

**(Abstract)**

B.A. History Programme ( CBCSS -OBE) - Under Private Registration (2020 ) -Scheme, Syllabus and Model Question Papers for Core Courses, Complementary Elective Courses and Generic Elective Courses - Implemented - Orders Issued.

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**ACADEMIC C SECTION**

Acad/C5/1912/2019 (VI)

Dated: 30.10.2021

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- Read:-
1. Minutes of the meeting of Syndicate held on 21.12.2020 vide item No. 2020.605
  2. Minutes of the meeting of CRLP held on 27.01.2021
  3. Minutes of the meeting held on 15.02.2021
  4. Minutes of the meeting of Expert Committee and CRLP members held on 03.03.2021
  5. Minutes of the meeting of Expert Committee and CRLP members held on,12.03.2021 and 23.03.2021
  6. U. O No. Acad C5/1912/2019 dated 31.05.2021
  7. E-mail from former Chairperson BoS in History (UG), forwarding the Scheme, Syllabus, Model Question Paper of B.A. History Programme under private Registration(2020)

**ORDER**

1. As per paper read (1) above, the meeting of the Syndicate, vide item No. 2020.605 resolved to apply the Regular Scheme & Syllabus to the UG, PG Programmes under Private Registration also.

2. As per recommendation in the paper read (2) above, meeting of the Director, SDE, with former Chairpersons of the Boards of Studies (both UG & PG), and also the Heads of the Departments [of the subjects in which UG, PG Programmes are offered under Private Registration], was convened on 15.02.2021 and a five member committee was constituted to assist the Standing Committee on CRLP for the preparation of Syllabus as per paper read (3).

3. Considering that the Board of Studies was not in existence at that time, it was resolved vide item No.(vi) of the Minutes concerned, to entrust the matter of preparation of the Syllabus of UG and PG Programmes under Private Registration with the former Chairpersons of the respective subjects, incorporating all approved recommendations regarding Elective Papers, Internal assessment, Project Evaluation etc. as per paper read (4) and also in tune with the Regulations of UG Programme under Private Registration.

4. Subsequently, the meeting of the Expert Committee and CRLP members finalized the Elective Papers, mode of Internal assessment and Project valuation for UG and PG Programmes under Private Registration as per paper read (5).

5. The Regulations of the UG Programmes (CBCSS-OBE\*) under Private Registration (2020) was implemented as per the paper read (6) above.

6. Former Chairperson, Board of Studies in History(UG), submitted the draft Scheme, Syllabus and Model Question papers for Core Courses, Complementary Elective Courses, and Generic Elective Courses of B.A. History Programme CBCSS-OBE under Private Registration (2020), prepared in tune with the Regulation UG Programmes under Private Registration (2020), as per

paper read (7), for approval.

7.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 the Kannur University Act 1996, has accorded sanction to implement the Scheme, Syllabus and Model Question papers for Core Courses, Complementary Elective Courses, and Generic Elective Courses of the **B.A. History Programme (CBCSS-OBE) under Private Registration (2020)**, subject to reporting to the Academic Council.

8.The Implemented Scheme Syllabus of B.A. History Programme (CBCSS-OBE) under Private Registration (2020) are appended and uploaded in the University website. ( [www.kannuruniversity.ac.in](http://www.kannuruniversity.ac.in)).

Orders are issued accordingly.

\* Outcome Based Education




Sd/-

**BALACHANDRAN V K**  
**DEPUTY REGISTRAR (ACAD)**  
For REGISTRAR

To: The Director, School of Distance Education

Copy To: 1. Examination Branch ( Through PA to CE )  
2. PS to VC/PA to PVC/R/ AR (SDE)  
3. DR/AR I (Acad)  
4. The Web Manager (To upload in website)  
5. 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  
ELECTIVECOURSES**

***CHOICE BASED CREDIT AND SEMESTER SYSTEM***

**2020 ADMISSION  
PRIVATE REGISTRATION**

**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.

**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:**

Acquire the ability to apply the basic tenets of logic and science to thoughts, actions and interventions.

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:**

Learn to participate in nation building by adhering to the principles of sovereignty of the nation, socialism, secularism, democracy and the values that guide are public.

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.

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:**

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

Learn to articulate, analyse, synthesise, and evaluate ideas and situations in a well-informed manner.

Generate hypotheses and articulate assent or dissent by employing both reason and creative thinking.

**PO 4.Interdisciplinarity:**

Perceive knowledge as an organic, comprehensive, interrelated and integrated faculty of the human mind.

