


KANNUR UNIVERSITY

(Abstract)

New Generation Courses in Affiliated Colleges- B.A. Social Sciences - Optional History Programme - Scheme and Syllabus of Core and Generic Elective Courses under CBCSS-OBE - with effect from 2020- 21 admission - implemented - Orders issued.

ACADEMIC BRANCH

Acad/C1/3001/2021

Dated: 02.02.2021

- Read:-1. G.O.(Ms)No.389/2020/HEDN dated 05.11.2020
2. Minutes of the meeting of the Syndicate held on 17.11.2020,vide item No.2020.550
3. U.O. No.Acad.A3/389/NEW COURSES/2020-21, dated 23.12.2020.
4. U.O. No.Acad/C2/429/2017/Vol II dated 03.06.2019
5. Minutes of the meeting of Curriculum Syllabus Monitoring Committee held on 20.11.2020
6. U.O. No.Acad/C2/2408/2020, dated 27.11.2020
7. Syllabus submitted by Convenor Expert Committee dated, 08.01.2021

ORDER

1. As per paper read (1) above, sanction was accorded by the Government to start New Generation UG/PG Courses in 15 Govt. and Aided Colleges under Kannur University, during the academic year 2020-21.

2. The meeting of the Syndicate as per paper read (2) above resolved to start the newly sanctioned UG & PG Programmes in Govt./Aided Colleges/University Departments from the academic year 2020-21.

3. Accordingly, provisional affiliation was granted for conducting the New Generation Course B.A.Social Sciences- Optional History programme at BEJA Model College of Arts and Science, Kasargod in the academic year 2020-21, as per paper read (3).

4. Further, the Curriculum Syllabus Monitoring Committee, as per paper read (5) above, resolved to follow the existing regulation for UG Programmes in affiliated colleges under CBCSS (OBE-Outcome Based Education System) implemented w.e.f 2019 admission as per read (4), for the New Generation Courses also. An Expert committee was constituted for preparing the draft Curriculum, Syllabus of New Generation Courses, by conducting two days workshop,as per paper read (6).

5. Accordingly, the Scheme and Syllabus of B.A.Social Sciences- Optional History programme prepared by the Expert Committee was submitted by the Convenor of Curriculum Syllabus Monitoring Committee, for implementation w.e.f 2020 admission at BEJA Model College of Arts and Science, Kasargod.

6. The Vice Chancellor after considering the matter in detail and in exercise of the powers of the Academic Council conferred under section 11 (1) Chapter III of Kannur University Act 1996 accorded sanction to implement the Scheme and Syllabus of Core and Generic Elective Courses of B.A.Social Sciences- Optional History programme under CBCSS, at BEJA Model College of Arts and Science, Kasargod., with effect from 2020-21 admission, subject to reporting to the Academic council.

7. The Scheme, Syllabus and Model Question Papers of B.A.Social Sciences- Optional History programme are uploaded in the University website. (www.kannuruniversity.ac.in)

Orders are issued accordingly.

Sd/-

BALACHANDRAN V K

DEPUTY REGISTRAR (ACAD)

For REGISTRAR

To: The Principal, BEJA Model College of Arts and Science

- Copy To: 1. The Examination Branch (through PA to CE)
2. EXCI
3. DR/AR-1, Academic
4. The Computer Programmer (for uploading in the website)

5. SF/DF/FC

Forwarded / By Order

Shabir
SECTION OFFICER



Appendix to U.O.No.Acad/C1/3001/2021 dated 02.02.2021



Kannur University

SYLLABUS FOR BA SOCIAL SCIENCES – OPTIONAL HISTORY

CHOICE BASED CREDIT AND SEMESTER SYSTEM

2020-21 ADMISSION

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 wellinformed 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.

BA SOCIAL SCIENCES – OPTIONAL 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 the importance f and conceptual aspects of Social Science in the contemporary 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

Expert Committee

- 1) Dr.Girish Vishnu Namboodiri (Convenor)
Assistant Professor, KMM Govt.Woemns College, Kannur
- 2) Dr.Sheeba KM (Subject Expert)
Associate Professor
SreeSankaracharya Sanskrit University, Kalady, Ernakulam
- 3) Dr.JoyVarkey
Associate Professor, NAM College, Kallikkandy
- 4) Sri. Narayana
Assistant Professor
Beja Model Arts and Science College, Kasaragode

