KANNUR UNIVERSITY
(abstract)

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

ACADEMIC BRANCH
No.Acad.C1/12289/2019 Dated, Civil Station P.O., 21.06.2019

2. The Minutes of the Meeting of the Curriculum Restructuring Committee held on 28-12-2018.
4. The Minutes of the Meeting of the Board of Studies in History (UG) held on 07.06.2019
5. Syllabus of B.A. History Programme , Submitted by the Chairperson, Board of Studies in History (UG) ,dated , 07.06.2019

ORDER

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

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

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

4. Subsequently, as per paper read (4) above, the Board of Studies in History (UG) finalized the Scheme, Syllabus & Pattern of Question Paper for Core, Complementary Elective & Generic Elective Course of B.A. History Programme to be implemented with effect from 2019 Admission.
5. As per paper read (5) above, the Chairperson, Board of Studies in History (UG) submitted the finalized copy of the Scheme, Syllabus & Pattern of Question Papers of B.A. History Programme for implementation with effect from 2019 Admission.

6. The Vice Chancellor after considering the matter in detail and in exercise of the powers of the Academic Council conferred under Section 11(1) of Kannur University Act 1996 and all other enabling provisions read together with accorded sanction to implement the Scheme, Syllabus & Pattern of Question Paper (Core/Complementary Elective/Generic Elective course) of B.A. History Programme under Choice Based Credit and Semester System (in OBE-Outcome Based Education System) in the Affiliated colleges under the University with effect from 2019 Admission, subject to reporting before the Academic Council.

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

Sd/-
DEPUTY REGISTRAR (ACADEMIC) for REGISTRAR

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

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

Forwarded/By Order

SECTION OFFICER
KANNUR UNIVERSITY

BOARD OF STUDIES, HISTORY (UG)

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

CHOICE BASED CREDIT AND SEMESTER SYSTEM

(2019 ADMISSION ONWARDS)
ANNEXURE I
KANNUR UNIVERSITY
VISION AND MISSION STATEMENTS

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

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

PO 1. Critical Thinking:
1.1. Acquire the ability to apply the basic tenets of logic and science to thoughts, actions and interventions.
1.2. Develop the ability to chart out a progressive direction for actions and interventions by learning to recognize the presence of hegemonic ideology within certain dominant notions.
1.3. Develop self-critical abilities and also the ability to view positions, problems and social issues from plural perspectives.

PO 2. Effective Citizenship:
2.1. Learn to participate in nation building by adhering to the principles of sovereignty of the nation, socialism, secularism, democracy and the values that guide a republic.
2.2. Develop and practice gender sensitive attitudes, environmental awareness, empathetic social awareness about various kinds of marginalisation and the ability to understand and resist various kinds of discriminations.
2.3. Internalise certain highlights of the nation’s and region’s history. Especially of the freedom movement, the renaissance within native societies and the project of modernisation of the post-colonial society.

PO 3. Effective Communication:
3.1. Acquire the ability to speak, write, read and listen clearly in person and through electronic media in both English and in one Modern Indian Language.
3.2. Learn to articulate, analyse, synthesise, and evaluate ideas and situations in a well-informed manner.
3.3. Generate hypotheses and articulate assent or dissent by employing both reason and creative thinking.

PO 4. Interdisciplinarity:
4.1. Perceive knowledge as an organic, comprehensive, interrelated and integrated faculty of the human mind.
4.2. Understand the issues of environmental contexts and sustainable development as a basic interdisciplinary concern of all disciplines.
4.3. Develop aesthetic, social, humanistic and artistic sensibilities for problem solving and evolving a comprehensive perspective.
PREFACE

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

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

Dr. Joy Varkey
Chairperson
Board of Studies, History (UG)
Kannur University
BA HISTORY
PROGRAMME SPECIFIC OUTCOMES (POS)

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

PSO.1. Understand factual and conceptual aspects of historical changes in multiple areas of the world

PSO.2. Think contextually and critically about the past to understand human experiences

PSO.3. Analyze why and how historical events take place based on the verification of diverse evidences and arguments

PSO.4. Design and write research papers based on primary and secondary sources

PSO.5. Make logical oral presentation of factual and theoretical knowledge of historical events and changes

PSO.6. Develop rational, humanitarian, democratic and secular outlook based on historical knowledge and contemporary societal, economic and political issues
<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>Page No:</th>
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<tbody>
<tr>
<td>BA History Programme - Work and Credit Distribution Statement</td>
<td>7-8</td>
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<tr>
<td><strong>Part A:</strong></td>
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<tr>
<td>1 History Core Courses - Work and Credit Statement &amp; Syllabus</td>
<td>9-40</td>
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<td>2 History Discipline Specific Elective Courses (DSEC)</td>
<td>41-47</td>
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<td><strong>Part B:</strong></td>
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<td>History Complementary Elective Courses - Work and Credit Statement &amp; Syllabus</td>
<td>48-73</td>
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<td><strong>Part C:</strong></td>
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<tr>
<td>History Generic Elective Courses- Work and Credit Statement &amp; Syllabus (For Students of Other Departments)</td>
<td>74-80</td>
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<td><strong>PART D</strong></td>
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<td>Pattern of Questions for Core with and without map questions, DSEC, Complementary Electives and Generic Electives courses</td>
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BA HISTORY PROGRAMME

