark

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

(10x1=10)

**PART B: Short Essay**

Answer **any six** out of nine questions in around 200 words. Each question carries 3 marks

- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.

(6x3=18)

**PART C: Essay**

Answer **any two** out of four questions in around 400 words. Each question carries 6 marks

- 20.
- 21.
- 22.
- 23.

(2x6=12)

**Pattern of Question Paper for Complementary Elective Course**

---- Semester BA Degree (CBCSS – Reg./Supple./Improv) Examination, Month, Year  
(2019 Admission onwards)

**COMPLEMENTARY ELECTIVE COURSE IN HISTORY**

Corse Code ---: Title ---

Time: 3 Hours

Max. Marks: 40

*Answers may be written either in English or in Malayalam*

**PART A: Short Notes**

Write short notes on the following ten topics in around 30 words.

Each question carries 1 mark

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

(10x1=10)

**PART B: Short Essay**

Answer **any six** out of nine questions in around 200 words. Each question carries 3 marks

- 11.
- 12.
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.

(6x3=18)

**PART C: Essay**

Answer **any two** out of four questions in around 400 words. Each question carries 6 marks

- 20.
- 21.
- 22.
- 23.

(2x6=12)

**Pattern of Question Paper for Generic Elective Course**

---- Semester BA Degree (CBCSS – Reg./Supple./Improv) Examination, Month,  
Year

(2019 Admission onwards)

**GENERIC ELECTIVE COURSE IN HISTORY**

Corse Code ----: Title ----

Time: 2 Hours

Max. Marks: 20

*Answers may be written either in English or in Malayalam*

**PART A: Short Notes**

Write short notes on **any five** out of six topics in around 30 words.

Each question carries 1 mark

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

(5x1=5)

**PART B: Short Essay**

Answer **any three** out of four questions in around 200 words.

Each question carries 3 marks

- 7.
- 8.
- 9.
- 10.

(3x3=9)

**PART C: Essay**

Answer **any one** out of two questions in around 400 words. Each question carries 6 marks

- 11.
- 12.

(1x6=6)



**HISTORY**  
**MODEL QUESTION PAPERS FOR**  
**I & II SEMESTER CORE COURSES AND**  
**I SEMESTER COMPLEMENTARY ELECTIVE COURSES ONLY**

**KANNUR UNIVERSITY  
MODEL QUESTION PAPER**

**First Semester BA Degree (CBCSS – Reg./Supple./Improv.) Examination,  
Month, Year  
(2019 Admission onwards)**

**CORE COURSE IN HISTORY  
1B01 HIS: HISTORY OF INDIA I: PRE-HISTORIC TIMES TO C. 200 CE**

Time: 3 Hours

Max. Marks: 40

*Answers may be written either in English or in Malayalam*

**PART A: Short Notes**

Write short notes on the following eight topics in around 30 words.

Each one carries 1 mark

1. Mesolithic culture
2. Indus script
3. Kalibangan
4. PGW
5. Gana Sanghas
6. PGW
7. Muventer
8. Kosambi

(8x1=8)

**PART B: Short Essay**

Answer **any five** out of eight questions in around 200 words. Each question carries 3 marks

9. Describe the significance of Neolithic revolution
10. Explain craft production and trade in Indus Valley civilization
11. Discuss political organizations in Early Vedic period
12. Examine material milieu of the rise of Buddhism
13. Theories about the decline of Harappan Culture
14. Evaluate the relevance of Dhamma Policy
15. Describe the nature of Sangam polity
16. Ports and maritime trade in ancient Tamilakam

(5x3=15)

**PART C: Map Illustration**

17. Mark the following places on the outline map provided  
a) Pataliputra, b) Rajagriha, c) Sravasti, d) Taxila e) Muziris

(1x5=5)

**PART D: Essay**

Answer **any two** out of four questions in around 400 words. Each question carries 6 marks

18. Discuss the similarities and differences between urban planning in Harappa and Lothal
19. Examine the characteristics of Later Vedic society and economy
20. Critically examine the nature and functioning of Mauryan government
21. Explain Tinai concept and socio-economic divisions

(2x6=12)