Understand the issues of environmental contexts and sustainable development as a basic interdisciplinary concern of all disciplines.

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 inter disciplinary 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 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.JoyVarkey  
Chairperson  
Board of Studies, History(UG)  
KannurUniversity

**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**  
**Credit and Marks Distribution Statement**

Course Category	Credit	Marks
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

Semester	Course Title	Credits	Total Credits
I	Common English I	4	19
	Common English II	3	
	Additional Common I	4	
	1B01 HIS History of India I: Pre-historic Times to c.200CE	4	
	First Complementary Elective I <b>1C05 ECO</b> Introductory Economics- I	4	
II	Common English III	4	19
	Common English IV	3	
	Additional Common II	4	
	2B02 HIS Cultural Transformations in Europe	4	
	First Complementary Elective II <b>2C06 ECO</b> Introductory Economics- II	4	
III	Common English V	4	20
	Additional Common III	4	
	3B03 HIS History of India II: Polity, Society and Culture (c.200 to 1206)	4	
	3B04 HIS History of Kerala I: Earliest Times to c.1500 CE	4	
	Second Complementary Elective I <b>3C03 POL</b> Foundations of Political Science	4	

IV	Common English VI	4	20
	Additional Common IV	4	
	4B05 HIS History of India III: Sultanate to British Conquest (1206 -1757)	4	
	4B06 HIS Ideologies and Revolution in the Modern World	4	
	Second Complementary Elective II <b>4C04 POL Dynamics of Indian Political System</b>	4	
V	5B07HIS History of India IV: Colonial Transformations (1757-1885)	4	22
	5B08 HIS History of India V: Making of the Nation (1885 -1947)	4	
	5B09 HIS History of Kerala II: Making of Modern Kerala (1500-1970)	4	
	5B10 HIS Method and Writing of History	4	
	5B11 HIS Historiography: Perspectives and Practices	4	
	Generic Elective Course <b>5D 01 POL Human Rights in India</b>	2	
VI	6B12 HIS History of India VI: Developments since Independence (1947 -2000)	5	20
	6B13 HIS History of the Contemporary World (1945-2000)	4	
	6B14 HIS Indian Historiography	4	
	6B15 HIS Project	3	
	Discipline Specific Elective Core Course <b>6B16 HIS-A - Gender and Society in India</b>	4	
<b>Total</b>			<b>120</b>

**PART A:****History Core Courses: Credit Distribution**  
(2020 Admission )

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

**History Discipline Specific Elective Core Course:****Credit Distribution**

<b>Course Code</b>	<b>Course Title</b>	<b>Semester</b>	<b>Credit</b>	<b>Exam Hours</b>
6B16 HIS-A	Gender and Society in India	VI	4	3

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

<b>ASSESSMENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>
EXTERNAL	4	40
INTERNAL: Assignment # (about 1000 words in length)	1	10

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

# ONE ASSIGNMENT FOR EACH COURSE.

PROCEDURE FOR SUBMISSION OF ASSIGNMENT AS PER THE REGULATION

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

<b>Semester</b>	<b>Course Code</b>	<b>Credit</b>	<b>Exam. Hours</b>
<b>I</b>	<b>1B01 HIS</b>	<b>4</b>	<b>3</b>

**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

**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. 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*

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>Credit</b>	<b>Exam. Hours</b>
<b>II</b>	<b>2B02 HIS</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 16thCenturies

**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	Credit	Exam. Hours
III	3B03 HIS	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*

KesavanVeluthat, *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**

<b>Semester</b>	<b>Course Code</b>	<b>Credit</b>	<b>Exam. Hours</b>
<b>III</b>	<b>3B04 HIS</b>	<b>4</b>	<b>3</b>

**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. Ibrahimkundu, *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	Credit	Exam. Hours
IV	4B05 HIS	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*  
 HerbansMukhia, *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>Credit</b>	<b>Exam. Hours</b>
<b>IV</b>	<b>4B06 HIS</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 – Menshiviks 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	Credit	Exam. Hours
V	5B07 HIS	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 – IswarachandraVidhyasagar – Prathanasamaj – Young Bengal 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. (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
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	Credit	Exam. Hours
V	5B08 HIS	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:**

Bipan Chandra, *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	Credit	Exam. Hours
V	5B09 HIS	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, VeluThampi, Kurichiya Revolt