Work, Credit and Marks Distribution Statement

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### PART A:

**History Core Courses: Work and Credit Distribution**

*(2019 Admission Onwards)*

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History Discipline Specific Elective Core Courses:

Work and Credit Distribution
(Any one of the following DSEC Courses can be selected in the sixth semester)

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

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

CONTINUOUS EVALUATION

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BA HISTORY STUDY TOUR

A study tour to visit historical sites and monuments in any part of the country is a mandatory academic component of BA History programme in the sixth semester. Students will have to prepare individual tour diary and submit a detailed report of the tour within 15 days after return. Tour diary and report will be considered equivalent to component 2 of the internal assessment with 5 weightage for the Core Course 6B12 HIS: History of India VI: Developments since Independence (1947-2000).
CORE COURSE 01

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

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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

UNIT: IV: Social Formations in South India
Tinai Concept – Settlements – Sangam society and polity – Chola, Chera and Pandya chiefdoms – Forms of exchange – Ports and maritime trade

Map Study
1. Major Pre-Historic sites of India
2. Mahajanapadas of Early India
3. Towns and Trade Centers Ancient India
4. Political Extent of Mauryan State
Essential Readings:
D.N. Jha, Ancient India
Romila Thapar, Early India from the Origins to AD 1300
-------------------, The Mauryas Revisited
-------------------, Asoka and the Decline of the Mauryas
R.S. Sharma, India’s Ancient Past
-------------------, Aspects of Political Ideas and Institutions in Ancient India
-------------------, Material Culture and Social Formations in Ancient India
D. D. Kosambi, An Introduction to the Study of Indian History
A.L. Basham, The Wonder that was India
A S Altekar, State and Government in Ancient India
Bridget and Raymond Allchin : The Rise of Civilization in India and Pakistan
H.C. Raychaudhuri, Political History of Ancient India
Upinder Singh, A History of Ancient and Early Medieval India from Stone Age to the Twelfth Century
Shereen Ratnagar, Enquiries into the Political Organization of Harappan Society
K.A. Nilakanta Sastri, History of South India
N. Subrahmanian, Sangam Polity
Noboru Karashima, (Ed), A Concise History of South India
M.G.S. Narayanan, “Social and Economic Structure of South India”, in Reinterpretations in South Indian History

Marks including choice: 60
Maximum marks: 40

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CORE COURSE 02

Cultural Transformations in Europe

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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

Map Study:
1. Greek City States
2. Centers of Medieval Universities.
3. Medieval Trade Centers on the Mediterranean coast
4. Major voyages of the 15th and 16th Centuries
**Essential Readings:**
Edward MacNall Burns, Philip Ralph, *et.al. World Civilizations: Their History and Their Culture*, Vol. A, Chapters 8, 10, 14 Vol. B Chapters 18, 19
M.I. Finley, *The Ancient Greeks: An Introduction of Their Life and Thought*
W.G. Forrest, *The Emergence of Athenian Democracy*
M. Cary and H.H. Scullard, *A History of Rome*
Cyril Bailey, *The Legacy of Rome*
Edward Gibbon, *Decline and Fall of the Roman Empire*
W. Ferguson Ed., *The Renaissance: Six Essays*
D. Hay Ed., *The Renaissance Debate*
B. Penrose, *Travel and Discovery in the Renaissance, 1420-1620*
R.H. Bainton, *Here I Stand: A Life of Martin Luther*
H. Hillerbrand, *The World of Reformation*
R.H. Tawney, *Religion and the Rise of Capitalism*
Meenaxi Phukan, *Rise of the Modern West*

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

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CORE COURSE 03

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

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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

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*

--------------------------

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**

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CORE COURSE 04

History of Kerala I: Earliest Times to c. 1500 CE

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**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 Warrier 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”,
K.N. Ganesh, *Keralathinte Innalekal* (Mal)
Kesavan Veluthat, *Brahmin Settlements in Kerala*
-----------------------------------------------, *The Early Medieval in South India*
A.P. Ibrahimkunju, *Medieval Kerala*
P J Cheriyan (Ed.) *Perspectives on Kerala History*
P. K. Gopalakrishnan, *Keralathinte Samskarika Charithram* (Mal)
K.S. Mathew (Ed.), *Maritime Malabar and the Europeans.*
K.M. Panikkar, *Asia and Western Dominance*

Marks including choice: 60
Maximum marks: 40

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CORE COURSE 05

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

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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