**KANNUR UNIVERSITY  
MODEL QUESTION PAPER**

**Second Semester BA Degree (CBCSS – Reg./Supple./Improv.) Examination,  
Month, Year  
(2019 Admission onwards)**

**CORE COURSE IN HISTORY  
2B02 HIS: CULTURAL TRANSFORMATIONS IN EUROPE**

Time: 3 Hours

Max. Marks: 40

*Answers may be written either in English or in Malayalam*

**PART A: Short Notes**

Write short notes on the following eight topics in around 30 words.  
Each one carries 1 mark

1. Corinth
2. Punic Wars
3. Christopher Columbus
4. Medieval guilds
- 5 Calvin
6. John Wycliffe
7. Index
8. Bologna

(8x1=8)

**PART B: Short Essay**

Answer **any five** out of eight questions in around 200 words.  
Each question carries 3 marks

9. Explain the features of Athenian democracy
10. Describe Spartan militarism
11. Explain the struggle of orders
12. Examine role of Augustus Caesar
13. Describe the features of Feudalism
14. Discuss the rise of medieval universities
15. Give an account of Renaissance art
16. Historical importance of the fall of Constantinople

(5x3=15)

**PART C: Map Illustration**

17. Mark the major routes of oceanic voyages in the 15<sup>th</sup> and 16<sup>th</sup> centuries on the map provided (1x5=5)

**PART D: Essay**

Answer **any two** out of four questions in around 400 words.  
Each question carries 6 marks

18. Discuss the legacy of Greek civilization
19. Examine the political contributions of Roman civilization
20. Explain the significance of Renaissance in the making of modern Europe
21. Analyze the causes of Reformation movement in Germany

(2x6=12)

**KANNUR UNIVERSITY  
MODEL QUESTION PAPER**

**First Semester BA Degree (CBCSS – Reg./Supple./Improv) Examination,  
Month, Year  
(2019 Admission onwards)**

**COMPLEMENTARY ELECTIVE COURSE IN HISTORY**

**1CO1 HIS: HISTORY OF ENGLAND I: EARLIEST TIMES TO C.1600 CE**

Time: 3 Hours

Max. Marks: 40

*Answers may be written either in English or in Malayalam*

**PART A: Short Notes**

Write short notes on the following ten topics in around 30 words.

Each question carries 1 mark

1. Julius Caesar
2. King Alfred
3. Thomas Becket
4. The Vikings
5. Medieval Universities
- 6 Benedictines
7. Guild system
8. John Knox
9. *The Theatre*
10. Divine Right of Kings

(10x1=10)

**PART B: Short Essay**

Answer **any six** out of nine questions in around 200 words. Each question carries 3 marks

11. Explain Roman conquest
12. What were the results of Crusades in England?
13. Examine the significance of Magna Carta
14. Impact of Black Death in England
15. Monastic Orders
16. The Lollard Movement
17. Discuss the nature of Reformation in England
18. Voyages of discovery to America
19. English middle class

(6x3=18)

**PART C: Essay**

Answer **any two** out of four questions in around 400 words. Each question carries 6 marks

20. Describe the origin and features Feudalism in medieval England
21. Give an account of medieval English literature
22. Discuss the impact of Renaissance in England
23. Explain English social life in Elizabethan England

(2x6=12)

**KANNUR UNIVERSITY  
MODEL QUESTION PAPER**

**First Semester BA Degree (CBCSS – Reg./Supple./Improv) Examination,  
Month, Year  
(2019 Admission onwards)**

**COMPLEMENTARY ELECTIVE COURSE IN HISTORY**

**1CO5 HIS: POLITICAL REVOLUTIONS IN THE MODERN WORLD**

Time: 3 Hours

Max. Marks: 40

*Answers may be written either in English or in Malayalam*

**PART A: Short Notes**

Write short notes on the following ten topics in around 30 words.