**UNIT II: Society in Transition**

Reform Movements: Sree Narayana Guru - Life and Teachings – ChattampiSwamikal - Sahodaran Ayyappan - Mitavadi C. Krishnan – Ayyankali – Sadhu Jana Paripalana Sangam – Poyikayil Kumara Gurudevan – Pandit Karuppan - Shivayogi - Vagbhatananda – Ananda Thirthan – VakkomMoulavi – 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 PunnapraVayalar - 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, *PathonpathamNoottantileKeralam*(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*  
 -----, *QuitIndia 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 , *VaikomSathyagraha and Gandhi*  
 VelayudhanPanikkasseri, *AyyankaliMuthal V.T. Vare*(Mal.)  
 K.P. KesavaMenon, *KazhinjaKalam*(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**

<b>Semester</b>	<b>Course Code</b>	<b>Credit</b>	<b>Exam. Hours</b>
<b>V</b>	<b>5B10 HIS</b>	<b>4</b>	<b>3</b>

**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**

<b>Semester</b>	<b>Course Code</b>	<b>Credit</b>	<b>Exam. Hours</b>
<b>V</b>	<b>5B11 HIS</b>	<b>4</b>	<b>3</b>

**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 - IbnKhaldun

**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	Credit	Exam. Hours
VI	6B12 HIS	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)**

<b>Semester</b>	<b>Course Code</b>	<b>Credit</b>	<b>Exam. Hours</b>
<b>VI</b>	<b>6B13 HIS</b>	<b>4</b>	<b>3</b>

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

1. Understand major political issues and events in the world since World WarII.
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-IraqWar - 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 Mc Mohan, *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	Credit	Exam. Hours
VI	6B14 HIS	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>Credit</b>	<b>Exam Hours</b>
<b>VI</b>	<b>6B15 HIS</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.**

- Project shall be prepared by students individually .
- 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**.
- Projects shall be submitted in the last week of sixth semester. Belated and incomplete projects will not be entertained.

## **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 (10Marks)
- 2) External Evaluation by external examiner appointed by the university (40Marks)
- 3).There shall be no improvement chance for the Marks obtained in the Project Report.

**DISCIPLINE SPECIFIC ELECTIVE CORE 01**  
**6B16 HIS-A Gender and Society in India**

Semester	Course Code	Credit	Exam Hours
VI	6B16 HIS-A	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

**PART B:**  
**Complementary Elective Course for History**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>SEMESTER</b>	<b>CREDIT</b>	<b>EXAM HOURS</b>	<b>MARKS</b>
1 C05 ECO	INTRODUCTORY ECONOMICS I	I	4	3	50
2 C06 ECO	INTRODUCTORY ECONOMICS II	II	4	3	50
3C03 POL	FOUNDATIONS OF POLITICAL SCIENCE	III	4	3	50
4C04 POL	DYNAMICS OF INDIAN POLITICAL SYSTEM	IV	4	3	50

**EVALUATION**

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

**INTERNAL ASSESSMENT**

<b>COMPONENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>	<b>REMARKS</b>
ASSIGNMENT	1	10	ONE ASSIGNMENT FOR EACH COURSE <sup>#</sup>

# PROCEDURE FOR SUBMISSION OF ASSIGNMENT AS PER THE REGULATION

**COMPLEMENTARY ELECTIVE COURSE 05:**  
**1C 05 INTRODUCTORY ECONOMICS -I**

<b>SEMESTER</b>	<b>COURSE CODE</b>	<b>CREDIT</b>	<b>EXAM HRS</b>
<b>1</b>	<b>1C 05 ECO</b>	<b>4</b>	<b>3</b>

**COURSE OUTCOME**

1. The students will get an overall background of the economic theory
2. Specific inputs from micro economics covering the fundamental concepts will improve their analytical skills

**Module I: Introduction to Economics**

Definition of Economics- Micro and macro economics- Scarcity and choice-Production possibility curve-Central problems of an Economy-Role of price mechanism

**Module II: Demand analysis**

Law of Demand-Elasticity of demand-price, cross and Income elasticity of Demand-Measurement of elasticity of demand -Cardinal Utility approach-Law of Diminishing Marginal Utility-consumers surplus-Ordinal utility- Indifference Schedule -Indifference curve Analysis- Properties of Indifference Curve

**Module III: Theory of production, cost and revenue**

Production function-factors of production - Laws of production-Short run (Law of variable proportions)-Long run (Returns to scale)-Economies and diseconomies of Scale-Cost function - Types of costs-cost curves(TC,TFC,TVC,AVC,AFC,AC,MC)-Revenue and Revenue curves(TR,AR and MR)