Eligibility for Admission

As per the Degree admission norms of Kannur University

Eligibility for admission to BA Social Sciences - Optional History

A pass in Higher Secondary Examination of the state or an Examination accepted by the University as equivalent thereto

Calculation of index- Total marks of the qualifying examination + 50 Marks for candidates who studied History

BA Social Sciences -Optional History

Sl.No	Category of course	Number of courses	Credits
1	English Common course(ECC)	6	22
2	Additional Common course (ACC)	4	16
3	Core-Social Science with specialisation in History (CC)	16	64
5	First Complementary- Economics (CEC)	2	8
6	Second Complementary- Political Science (CEC)	2	8
5	Generic Elective Course (GEC)	1	2
Total			120

Semester	Course Title	Type of Course	Credits	Hours per Week	Total Credit	Total Hours
First Semester	English Common Course 1	ECC	4	5	19	25
	English Common Course 2	ECC	3	4		
	Additional Common Course 1	ACC	4	5		
	Core - Introduction to Social Science	CC	4	5		
	First Complementary- Economics-1	CEC	4	6		

Semester	Course Title	Type of Course	Credits	Hours per Week	Total Credit	Total Hours
Second Semester	English Common Course 3	ECC	4	5	19	25
	English Common Course 4	ECC	3	4		
	Additional Common Course 2	ACC	4	5		
	Core-2-History of India I: Pre-historic Times to c.200CE	CC	4	5		
	First Complementary Elective-2	CEC	4	6		

Semester	Course Title	Type of Course	Credits	Hours per Week	Total Credit	Total Hours
Third Semester	Common English V	ECC	4	5	20	25
	Additional Common Course III	ACC	4	5		
	Core-3-History of India II: Polity, Society and Culture (c.200 to 1206)	CC	4	5		
	Core-4- Philosophy of Social Science	CC	4	4		
	Second Complementary Elective-1	CEC	4	6		

Semester	Course Title	Type of Course	Credits	Hours per Week	Total Credit	Total Hours
Fourth Semester	Common English Course VI	ECC	4	5	20	25
	Additional Common IV	ACC	4	5		
	Core -5-Cultural Transformations in Europe	CC	4	4		
	Core-History- History of India III: Sultanate to British Conquest (1206 - 1757)	CC	4	5		
	Second Complementary Elective-2	CCC	4	6		

Semester	Course Title	Type of Course	Credits	Hours per Week	Total Credit	Total Hours
Fifth Semester	Gender and Society in India	CC	5	5	23	25
	Ideologies and Revolution in the Modern World	CC	4	5		
	History of Kerala I: Earliest Times to c.1500 CE	CC	4	5		
	Method and Writing of History	CC	4	4		
	History of India IV: Colonial Transformations (1757-1885)	CC	4	4		
	Generic Elective Course	GE	2	2		

Semester	Course Title	Type of Course	Credits	Hours per Week	Total Credit	Total Hours
Sixth Semester	History of Kerala II: Making of Modern Kerala (1500-1970)	CC	4	6	19	25
	History of India V: Making of the Nation (1885 -1947)	CC	4	5		
	History- Historiography: Perspectives and Practices	CC	4	6		
	Indian Historiography	CC	4	5		
	Project	Pr	3	3		

Core Courses- Social Sciences-Optional History

Core Course Code	Course Title	Semester	Credit	Hours per Week	Exam Hours
1B01SSH	Introduction to Social Science	1	4	5	3
2B02 SSH	History of India I: Pre-historic Times to c.200 CE.	2	4	5	3
3B 03 SSH	History of India II: Polity, Society and Culture (c.200 to 1206)	3	4	5	3
3B 04 SSH	Philosophy of Social Science	3	4	4	3
4B 05 SSH	Cultural Transformations in Europe	4	4	4	3
4B 06 SSH	History of India III: Sultanate to British Conquest	4	4	5	3
5B 07 SSH	Gender and Society in India	5	4	5	3
5B 08 SSH	Ideologies and Revolutions in the Modern World	5	4	5	3

5B 09 SSH	History of Kerala I: Earliest Times to c.1500 CE	5	4	5	3
5B1 0 SSH	Method and Writing of History	5	4	4	3
5B1 1 SSH	History of India IV: Colonial Transformations	5	4	4	3
6B 12 SSH	History of Kerala II: Making of Modern Kerala (1500-1970)	6	4	6	3
6B 13 SSH	History of India V: Making of the Nation	6	4	5	3
6B 14 SSH	Historiography: Perspectives and Practices	6	4	6	3
6B 15 SSH	Indian Historiography	6	4	5	3
6B 16 SSH	Project	6	3	3	-