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-Ilahti - Administration under Akbar – Mansabdari system - Peasant economy – Jagirdari - Zamindari systems - Art and architecture - Aurangzeb and Decline of the Mughals

UNIT IV: Regional Developments
The Marathas - Government under Shivaji – Sikhs - Rajaput States - Social Structure - Cultural expressions

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

Essential Readings:
J.L. Mehta, Advanced Study in the History of Medieval India 3 vols.
Satish Chandra, History of Medieval India
------------------ Medieval India: From Sultanat to the Mughals, 2 vols
J.F. Richards, The Mughal Empire
U.N. Day, *The Mughal Administration*
Irfan Habib, *Agrarian System and the Mughal India*
Shireen Moosvi, *Economy and the Mughal Empire*
Herbans Mukhia, *Historians and Historiography during the Reign of Akbar*
Peter Jackson, *The Delhi Sultanate: Political and Military History.*
R.P. Tripathi, *Rise and Fall of the Mughal Empire*
T. Raychaudhuri and Irfan Habib (Eds.), *The Cambridge Economic History of India, 1200-1700*
S. Rizvi, *The Wonder that was India. Vol. II*
Stewart Gordon, *The Marathas, 1600-1818 (New Cambridge History of India)*
Jadunath Sarkar, *Sivaji and His Times*
Robert Sewell, *A Forgotten Empire*
K. A. N. Sastri, *A History of South India*

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

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CORE COURSE 06

Ideologies and Revolutions in the Modern World

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**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**

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

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

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

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

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CORE COURSE 07

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

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**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**

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

**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**

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CORE COURSE 08:

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

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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

UNIT III: Era of Mass Nationalism

UNIT IV: Moving Towards Freedom
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**

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CORE COURSE 09

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

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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

UNIT III: Emergence of National Movement

UNIT IV: Formation of Kerala State

Essential Readings
A. Sreedhara Menon, A Survey of Kerala History
P.J. Cherian (Ed.), Perspectives on Kerala History
P. Bhaskaranunny, Pathonpatham Noottantile Keralam (Mal)
S. Ramachandran Nair, *Social and Cultural History of Colonial Kerala*


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.N. K. Kurup, *Modern Kerala*

-----------------, Quit India Samaravum Keralavum (Mal.)

-----------------, *Pazhassi Samara Rekhakal* (Mal)

Joseph Tharamangalam, *Dalit Movements in South India*

Asgar Ali Engineer, *Kerala Muslims: A Historical Perspective*

V.V. Kunhi Krishnan, *Tenancy Legislation in Malabar (1880-1970)*

M.K. Sanu, *Sree Narayana Guru*

T.K. Ravindran, *Vaikom Sathyagraha and Gandhi*

Velayudhan Panikkasser, 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**

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CORE COURSE 10:
Method and Writing of History

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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
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*


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Marks including choice: 60

Maximum marks: 40

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CORE COURSE 11

Historiography: Perspectives & Practices

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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

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**

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CORE COURSE 12

History of India VI: Developments since Independence (1947-2000)

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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


UNIT III: Regional Identities and Political Realignment


UNIT IV: Departure from Nehruvian Vision

**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*


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.*


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**Marks including choice: 60**

**Maximum marks: 40**

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CORE COURSE 13

History of the Contemporary World (1945 -2000)

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Course Outcomes: students should be able to:

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

UNIT I: Towards a Bi-Polar World

UNIT II: West Asian Crisis

UNIT III: From Bipolar to Unipolar

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
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**

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CORE COURSE 14

Indian Historiography

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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 *Harshcharitha – 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

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**

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CORE COURSE 15

PROJECT

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

CO.1 Learn how to select a research topic and prepare research plan/proposal
CO.2 Understand processes of data collection and research methods
CO.3 Undertake critical analysis of data and make interpretations
CO.4 Prepare a well written and authentic research work with proper references and select bibliography

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

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

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

1) Internal Assessment by supervising teacher (10 Marks)

2) External Evaluation by external examiner appointed by the university (40 Marks)

Components of Internal and External Assessment of the Project Report

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<td>Viva-Voce</td>
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<td>Components</td>
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<td>Relevance of the topic, objectives, sources and methodology, references and bibliography</td>
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<tr>
<td>Quality of written presentation, data analysis, interpretations and findings</td>
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<tr>
<td>Viva-voce</td>
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HISTORY

DISCIPLINE SPECIFIC ELECTIVE CORE COURSES

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

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<tr>
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<td>Environmental History of India</td>
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<td>History of Contemporary Kerala (1956-2000)</td>
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DISCIPLINE SPECIFIC ELECTIVE CORE 01

Gender and Society in India

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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 – Matriliny – Patriliny - LGBT – Caste stratifications - status of women in family and society – traditional law books on gender

UNIT II: Gender Studies

UNIT III: Gender Issues

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*
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

Marks including choice: 60
Maximum marks: 40

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DISCIPLINE SPECIFIC ELECTIVE CORE 02