**Module IV: Market forms and Distribution theory**

- i) Perfect Competition and its features- Equilibrium of the firm in short run and long run- Monopoly and its features-price and output determination under Monopoly-Price discrimination- Monopolistic competition and its features -price and output determination under Monopolistic Competition.
- ii) Marginal productivity theory of distribution- Rent and Quasi rent Wages-Nominal and real wages- subsistence wages- Interest-natural and market rate of interest- profits-Gross and Net profits

**Books for study**

1. Mankiw, Gregory N(2008)Microeconomics, Worth Publishers
2. Koutsoyiannis(2010) A Modern Microeconomics, MacMillan
3. Dominik Salvatore (2010) Principles of Microeconomics, Oxford, International Student Edition.

**Books for Reference**

1. Dwivedi, D.N(2002): Microeconomics: Theory and Applications, 2nd Ed.,Pearson, NewDelhi
2. Watson and Getz (2011) Price Theory and its Uses', New Delhi: AITBS Publisher.

**COMPLEMENTARY ELECTIVE COURSE 06:****2C 06 ECO INTRODUCTORY ECONOMICS II**

SEMESTER	COURSE CODE	CREDIT	EXAM HRS
II	2C 06 ECO	4	3

**COURSE OUTCOME**

1. To familiarize the students about the subject matter of economics mainly relating to concepts in macro economics and public finance.
2. Students are expected to get an awareness of the development issues of Indian economy with special reference to poverty, inequality, unemployment and black economy.

**Module I: National Income Accounting**

Concepts of National income [GNP/GVA, NNP, NI, Personal Income, Disposable Income, per- capita income] Computation of NI- Methods and Difficulties

**Module II: Money and Banking**

Barter system -Meaning of money-type, role and functions of money -functions of commercial banks- Central Banks - Role and functions of RBI--Instruments of credit control-Quantitative methods [Bank rate, open market operations, Repo rate, Reverse repo rate, CRR, SLR] - Qualitative or selective credit control methods.

**Module III: Public Finance**

Scope and subject matter-sources of public revenue (tax revenue and non tax revenue) –public expenditure -public debt- methods of debt redemption- Budget-types of budget

**Module IV: Development issues of Indian economy**

Poverty, Inequality, Unemployment and Black money- Demonetization –Features of Kerala economy-Kerala model of development- decentralized planning in Kerala- Demographic profile of Kerala with latest census report (32 hrs)

**Books for Study**

1. Dewett KK (2002): Advanced Economic Theory, S.Chand
2. Mankiw, Gregory N(2007) ‘Macroeconomics’ – Worth Publishers
3. Uma Kapila(2012) Indian Economy Since Independence, Academic Foundation
4. Prakash, BA(2004) Kerala’s Economic Development Emerging Issues and Challenges, Sage
5. **Mithani, D.M(2010): Modern Public Finance: Theory and Practice**  
**,Himalaya Publishing House**



Books for Reference

1. Lekhi, R.K(2010) Public Finance, Kalyani Publishers
2. Hajela, T.N(2012) Public Finance , ANE Books
3. Gupta, DP and Gupta, R K – Modern Banking in India, Asian Books PrivateLtd.

**COMPLIMENTARY ELECTIVE COURSE I:****3C03POL FOUNDATIONS OF POLITICAL SCIENCE**

SEMESTER	COURSE CODE	CREDIT	EXAM HRS
III	3C03POL FOUNDATIONS OF POLITICAL SCIENCE	4	3

**COURSE OUTCOME**

**CO1:** Provide to the students an overview of the nature of politics and government

**CO2:** Enable the students to understand the function of institutional structures and how they drive individual and organizational behaviors

**CO3:** Students will be able to work with the approaches and theories used by political scientists to understand political phenomena

**CO4:** Students will be able to analyze current political situations

**Unit I-Introduction**

- a) Definition-Meaning, nature and scope of Political Science
- b) Political Science and other Social science (History, Economics, Sociology, Philosophy)

**Unit II- Approaches to Political Science**

- a) Traditional –Philosophical, Historical, Legal, Institutional
- b) Modern- Behavioural, Post-Behavioural
- c) Marxian Approach

**Unit III- State and Society**

- a) State- Definitions, Elements of State,
- b) Theories of Origin of State (Social Contract , Evolutionary ,Marxian),
- c) Sovereignty-monism and pluralism,
- d) Changing nature of Sovereignty in Globalization

**Unit IV-Democracy**

- a) Democracy–Evolution , Meaning, and importance
- b) Forms of democracy- Direct and Indirect democracy
- c) Deliberative and participative democracy
- d) Conditions necessary for a successful democracy

**Unit V Structure of Government:**

- a) Theory of Separation of powers
- b) Rule Making-Legislature- Functions –Types
- c) Rule application-Executive- Functions –Types
- d) Rule adjudication-Judiciary-Functions –Judicial review-rule of Law-Administrative Law.