Generic Elective Course

Course Code	Course Title	Semester	Credit	Hours per Week	Exam Hours
5D01 SSH	Social Reform Movements in Kerala	V	2	2	2
5D 02 SSH	India's Struggle for Freedom	V	2	2	2

First Complementary Elective-Economics

Course Code	Course Title	Semester	Credit	Hours per Week	Exam Hours
1 C05 ECO	Introductory Economic-1	1	4	6	3
2 C06 ECO	Introductory Economics-2	2	4	6	3

Second Complementary Elective-Political Science

Core Course Code	Course Title	Semester	Credit	Hours per Week	Exam Hours
3C03POL	Foundations of Political Science	3	4	6	3
4C04POL	Dynamics of Indian Political System	4	4	6	3

COURSE EVALUATION PATTERN
(For Core, Complementary and Elective Courses)*

ASSESSMENT	WEIGHTAGE	MARKS
EXTERNAL	4	40
INTERNAL	1	10

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

CONTINUOUS EVALUATION

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

Core course -1

INTRODUCTION TO SOCIAL SCIENCE

Semester	Course Code	Hours per Week	Credit	Exam Hours
1	IB 01 SSH	5	4	3

Contact hours 90

Credit 4

Course Outcome: Students should be able to:

CO. 1 Recognize important Social Science disciplines and importance of the study of Social Science

CO. 2 Understand the importance of Inter inter-disciplinarity of different branches of knowledges

CO. 3 Analyse the importance of cultural studies in Social Science

CO. 4. Evaluate the growth of Social Science in the 20th century

Module 1 Introduction to Social Sciences

Social Sciences-- concept – scope & impediments

Module 2 Birth of Social Science disciplines

History & development of Social Sciences as a discipline –15th to 18th century thinking – 18th century context – Coming of Social Science disciplines -Sociology, Anthropology, Economics, Political Science and History. How they are related? How they are different? Relation of other fields of knowledge -

Module 3 Basic logics and key aspects of thinking in Social Sciences

Early 20th century developments- World wars and Social Science disciplines- Multidisciplinary studies- interdisciplinary studies & trans-disciplinarity - issues of development

Module 4 - 20th Century developments

Late 20th century developments- birth of cultural studies- towards Gender- Environmental- Dalit studies

Essential readings

Martin Hollis: The Philosophy of Social Science An Introduction

Christopher Lloyd: Explanation in Social History

Mark J Smith (Ed) Philosophy and methodology of Social sciences

Sreenivas MN Caste in India

Sujatha Patel et. al(Ed). Thinking Social Science in India

Peter Burke History and Social theory

Hunt, Elgin F, Social Science and its Methods, in Social Science an Introduction to Study of Society, Allyn and Bacon, 2008

WallerstPerry, John, Through the Lens of Science, in Contemporary Society: An Introduction to Social Science, Allyn and Bacon, 2009ein Immanuel Open the Social sciences

Marks including choice: 60

Maximum marks: 40

Unit Marks	Unit Marks
I	15
II	15
III	15
IV	15

CORE COURSE 02
History of India I: Pre-historic Times to c.200 CE

Semester	Course Code	Hours per Week	Credit	Exam Hours
2	2B 02 SSH	5	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, GanaSanghas, 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

12

Essential Readings:

- D.N. Jha, *Ancient India*
- Romila Thapar, *Early India from the Origins to AD 1300*
- Romila Thapar, *The Mauryas Revisited*
- Romila Thapar, *Asoka and the Decline of the Mauryas*
- R.S. Sharma, *India's Ancient Past*
- R.S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*
- R.S. Sharma, *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. NilakantaSastri, *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*
RajanGurukkal, "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	Unit Marks
I	15
II	15
III	15
IV	10
Map	5

Core Paper-3

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

Semester	Course Code	Hours per Week	Credit	Exam Hours
3	3B 03 SSH	5	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*

K.A. Nilakanta Sastri, *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	Unit Marks
I	15
II	15
III	15
IV	10
Map	5

Core Course-4

Philosophy of Social Science

Semester	Course Code	Hours per Week	Credit	Exam Hours
3	3B 04 SSH	4	4	3

Course Outcome: Students should be able to:

CO1-Identify the main concerns of social science disciplines

CO2-Articulate the basic terminology and theories prevalent across disciplines CO3- Understand qualitative and quantitative models within the social sciences. CO4-To learn to apply the methods and theories of social science to contemporary issues

CO5- Critically read popular and periodical literature from a social science perspective.