Environmental History of India

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

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

**UNIT I: Why Environmental History?**

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

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

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

**UNIT III: Colonial Encounters with Environment**

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

**UNIT IV Encounters with Environment after Independence**


**Essential Readings:**

Erach Bharucha, *Textbook of Environmental Studies*

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

------------------------, *Ecology and Equity*

Ramachandra Guha, *The Unquiet Woods.*
Samir Dasgupta, *Understanding the Global Environment*,
S.N. Chary, *Environmental Studies*,
Agrawal *et al.*, *A Textbook of Environment*,
Kiran B. Chhokar, *Understanding Environment*.
Alfred W. Crosby, *Ecological Imperialism: the biological expansion of Europe*
Stebbing E.P *The Forest of India*, Vol. 11.
Sangreiya, K.P, *Forests and Forestry*.
Ribbentrop. B, *Forestry in British India*,
Donald Worster, (Ed.) *The Ends of the Earth: Perspectives of Modern Environmental History*
Amita Baviskar, *In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley*

**Marks including choice: 60**

**Maximum marks: 40**

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DISCIPLINE SPECIFIC ELECTIVE CORE 03

History of Contemporary Kerala (1956-2000)

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Course Outcomes: students should be able to:

CO.1 Understand political formations, educational progress and economic development of Kerala after 1956
CO.2 Analyze and explain the concept of Kerala model development
CO.3 Infer and Interpret the nature and background of resistance movements
CO.3 Critically examine impact of globalization on the people of Kerala

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

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

UNIT-III: Development and Resistances

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

A. Sreedhara Menon, *A Survey of Kerala History*
Thomas Johnson Nossiter, *Communism in Kerala: A Study in Political Adaptation*
Georges Kristoffel Lieten, *The First Communist Ministry in Kerala: 1957-59*
P. Radhakrishnan, *Peasant struggles, Land Reforms and Social Change: Malabar 1836-1982*
M. A. Oomman, *A Study of Land Reforms in Kerala*
Joshy Mathew, *Tradition Migration and Transformation: Agrarian Migration to Wayanad-a Socio-Historical Perspective 1928-2000*
K. S. Mathew, Mahavir Singh *et.al.*, *Migration in South India*
Leela Gulati, *In the Absence of Their Men: The Impact of Male Migration on Women*
K. N. Ganesh, *Kerala Samooha Padanangal*

Marks including choice: 60
Maximum marks: 40

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PART B:

HISTORY COMPLEMENTARY ELECTIVE COURSES

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

Work and Credit Distribution
(2019 Admission Onwards)

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### COURSE EVALUATION PATTERN

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### CONTINUOUS EVALUATION

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<td>COMPONENT 2: Assignments/Seminar/Viva</td>
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COMPLEMENTARY ELECTIVE 01

History of England I: Earliest Times to c.1600 CE

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

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

**UNIT I: Early History**
Geographic Features - Early Settlers – Roman conquest - Anglo-Saxons and Vikings in England - Language and Literature –Christianity in England

**UNIT II: Medieval England**

**UNIT III: Medieval Life and Society**
Wars of the Roses and Results – Chivalry and Romance –Medieval church – Monastic orders – the Lollard Movement – Towns and Guilds – Medieval Universities – Medieval English Literature – Chaucer

**UNIT IV: Transition to Modern Period**

**Essential Readings:**
G.M. Trevelyan, *English Social History*
E.H. Carter, Mears, *et.al, A History of Britain*
Simon Jenkins, *A Short History of England*
Kenneth O Morgan (Ed), *The Oxford History of Britain*
Robert Bucholz and Newton Key, *Early Modern England, 1485-1714*
Emilie Amt, (Ed.), *Medieval England, 1000-1500: A Reader*
R.E. Pritchard, *Shakespeare’s England: Life in Elizabethan and Jacobean Times*
A.L. Rowse, *The Elizabethan Renaissance: The Life of the Society*
Eric Brown, *English History, A Concise Overview of the History of England from Start to End*

Marks including choice: 60
Maximum marks: 40

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COMPLEMENTARY ELECTIVE 02

History of England II: From 1600 to 2000 CE

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Course Outcomes: students should be able to:

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

UNIT I: Stuart England

UNIT II: Neo-Classical Trends

UNIT III: Victorian England

UNIT IV: Twentieth Century England

Essential Readings:
G.M. Trevelyan, *English Social History*
E.H. Carter, Mears, *et.al, A History of Britain*
Simon Jenkins, *A Short History of England*
Kenneth O Morgan (Ed), *The Oxford History of Britain*
Robert Bucholz and Newton Key, *Early Modern England, 1485-1714*
Davod Thomson, Jeffrey Warner, *England in the Twentieth Century*
Eric Hobsbawm, *Industry and Empire: the Birth of the Industrial Revolution*
E.P. Thompson, *The Making of the English Working Class*
Eric Brown, *English History, A Concise Overview of the History of England from Start to End*
Andrew Sanders, *The Short Oxford History of English Literature*
Ronald Carter, John McRae, *et al.*, *The Rutledge History of Literature in English*