**Unit VI- Political Dynamics**

- a) Political Parties Functions ,Types
- b) Interest Groups- Importance and role
- c) Political Culture, Political Socialisation,

**Books for Reference:**

1. E. Barker, Principles of Social & Political Theory, Calcutta, Oxford University. Press, 1976.
2. S. I. Benn & R. S. Peters, Social Principles & Democratic State, London, Geogre & Allen, 1959.
3. Brecht, Political Theory: The foundations of Twentieth Century Political Thought, Bombay, The Times of India Press, 1965.
4. M. Carnoy, The State & Political Theory, Princeton NJ, Princeton Uni. Press, 1987.
5. D. Held, Models of Democracy, Cambridge, Polity Press, 1987.
6. D. Held, Political Theory & Modern State, Cambridge, Polity Press, 1989.
7. Laski H. J., Grammar of Politics, Surjeeth Publications, New Delhi, 2006.
8. Macpherson C. B., Democratic Theory, Essays in Retrieval, Oxford, The Clarendon Press, 1977.
9. S. Ramswamy - Political Theory: Ideas & Concepts, Delhi, Macmillan, 2002.
10. S. P. Verma , Modern Political Theory, New Delhi, Vikas, 1983.

11. Andrew Heywood, Politics, 3rd edition, Palgrave Macmillan, New York, 2007.
12. Appadorai A, Substance of Politics, Oxford University Press, New Delhi, 2002.
13. Andrew Heywood, Political Theory: an Introduction, Palgrave Macmillan, New York, 2008
14. Lasswell, H. D. (1936). Politics: Who Gets What, When and How (1950 (Reprint, Peter Smith, New York) ed.). McGraw Hill: New York, 1936

**Marks including choice:**

Unit	Marks
1	10
2	10
3	10
4	10
5	10
6	10

**About the Pattern of Questions:**

- Part A - Short answer** (6 questions x Mark 1 each = 6)  
**Answer all questions** (6 questions x Mark 1 each = 6)  
**Part B - Short Essay** (8 questions x Marks 2 each =16)  
**Answer any 6 questions** (6 questions x Marks 2 each=12)  
**Part C -** (6 questions x Marks 3 each =18)  
**Answer any 4 questions** (4 questions x Marks 3 each=12)  
**Part D - Long Essay** (4 questions x Marks 5 each =20)  
**Answer any 2 questions** (2 questions x Marks 5 each=10)

***Total marks including choice -60***  
***Maximum marks of the course-40***

**COMPLEMENTARY ELECTIVE COURSE II:****4C04POL- DYNAMICS OF INDIAN POLITICAL SYSTEM**

SEMESTER	COURSE CODE	CREDIT	EXAM HRS
IV	4C04POL-DYNAMICS OF INDIAN POLITICAL SYSTEM	4	3

**COURSE OUTCOME**

**CO1:** Students will have a thorough understanding of the structure and various provisions of the constitution

**CO2:** Enable students to understand the function of different constitutional bodies and institutions

**CO3:** Students will be able to evaluate the working of the political system

**CO4:** Empower the students with skills necessary for a good citizen in a democracy

**Unit I : BASICS OF THE INDIAN CONSTITUTION:**

- a) Constituent Assembly, structure, and working
- b) Salient Features of India's Constitution
- c) Philosophy of Indian Constitution-Preamble

**Unit.2. CITIZEN AND STATE**

- a) Fundamental Rights
- b) Directive Principles of state policy.
- c) Fundamental duties.