Module 1- Theoretical approach to Social Science

Induction- deduction and hypothetico deductive model- Explanation -Function, cause, reason. Disposition

Module-2 Objectivity and Subjectivity

Question of objectivity-Limits to objectivity in social science-subjectivity and bias- current positions on objectivity – ethical issues in Social Science

Module-3 Approaches in Social Science

Spiritualism, Positivism, Materialism, Individualism, Wholism

Module 4- Questioning Scientific theories

Karl Popper, Thomas Kuhn, Fyraband

References

Porta, Donatella Della and Michael Keating, Approaches and Methodologies in the Social Sciences: A pluralistic Perspective, Cambridge University Press

Perry, John, Through the Lens of Science, in Contemporary Society: An Introduction to Social Science, Allyn and Bacon

Weber, Max, Objectivity in Social Science and Social Policy.

Mark J Smith (Ed.) , Philosophy and Methodology of Social Sciences, Vol II, Sage Publications, New Delhi 2005

Nagel, Ernest, Problems of Concept and Theory Formation in Social Sciences

Gulati, Leela, Small is Beautiful; Case Study as a Method in Social Science in Sujatha Patel et. All Ed., Thinking social science in India, Sage

Publications, New Delhi

Srinavas M N, Castes: Can they exist in the India of Tomorrow, In Caste in India; and other Essays, Asia Publishing House, 1962.

Zwart, Frank D, The Logic of Affirmative Action; Caste, Class and Quotas in India, In Acta Sociologica Vol 43, No 3, 2000

Badal, Sangeetha Bharadwaraj, Gender, Social Structure and Empowerment; Status Report of Women in India, Rawat Publication, New Delhi, 2009.

Shah A M; The Family in India, Critical Essays, Orient Blackswan, 1998

Marks including choice: 60

Maximum marks: 40

Unit Marks	Unit Marks
I	15
II	15
III	15
IV	15

CORE COURSE 05
Cultural Transformations in Europe

Semester	Course Code	Hours per Week	Credit	Exam Hours
4	4B 05 SSH	4	4	3

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
- 14

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*

MeenaxiPhukan, *Rise of the Modern West*

Marks including choice: 60

Maximum marks: 40

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

CORE COURSE 06
History of India III: Sultanate to British Conquest (1206 -1757)

Semester	Course Code	Hours per Week	Credit	Exam Hours
4	4B 06 SSH	5	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*

Satish Chandra, *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	Unit Marks
I	15
II	15
III	15
IV	10
Map	5

Core Course-7
Gender and Society in India

Semester	Course Code	Hours per Week	Credit	Exam Hours
5	5B 07 SSH	5	5	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*

V. Geetha, *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*

43

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*

Uma Chakravarti, *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of ‘Ancient India’*

Vandana Shiva, *Staying Alive: Women, Ecology and Development*

Vandana Shiva, *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*

PratikshaBaxi, *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	Unit Marks
I	15
II	15
III	15
IV	15

Core Course-8
Ideologies and Revolutions in the Modern World

Semester	Course Code	Hours per Week	Credit	Exam Hours
5	5B 08 SSH	5	4	3

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*

22

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. Hobsbawn, *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	Unit Marks
I	15
II	15
III	15
IV	15

Core Course-9
History of Kerala I: Earliest Times to c. 1500 CE

Semester	Course Code	Hours per Week	Credit	Exam Hours
5	5B 09 SSH	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.

18

Essential Readings:

- A Sreedhara Menon , *A Survey of Kerala History*
 Raghava Warriar and Rajan Gurukkal , *Kerala Charithram* vol. 1 (Mal)
 Raghava Warriar and Rajan Gurukkal, *Kerala Charithram* vol. 2 (Mal)
 M.G.S Narayanan, *Perumals of Kerala*
 M.G.S Narayanan, *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*
 Kesavan Veluthat, *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

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

Core Course-10
Method and Writing of History

Semester	Course Code	Hours per Week	Credit	Exam Hours
5	5B 10 SSH	5	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*

30

-----, *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	Unit Marks
I	15
II	15
III	15
IV	15

Core Course-11

History of India IV: Colonial Transformations (1757-1885)

Semester	Course Code	Hours per Week	Credit	Exam Hours
5	5B 11 SSH	4	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-I: 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*