Each question carries 1 mark

1. Bill of Rights
2. Continental Congress
3. George Washington
4. Voltiare
- 5 Jirondists
6. Mensheviks
7. NEP
8. *The Capital*
9. Long March
10. Socialism

(10x1=10)

**PART B: Short Essay**

Answer **any six** out of nine questions in around 200 words. Each question carries 3 marks

11. The political significance of the Revolution of 1688
12. Explain the international impact of French Revolution
13. Commonwealth government in England
14. Tennis Court Oath
15. Explain the revolution of 1905 in Russia
16. Discuss characteristics of Communist Revolution under Mao Tse Tung
17. Thomas Paine
18. Describe the Reign of Terror
19. Explain the Revolution of 1911

(6x3=18)

**PART C: Essay**

Answer **any two** out of four questions in around 400 words. Each question carries 6 marks

20. Describe the struggle between king and parliament in England
21. Discuss the causes of American Revolution
22. Examine the causes and nature of French Revolution
23. Give an account of Bolshevik Revolution

(2x6=12)

**KANNUR UNIVERSITY  
MODEL QUESTION PAPER**

**First Semester BA Degree (CBCSS – Reg./Supple./Improv) Examination,  
Month, Year  
(2019 Admission onwards)  
COMPLEMENTARY ELECTIVE COURSE IN HISTORY**

**1CO7 HIS: ECONOMIC HISTORY OF MODERN INDIA (1793-1947)**

Time: 3 Hours

Max. Marks: 40

*Answers may be written either in English or in Malayalam*

**PART A: Short Notes**

Write short notes on the following ten topics in around 30 words.

Each question carries 1 mark

1. English East India Company
2. Francois Dupleix
3. Robert Clive
4. Battle of Plassey
5. Lord Cornwallis
6. The Imperial Bank of India
7. Indian National Congress
8. FICCI
9. AITUC
10. *Poverty and Un-British Rule in India* (10x1=10)

**PART B: Short Essay**

Answer **any six** out of nine questions in around 200 words. Each question carries 3 marks

11. Discuss the deindustrialization of India
12. Examine the role of railways in the economic exploitation of India
13. Critically evaluate the Permanent settlement
14. Explain various constituents of Drain of Wealth
15. Assess the colonial policies for foreign trade
16. Indirect Taxes under colonial rule
17. Banking under British Raj
18. Discuss the problems of Indian capitalists under colonial rule
19. Labour organizations in colonial India (6x3=18)

**PART C: Essay**

Answer **any two** out of four questions in around 400 words. Each question carries 6 marks

20. Describe the concept and stages of colonialism in Indian context
21. Examine the impact of colonial economic policies on India agriculture
22. Analyze the nature of industrialization in India before and after 1914
23. Give a critical account of British political interventions in Bengal (2x6=12)

**KANNUR UNIVERSITY  
MODEL QUESTION PAPER**

**First Semester BA Degree (CBCSS – Reg./Supple./Improv) Examination,  
Month, Year**

**(2019 Admission onwards)**

**COMPLEMENTARY ELECTIVE COURSE IN HISTORY**

**1CO9 HIS: TOURISM STUDIES: A HISTORICAL PERSPECTIVE**

Time: 3 Hours

Max. Marks: 40

*Answers may be written either in English or in Malayalam*

**PART A: Short Notes**

Write short notes on the following ten topics in around 30 words.

Each question carries 1 mark

1. Define tourism
2. Ibn Battuta
3. Magellan
4. Thanjavur
5. Disneyland Park
6. Yumthang Valley
7. Sport tourism
8. Social tourism
9. Beach tourism
10. Thomas Cook

(10x1=10)

**PART B: Short Essay**

Answer **any six** out of nine questions in around 200 words. Each question carries 3 marks

11. Discuss the role of geographical discoveries in producing new knowledge
12. Describe cultural tourism in a country, giving example
13. Critically evaluate environmental impact of tourism in developing countries
14. What is medical tourism?
15. Assess the role of hill stations as tourist centers
16. Discuss different social issues that arise in tourist centers
17. How did industrial revolution and trade changed the nature of travelling
18. Examine the role of government in the development tourism industry
19. Describe travelling in the Roman Empire

(6x3=18)

**PART C: Essay**

Answer **any two** out of four questions in around 400 words. Each question carries 6 marks

20. Explain the origin, nature and characteristics of tourism
21. Assess the contribution of foreign travellers to India to promote tourism perspectives
22. Analyze the significance of eco-tourism nowadays
23. Give an account of different factors that encourage tourism industry in a country

(2x6=12)