**Unit.3. ORGANISATION OF STATE**

- a) Union Executive- the President , Prime minister and Council of Ministers
- b) Union Legislature - The Parliament,- Speaker. Legislative Process
- c) Supreme court of India: powers and functions, judicial review, Judicial activism
- d) State Executive- Governor, Chief minister and Council of Ministers
- e) State Legislature , Speaker.
- f) High court ,powers and functions

**UNIT.4 CONSTITUTIONAL AND STATUTORY BODIES**

- a) Election commission
- b) Union Public Service Commission,
- c) The Finance Commission,
- d) NITI Aayog

**Unit 5: DECENTRALISATION AND GRASS ROOT DEMOCRACY,**

- a) Evolution of Decentralisation in India
- b) Panchayath raj system
- c) 73rd and 74th Amendment

**Unit 6: FEDERALISM IN INDIA**

- a) Nature of Indian federalism
- b) Emergency provisions in India
- c) Amendment of Constitution

**Books for Reference:**

1. D.D. Basu: An Introduction to the Constitution of India, New Delhi, Prentice Hall, 2013.
2. G. Austin: 'Working a Democratic Constitution – The Indian Experience' Delhi, Oxford University Press, 2000.
3. S. K. Chaube: Constituent Assembly of India – Spring Board of Revolution, New Delhi, Peoples' Publishing House, 1973.
4. S. Kaviraj : Politics in India, Delhi, OUP. 1998.

5. W. H. Morris Jones: Government and Politics in India, Delhi, 1974.
6. M. V. Pylee- Constitutional Government in India, Bombay, Asia Pub. House, 1977.
7. M. V. Pylee – An Introduction to Constitution of India, New Delhi, Vikas, 1998.
8. Brij Kishore Sharma: Introduction to the Constitution of India, Prentice Hall: New Delhi, 2005.
9. B.L. Fadia : Indian Government and Politics, Sahitya Bhawan Publications: Agra, 2007.
10. U. Baxi, The Indian Supreme Court and Politics, Delhi, Eastern Book Company, 1980.
11. Ivor. Jennings, Some Characteristics of the Indian Constitution, London, Oxford University Press, 1953.
12. S. Kashyap, Our Parliament, New Delhi, National Book Trust, 1992.
13. Singh, M.P. and H. Roy (eds.), Indian Political System: Structure, Policies, Development, New Delhi, Jnanada Prakashan, 1995

**Marks including choice:**

Unit	Marks
1	10
2	10
3	10
4	10
5	10
6	10

**About the Pattern of Questions:**

**Part A - Short answer** (6 questions x Mark 1 each = 6)

**Answer all questions** (6 questions x Mark 1 each = 6)

**Part B - Short Essay** (8 questions x Marks 2 each =16)

**Answer any 6 questions** (6questions x Marks 2 each=12)

**Part C -** (6 questions x Marks 3 each =18)

**Answer any 4 questions** ( 4 questions x Marks 3 each=12)

**Part D - Long Essay** (4 questions x Marks 5 each =20)

**Answer any 2 questions** ( 2 questions x Marks 5 each=10)

***Total marks including choice -60***  
***Maximum marks of the course-40***

**PART C:****GENERIC ELECTIVE COURSE****Credit Distribution  
(2020 Admission )**

<b>Course Code</b>	<b>Course Title</b>	<b>Semester</b>	<b>Credit</b>	<b>Exam Hours</b>
<b>5D 01 POL</b>	HUMAN RIGHTS IN INDIA	<b>V</b>	<b>2</b>	<b>2</b>

**COURSE EVALUATION PATTERN**

<b>ASSESSMENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>
EXTERNAL	4	<b>20</b>
INTERNAL	1	<b>05</b>

**INTERNAL ASSESSMENT**

<b>COMPONENT</b>	<b>WEIGHTAGE</b>	<b>MARKS</b>	<b>REMARKS</b>
ASSIGNMENT	1	5	ONE ASSIGNMENT FOR EACH COURSE <sup>#</sup>

# PROCEDURE FOR SUBMISSION OF ASSIGNMENT AS PER THE REGULATION

**GENERIC ELECTIVE COURSE :  
5D 01 POL HUMAN RIGHTS IN INDIA**

SEMESTER	COURSE CODE	CREDIT	EXAM HRS
V	5D 01 POL	2	2

**COURSE OUTCOME**

**CO 1:** Enable students to understand the historical growth of human rights

**CO2:** The course provides the student with the capacity to identify issues and problems relating to the realization of human rights, and strengthens the ability to contribute to the resolution of human rights issues and problems

**CO3:** Students will be able to develop investigative and analytical skills in the field of human rights

**CO4:** Enable the students to promote human rights through legal as well as non-legal means

**UNIT 1: INTRODUCTION**

- a) Human Rights: Meaning, Evolution and importance.
- b) Three Generations of Human Rights