Bipan Chandra, *Essays on Colonialism*

Bipan Chandra, *The Rise and Growth of Economic Nationalism in India,*

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

A.R. Desai, (Ed.), *Peasant Struggles in India*

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

R.P. Dutt, *India Today*

Ranjit 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.* (Edx.), *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	Unit Marks
I	10
II	20
III	15
IV	10
Map	5

Course Course-12

History of Kerala II: Making of Modern Kerala (1500 to 1970)

Semester	Course Code	Hours per Week	Credit	Exam Hours
6	6B 12 SSH	6	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. Bhaskaranunni, *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*

K K.N.Kurup, *Quit India Samaravum Keralavum* (Mal.)

K K.N.Kurup,*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	Unit Marks
I	10
II	20
III	20
IV	10

Core Course-13

History of India V: Making of the Nation (1885-1947)

Semester	Course Code	Hours per Week	Credit	Exam Hours
6	6B 13 SSH	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 - Satyagraha - 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.

26

Map Study

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

Essential Readings:

BipanChandra, *Modern India*

BipanChandra, *India's Struggle for Independence*

BipanChandra, *Nationalism and Colonialism in Modern India*

BipanChandra, *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	Unit Marks
I	10
II	15
III	15
IV	15
Map	5

Core Course-14
Historiography: Perspectives and Practices

Semester	Course Code	Hours per Week	Credit	Exam Hours
6	6B 14 SSH	6	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*

32

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

Unit Marks	Unit Marks
I	15
II	15
III	15
IV	15

Core Course-15

Indian Historiography

Semester	Course Code	Hours per Week	Credit	Exam Hours
6	6B 15 SSH	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

Harshacharita – *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*

Romila Thapar, *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*

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

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

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

Core Course-16

Project

Semester	Course Code	Hours per Week	Credit	Exam Hours
6	6B 16 SSH	3	3	-

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.

40

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

Internal Assessment (20% of total)		External Evaluation (80% of total)	
Components	% of Internal Marks	Components	% of External Marks
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		

General Elective Course -01

Social Reform Movement in Kerala

Semester	Course Code	Hours per Week	Credit	Exam Hours
5	5D 01 SSH	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*
A Sreedhara Menon, *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*
T.K.Ravindran, *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, *Jathiyavasthayum Keralacharithrayum*

Marks including choice: 30

Maximum marks: 20

Unit	Marks
I	10
II	10
III	10

General Elective Course-02
India's Struggle for Freedom

Semester	Course Code	Hours per Week	Credit	Exam Hours
5	5D 02 SSH	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 – Bhgat 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*

Bipan Chandra, *Modern India*

Bipan Chandra, *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

**Pattern of Questions for
Core Courses with and without map questions**

Core course -1

INTRODUCTION TO SOCIAL SCIENCE

Semester	Course Code	Hours per Week	Credit	Exam Hours
1	IB 01 SSH	5	4	3

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 one carries 1 mark

1. Sociology
2. Interdisciplinary approach in Social Science
3. Cultural studies
4. Environmental studies
5. Dalit question
6. Karl Marx
7. Political Science
8. Multi-disciplinarity
9. History
10. Political Science

(10x1=10)

11. PART B: Short Essay

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

11. Write a note on the impact of industrial revolutions on the growth of Social Sciences.
12. What you mean by interdisciplinarity in Social Science
13. What is meant by institutionalization of Social Science.
14. Bring out the characteristics of different Social Science disciplines
15. Define cultural studies and its role in Social Sciences.
16. Write a note on gender studies
17. Examine the relevance of Social Science in Contemporary world.
18. Discuss the significance of Dalit studies in Social Science
19. Evaluate the Scope of Social Science in the contemporary scenario (6x3=18)

PART D: Essay

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

20. Evaluate the characteristics of two different social sciences.
21. Discuss the context and growth of Social Sciences up to 18th century
22. Summarise the concept and scope of Social Science
23. Discuss the importance of cultural studies in Social Science.

2 x 6 = 12

CORE COURSE 02
History of India I: Pre-historic Times to c.200 CE

Semester	Course Code	Hours per Week	Credit	Exam Hours
2	2B 02 SSH	5	4	3

MODEL QUESTION PAPER

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. GanaSanghas
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)

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 Social Science with Specialisation 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 SOCIAL SCIENCE WITH SPECIALISATION IN HISTORY

Course 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 ELECTICE COURSE IN SOCIAL SCIENCE

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 of the following 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)