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

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COMPLEMENTARY ELECTIVE 03

Transformations in the Modern World

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Course Outcomes: students should be able to:

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

UNIT I: Commercial Revolution
Nation states Europe - Geographical explorations in the 15th and 16th centuries - Growth of trade and commerce - Beginning of colonialism and imperialism in Asia and the Americas - Impact

UNIT II: Industrial Revolution

UNIT III: Cultural Impact of Colonialism
English language and literature as a tool – English education in the colonial world – Colonial knowledge system – Colonial historiography – Colonial modernity

UNIT IV: Resistance and End of Domination
Overview of selected anti-colonial movements: American War of Independence; Indian National Congress - Gandhiji - India’s Freedom Struggle; African National Congress - Nelson Mandela – Fight against Apartheid in South Africa

Essential Readings:-
Arjun Dev and Indira Arjun Dev, History of the World
Edward MacNall Burns, Philip L. Ralph, et.al., World Civilizations, Vols. B & C
C.D.M. Kettleby, A History of Modern Times
Joseph Jacobs, The Story of Geographical Discovery
K.M. Panikkar, *Asia and Western Dominance*
E.J. Hobsbawm, *Industry and Empire: 1750 to the Present Day*
--------------------, *The Age of Capital*
Ashton, T.S., *The Industrial Revolution, 1760-1830*
Jacob Bronoski, *Western Intellectual Tradition*
Bernard S.Cohn, *Colonialism and Its forms of Knowledge: The British in India*
M.E. Chamberlain, *The Scramble for Africa,*
Bipan Chandra, *Modern India*
Leonard Thompson, *A History of South Africa*
Nelson Mandela, *Long Walk to Freedom*
Robert Marshall, *The American Revolution: History Brief*

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

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COMPLEMENTARY ELECTIVE 04

Intellectual History of the Modern World

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

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

**UNIT I: Modern Literary Traditions**
Emergence of the Modern World - Renaissance – Humanism in art, architecture, literature and science – Enlightenment– Rationalism - Descartes – John Locke

**UNIT II: Romanticism and Positivism**

**UNIT III: Idealism and Materialism**
Idealism – Hegel and Dialectics – Marx and Historical Materialism – Contribution to Philosophy and Aesthetics

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

**Essential Readings:-**
Will Durant, *Story of Civilization*
Christopher Butler, *Post-Modernism: A Very Short Introduction*
Michael Ferber, *Romanticism: A Very Short Introduction*
Gary Gutting, *Foucault: A Very Short Introduction*
Karl Marx, *Poverty of Philosophy*
Raymond Williams, *Culture and Society, 1780-1950*
Bryan Turner, *Orientalism, Post-modernism and Globalism*
Edward Said, *Orientalism*
--------------------, *Culture and Imperialism*
Max Weber, *The Protestant Ethics and the Spirit of Capitalism*
Emile Durkhiem, *The Rules of Sociological Method*
John Locke, *An Essay Concerning Human Understanding*
Doug Lorimer, *Fundamentals of Historical Materialism*
Ranajit Guha (Ed), *Subaltern Studies* Vol. I
T.R. Venugopal, *History and Theory*
Donald D. Palmer, *Structuralism and Post-structuralism for Beginners*
Mark Robson, *Stephen Greenbaltt*

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

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COMPENDARY ELECTIVE 05

Political Revolutions in the Modern World

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Course Outcomes: students should be able to:

CO.1 Demonstrate clear understanding of major events in selected revolutions
CO.2 Identify and explain the central principles of revolutions
CO.3 Analyze and interpret major causes and impacts of revolutions
CO.4 Relate the results of the revolutions to contemporary political systems

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

UNIT II: American Revolution

UNIT III: French Revolution

UNIT IV: Communist Revolutions

Essential Readings:
Edward MacNall Burns, Philip Ralph, et.al. World Civilizations: Their History and Their Culture, Vol. C
Bruce Bliven Jr. The American Revolution
E. H. Carr, The Boshevik Revolution
Immanuel Hsuisi, Rise of Modern China
John Merriman, *History of Modern Europe*
Arjun Dev & Indira Arjun Dev, *History of the World*
B.V. Rao, *History of Europe, 1450-1815*
----------, *History of Modern World*
C.D.M. Kettelby, *A History of Modern Times*
E.J. Hobsbawn, *Age of Revolution*
Eveline Cruickshanks, *The Glorious Revolution: British History in Perspective*
John King Fair Bank, *China A New History*

Marks including choice: 60
Maximum marks: 40

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COMPLEMENTARY ELECTIVE 06

History of Twentieth Century World

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Course Outcomes: students should be able to:

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

UNIT I: World War II and Its Impact
Rise of Fascism and Nazism - World War II - Causes and Results – Decolonization in Asia and Africa - NAM