**UNIT II: UN and Human Rights:**

- a) Universal Declaration of Human Rights,
- b) ICCPR,
- c) ICESCR
- d) UN Commission on Human Rights

**UNIT III: Human Rights in India:**

- a) Constitutional Provisions-Fundamental Rights and Directive Principles of State policy
- b) Right to Information
- c) Public Interest Litigation
- d) National Human Rights Commission

**UNIT IV: Human Right concerns:**

- a) Issues of Women, children and Minorities
- b) Fundamentalism,
- c) Communalism
- d) Terrorism,

**Books for Reference:**

1. B.P. Singh, Human Rights in India: Problems and Perspectives, New Delhi: Deep & Deep, 2008.
2. Aftab Alam, Human Rights in India: Issues and Challenges, Delhi: Raj Publications, 2004.
3. Shanker Sen, Tryst with Law Enforcement and Human Rights: four decades in Indian Police, New Delhi: APH, 2009.
4. Harsh Bhanwar, Human Rights Law in India: Protection and Implementation of the Human Rights, New Delhi: Regal Pub., 2008.
5. Awasthi, S.K. & R.P. Kataria, Law Relating to Protection of Human Right, New Delhi: Orient Publishing, 2002.
6. Tim Dunne and Nicholas J. Wheeler (eds.), Human Rights in Global Politics, Cambridge University Press, Cambridge, 1998
7. Sunita Samal, Human Rights and Human Development: Concepts and Contexts, Kanishka, New Delhi, 2003
8. M. Stephen, Human Rights: Concepts and Perspectives, Concept, New Delhi, 2002.
9. M.H. Syed, Human Rights: The New Era, Kilaso Books, New Delhi, 2003.
10. Sunita Samal, Human Rights and Development in Emerging World Order New Delhi: Kanishka, 2003.
11. Kanishka, 2003.
12. Rachna, Suchinmayee, Gender, Human Rights and Environment, New Delhi: Atlantic, 2008

**Marks including choice:**

Unit	Marks
1	5
2	5
3	5
4	5

**About the Pattern of Questions:**

- Part A - Short answer** (6 questions x Mark 1 each= 6)  
**Answer all questions** (6 questions x Mark 1 each = 6)
- Part B - Short Essay** (6 questions x Marks 2 each =12)  
**Answer any 4 questions** (4questions x Marks 2 each=8)
- Part C - Essay** (2 questions x Marks 6 each =12)  
**Answer any 1 question**( 1 question x Marks 6 each=6)
- Total marks including choice -30**  
***Maximum marks of the course-20***



**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

(2020 Admission )

**CORE COURSE IN HISTORY**

Corse Code ---: Title ---

Time:3Hours

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

(2020 Admission)

**CORE COURSE IN HISTORY**

Corse Code ---: Title ---

Time:3Hours

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  
(2020 Admission)**

**DISCIPLINE SPECIFIC ELECTIVE CORE COURSE IN HISTORY**

**6B16 HIS-A Gender and Society in India**

Time:3Hours

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)

**MODEL QUESTION PAPER**

Reg No.....

Name.....

.....Semester B A Degree (CBCSS- Reg)

Examination.....

(2020 Admission)

**COMPLIMENTARY ELECTIVE COURSE IN POLITICAL SCIENCE FOR  
HISTORY**

Time: 3 Hrs

Max.Marks :40

**PART A**1. Short Answer. Answer **all** the questions each in one or two sentences. Each answer carries ONE mark

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

**(1X6=6Marks)****PART B**II. Answer any **SIX** questions each in a paragraph. Each answer carries **TWO** marks.

- 7.
- 8.
- 9.
- 10.
- 11.
- 12.
- 13.
- 14.

**(2X6=12 Marks)****PART C**III. Answer any **FOUR** questions each in 120 words. Each answer carries **THREE** marks.

- 15.
- 16.
- 17.
- 18.
- 19.
- 20.

**(4X3=12 Marks)**

**PART D**

**IV. Essay question. Answer any TWO each answer carries 5 marks**

21.

22.

23.

24.