UNIT II: Bi-Polar World

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

UNIT V: Towards Unipolar World
USA-USSR Summits - Gorbachev: Glasnost and Perestroika - Collapse of Soviet Union – Disarmament policies - WTO - European Union - Globalization

Essential readings:
Gerhard L. Weinberg, *World War II: A Very Short Introduction*
Manfred B. Steger, *Globalization: A Very Short Introduction*
William J. Duiker, *Contemporary World History*
Calvocoressi Peter, *World Politics Since 1945*
ArjunDev& Indira Arjun Dev, *History of the World*
B.V. Rao, *History of Modern World*
Norman A. Graebner, *Cold War Diplomacy: American Foreign Policy, 1945-1960*
Joseph L. Nogee, *Soviet Foreign Policy since World War II*
D.G.E.Hall, *A History of South East Asia*
Andrew Langley, *The Collapse of the Soviet Union*
William L. Cleveland, *A History of Modern Middle East*
Mark Tessler, *A History of the Israeli-Palestinian Conflicts*

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

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COMPLEMENTARY ELECTIVE 07

Economic History of Modern India (1793-1947)

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

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

UNIT II: Colonial Economic Policies

Unit: III. Trade and Fiscal System
Foreign trade – Internal trade -Trade policies - Direct and indirect taxes - Monetary policies – Banking and Insurance - Impact trade and fiscal policies - Drain of Wealth

Unit: IV. Modern Indian Industries
Nature of industrialization in India – phases before and after 1914 – Cotton, Jute Iron and Steel industries – Labor market and organizations – Problems of Indian industries under colonial rule – Consolidation of national economy and support to Indian national movement
**Essential Readings:**

Bipan Chandra, *History of Modern India*

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*Essays on Colonialism*

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*The Rise and Growth of Economic Nationalism in India*

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

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

R.P. Dutt, *India Today*

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

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

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

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

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

Sumit Sarkar, *Modern India 1885 – 1947*

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*The Swadeshi Movement in Bengal, 1903-1908*

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**Marks including choice: 60**

**Maximum marks: 40**

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Indian National Movement

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Course Outcomes: students should be able to:

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

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

UNIT II: Moderate and Extremist Nationalism

UNIT III: Age of Mass Nationalism

UNIT IV: Towards Freedom

Essential Readings:
BipanChandra, Modern India
----------------------, India’s Struggle for Independence
----------------------, Nationalism and Colonialism in Modern India
----------------------, Communalism in Modern India
A.R. Desai, *Social Background of Indian Nationalism*
Sumit Sarkar, *Modern India 1885 – 1947*
----------------, *The Swadeshi Movement in Bengal, 1903-1908*,
R.C. Majumdar, *History of India's Struggle for Freedom*
Shekhar Bandyopadyay, *From Plassey to Partition: A History of Modern India*
Anil Seal, *The Emergence of Indian Nationalism, Competition and Collaboration in the Late 19th Century*
Tara Chand, *History Freedom Movement in India*
Satyabrata Rai Chowdhury, *Leftist Movements in India: 1917-1947*
G.Aloysius, *Nationalism without a Nation in India*

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

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COMPLEMENTARY ELECTIVE 09

Tourism Studies: A Historical Perspective

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Course Outcomes: students should be able to:

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

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

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

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

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

Essential Readings:
Vivek Sharma, Tourism in India,1991.
K.T. Usha, The Splendor that Was India
H.G.R.R.E Wilson, The Land And People of India
T.D.C.Publication, *The Beautiful India-Kerala, Tamilnadu and Karnataka*

Marks including choice: 60

Maximum marks: 40

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COMPLEMENTARY ELECTIVE 10

History of Tourism Development in India

<table>
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<th>Hours Per Week</th>
<th>Credit</th>
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<td>2C10 HIS/4C10 HIS</td>
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</table>

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

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

**UNIT I: Geography and Tourism in India**  
Geographical features of India – bio-diversity- landscape- environment- ecology-  
Seasons and destinations

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

**UNIT III: Centers of Tourist Attraction**  
Antiquity- historical monuments- pilgrim centers- hill stations- wild life sanctuaries -  
beach and island resorts- festivals- crafts- folk arts- ethnic tourism- metropolitan cities

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

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

**Essential Readings:**  
K.T. Usha, *The Splendour that Was India*
H.G.R.R.E Wilson, *The Land And People of India*
Ravi Bushan Kumar, *Coastal Tourism and Environment,*
Leela Shelley, *Tourism Development in India – A Study of the Hospitality Industry*
Harish Bhatt, B S Badan, *Sustainable Tourism*
M. R. Biju, *Sustainable Dimensions of Tourism Management,*
Greg Richards, *Tourism Trends: Tourism, Culture and Cultural routes*
Meena Thakur (Ed.), *Modern Trends of Tourism.*