(5X2=10 Marks)

**MODEL QUESTION PAPER**

**Reg No.....**

**Name.....**

**V Semester B A Degree (CBCSS- Reg)  
Examination.....  
(2020 Admission)**

**GENERIC ELECTIVE COURSE IN POLITICAL SCIENCE FOR  
HISTORY**

**5D 01 POL HUMAN RIGHTS IN INDIA**

**Time: 2 Hrs**

**Max.Marks :20**

**PART A**

1. Short Answer. Answer **ALL** the questions each in one or two sentences. Each answer carries ONE mark

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

**(1X6=6Marks)**

**PART B**

II. Answer any **FOUR** questions each in a paragraph. Each answer carries **TWO marks**.

- 7.
- 8.
- 9.
- 10.
- 11.
- 12.

**(2X4=8 Marks)**

**PART C**

III. . **Essay question**. Answer any **ONE** question. Each answer carries **SIX marks**.

- 13.
- 14.

**(1X6=6 Marks)**

**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  
(2020 Admission)**

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

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. Meso lithic 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) Taxilae) 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  
(2020 Admission)  
1CO5 ECO INTRODUCTORY ECONOMICS-I  
(COMPLEMENTARY COURSE IN ECONOMICS)**

**SEMESTER I**

**Time:3hours**

**Maximum marks:40**

**Part – A**

**Answer all Questions. Each Carries One Mark**

- 1) Define Economics.
- 2) Distinguish between cardinal and ordinal utility?
- 3) Concept of quasi rent.
- 4) What is selling cost?
- 5) Distinguish between micro and macroeconomics?
- 6) Define production function

1x6=6

**Part – B**

**Answer any Six Questions. Each Carries Two Marks**

- 7) What are the features of perfect competition?
- 8) Distinguish between price elasticity and cross elasticity of demand?
- 9) What is production possibility curve?
- 10) Define consumer surplus.
- 11) What do you mean by product differentiation?
- 12) Differentiate between expansion and contraction of demand.
- 13) What is the relation between average cost and marginal cost?
- 14) Explain the central problems of the economy.

2x6=12

**Part – C**

**Answer any Four Questions. Each Carries Three Marks**

- 15) What are the properties of an indifference curve?
- 16) Discuss about the functions and limitations of price mechanism?
- 17) Define elasticity of demand. What are the different degrees of elasticity of demand?
- 18) State the law of demand. What are its exceptions?
- 19) State law of variable proportion?
- 20) Explain consumer surplus.

3x4=12

**Part – D**

**Answer any Two Questions. Each Carries Five Marks**

- 21) Critically examine marginal productivity theory of distribution?
- 22) How price and output is determined under monopolistic competition in the long run? 23 Explain various definitions of economics
- 24) What is production? Explain the short run and long run laws of production?

2x5=10

**KANNUR UNIVERSITY**  
**MODEL QUESTION PAPER**  
 ..... BA Degree (CBCSS – Reg./Supple./Improv.) Examination,  
 Month, Year  
 (2020 Admission)  
**2CO6 ECO INTRODUCTORY ECONOMICS-II**  
**(COMPLEMENTARY COURSE IN ECONOMICS)**  
**SEMESTER II**

**Time: 3 hours**

**Maximum marks:40**

**Part – A**

**Answer all Questions. Each Carries One Mark**

- 1) Distinguish between CRR and SLR?
- 2) Define public debt
- 3) What is GNP?
- 4) Define money.
- 5) What is an open market operation?
- 6) Define poverty.

1x6=6

**Part – B**

**Answer any Six Questions. Each Carries Two Marks**

- 7) Distinguish between absolute poverty and relative poverty.
- 8) What are non tax revenue items?
- 9) Distinguish between repo and reverse repo rate
- 10) What is moral suasion?
- 11) Explain decentralized planning in Kerala.
- 12) What is disguised unemployment?
- 13) Distinguish between surplus budget and deficit budget?
- 14) Define money. What are the functions of money?

2x6=12

**Part – C**

**Answer any Four Questions. Each Carries Three Marks**

- 15) What are the sources of public revenue?
- 16) Explain the principles of budgeting.
- 17) What do you mean by inequality? Discuss about different types of inequality in India.
- 18) What is inflation? Discuss about different types of inflation.
- 19). Explain the limitations associated with national income calculation
- 20) Explain the methods of debt redemption.

3x4=12

**Part – D**

**Answer any TWO Questions. Each Carries Five Marks**

- 21) Explain Kerala model of development
- 22 Distinguish between direct and indirect tax. Explain the merits and demerits of direct and indirect taxes in India.
- 23) Describe the functions of RBI. Explain the qualitative and quantitative credit control methods of RBI?
- 24) What is black money? Examine the causes and measures taken by government of India to

2x5=100