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

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COMPLEMENTARY ELECTIVE 11

Cultural Heritage of Kerala

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<th>Exam. Hours</th>
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<td>3C11 HIS</td>
<td>6</td>
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</table>

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

CO.1 Identify and locate cultural centers of Kerala
CO.2 Describe the role of external contacts in the making of cultural fabric of the State
CO.3 Analyze the influence of economic, religious and social contexts in cultural heritage
CO.4 Develop an attitude to appreciate and respect cultural heritage

**UNIT I: Geography and Early History**

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

**UNIT III: Cultural and Religious Interactions**

**UNIT IV: Cultural Traditions**

**Essential Readings:**
A Sreedhara Menon, *Cultural Heritage of Kerala*
--------------------------, *Social and Cultural History of Kerala*
--------------------------, *A Survey of Kerala History*
Gopalakrishnan P.K, *Keralathinte Samskarika Charithram* (Mal)
Vinod Kumar.K (Ed.), *Science and Society*
Sasibhoosan M.G : *Keralathile Chuvar Chithranga*(Mal)
M.G.S. Narayanan, *Cultural Symbiosis of Kerala*

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

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COMPLEMENTARY ELECTIVE 12

Cultural Heritage of India

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<td>IV (Travel and Tourism)</td>
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</table>

Course Outcomes: students should be able to:

CO.1 Identify and locate cultural centers of India
CO.2 Understand the role of external factors in the making of the cultural fabric of India
CO.3 Develop an attitude to appreciate and respect cultural diversity of India
CO.4 Analyze the influence of religious ideas and practices in social life

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

UNIT II: Medieval Indian Art and Architecture
Delhi Sultanate: Architecture - the Mughals: art, architecture – Indo-Islamic styles

UNIT III: Regional Contributions
Pallava, Chalukya, Rashtrakuta, Hoysala, and Chola and Vijayanagara contributions in art and architecture

UNIT IV: Colonial Legacy
Colonial Urbanization – Built environment – administrative buildings, rest houses, bungalows, churches, fortresses

Essential readings:
A L Basham, *The Wonder that was India*
…………….,  *Cultural History*
S.A.A. Rizvi, *The Wonder that was India* vol. II
Roma Chatterjee, *Indian Art and Architecture in Ancient and Medieval Period*
B.N. Goswamy, *Oxford Reading in Indian Art*
George Michell, *Badami, Aihole and Pattadakkal*
Yeves Porter, *The Glory of the Sultans: Islamic Architecture in India, 1100-1880*
Sharmin Khan, *History of Islamic Architecture: Delhi Sultanate, Mughal and Provincial Period*
Peter Scriver and Vikramaditya Prakash, *Colonial Modernities: Building, Dwelling and Architecture in British India and Ceylon*

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

**Marks including choice: 60**

**Maximum marks: 40**

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PART C:

HISTORY GENERIC ELECTIVE COURSES

Work and Credit Distribution
(2019 Admission Onwards)

Each Department shall offer five Generic Elective Courses at a time (Transaction through Guidance Mode). Students of other Departments can choose any one of the Generic Elective Courses. All Departments (whether it is a Core Department or Complementary Department can offer the Course in Semester V).

<table>
<thead>
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<th>Course Title</th>
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<th>Credit</th>
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<td>5D01 HIS</td>
<td>Social Reform Movements in Kerala</td>
<td>V</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>5D02 HIS</td>
<td>India's Struggle for Freedom</td>
<td>V</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<tr>
<td>5D03 HIS</td>
<td>Cultural Heritage of North Malabar</td>
<td>V</td>
<td>2</td>
<td>2</td>
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<td>5D04 HIS</td>
<td>Gender in Indian History</td>
<td>V</td>
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<td>5D05 HIS</td>
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COURSE EVALUATION PATTERN

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CONTINUOUS EVALUATION

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<td>Any one of the three can be selected by students in Generic Elective course</td>
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GENERIC ELECTIVE COURSE 01
Social Reform Movements in Kerala

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<td>V</td>
<td>5D01 HIS</td>
<td>2</td>
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</table>

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

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

Essential Readings:
A Sreedhara Menon, Survey of Kerala History
-----------------------------------------------, Kerala History and its Makers
P. Govinda Pillai, Keralathile Samuhiya Navodhana Prasthanam
M.K.Sanoo, Sree Narayana guru
P.K.Velayudhan, SNDP YOGAM charitam
T.K.Ravindran, Asan and social revolutions in Kerala
-----------------------------------------------, Vaikom Satyagraha and Gandhi
P.J. Cherian, Perspectives on Kerala History
P.Govinda Pillai, Keralathile samuhiya Navodhana Prasthanam
P K. Gopalakrishnan, Keralathinte sanskarika Charithram
EMS Namboothiripad, Keralacharithram Marxist Veekshanathil
PK Balakrishnan, Jathivyavasthayum Keralacharithravum

Marks including choice: 30
Maximum marks: 20

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GENERIC ELECTIVE COURSE 02

India's Struggle for Freedom

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<tr>
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<th>Credit</th>
<th>Exam. Hours</th>
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<tr>
<td>V</td>
<td>5D02 HIS</td>
<td>2</td>
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</table>

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

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

Essential Readings:
Bipan Chandra, *India's Struggle for Independence*  
----------------------, *Modern India*  
----------------------, *Nationalism and Colonialism in Modern India*
A.R. Desai, *Social Background of Indian Nationalism*
Sumit Sarkar, *Modern India 1885- 1947*
R.C, Majumdar, *History of Freedom Movement in India*
Jawaharlal Nehru, *Discovery of India*

Marks including choice: 30
Maximum marks: 20

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GENERIC ELECTIVE COURSE 03
Cultural Heritage of North Malabar

<table>
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<td>V</td>
<td>5D03 HIS</td>
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</table>

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

Module I: Regional Powers in North Malabar

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

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

Essential Readings:
Kurup K K N, Aryan and Dravidian Elements in Malabar Folklore
William Logan, Malabar Manual
Chirakkal T Balakrishnan Nair, Thirenjedutha prabanthangal
Kumaran M. P., Kolathu Pazhama
M. V. Vishnu Namboothiri, Malabarile thottam pattukal
Innes & Ivans, Malabar District Gazetteer
Balan.c( Ed.), Kasargod charitravum Samoohavum
Mohandas P. (Ed.), Kannur Kalathiloode

Marks including choice: 30
Maximum marks: 20

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GENERIC ELECTIVE COURSE 04
Gender in Indian History

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<tbody>
<tr>
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</table>

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

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

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

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

Essential Readings:
V. Geetha, Gender
----------, Patriarchy
Kamla Bhasin, Understanding Gender
Uma Chakravarti, Gendering Caste through a Feminist Lens
Nivedita Menon, Gender and Politics in India
A.S. Alterkar, The Position of Women in Hindu Civilization
Usha Sharma, Women Education in Modern India
Charu Gupta (Ed.) Gendering Colonial India: Reforms, Print, Caste and Communalism.
Geraldine Forbes, Women in Modern India
Raj Kumar, Women in Politics

Marks including choice: 30
Maximum marks: 20

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**GENERIC ELECTIVE COURSE 05**

**History of Human Rights**

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

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

**UNIT I: Origins of Human Rights**


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


**UNIT III: Human Right Violations**

Genocide – Racism – Slavery– Apartheid—Torture- Rejection of Right to food, education, health, house, work – Human Trafficking –Death penalty- Legal restrictions on freedom of expression and political rights – Suppression, killing and displacement for political, religious and cultural differences - Gender discriminations – Abuse of children – Human rights issues in India : Dalit and minority discriminations - Sikh massacre in Delhi – Gujarat Carnage - Developmental projects and displacement of Adivasis
Essential Readings:
Andrew Clapham, *Human Rights: A Very short introduction*
Andrew Fagan, *Human Rights: Confronting Myths and Misunderstandings*
------------------*, The Atlas of Human Rights: Mapping Violations of Freedom around the Globe*
Bertrand G. Ramcharan, *Contemporary Human Rights Ideas*
Brayan S Turner, *Vulnerability and Human Rights: Essays on Human Rights*
A.R. Desai (Ed.), *Violations of Democratic Rights in India*
Teesta Setalvad, *Gujarat: Behind the Mirage*
V. B. Mishra, *Evolution of the Constitutional History of India (1773- 1947)*
Ashis Nandy, et.al., *Creating a Nationality: Ramjanmabhumi Movement and the fear of the Self*
Asghar Ali Engineer (Ed.), *The Gujarat Carnage*
Uma Chakravarti, Nandita Haksar, *The Delhi Riots: Three Days in the Life of a Nation*
Deepti Priya Mehrotra, *Burning Bright: Irom Sharmila and the Struggle for Peace*

Marks including choice: 30
Maximum marks: 20

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PART D

Pattern of Questions for
Core Courses with and without map questions,
Discipline Specific Elective Core
Complementary Elective and
Generic Elective Courses
Pattern of Question Paper for Core Course (with Map Study)

---- Semester BA Degree (CBCSS – Reg./Supple./Improv.) Examination, Month, Year
(2019 Admission onwards)
CORE COURSE IN HISTORY
Corse Code ---: Title ---

Time: 3 Hours         Max. Marks: 40

Answers may be written either in English or in Malayalam

PART A: Short Notes
Write short notes on the following eight topics in around 30 words.
Each question carries 1 mark

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8.          (8x1=8)

PART B: Short Essay
Answer any five out of eight questions in around 200 words.
Each question carries 3 marks

9. 
10. 
11. 
12. 
13. 
14. 
15. 
16.           (5x3=15)

PART C: Map Illustration
17.            (1x5=5)

PART D: Essay
Answer any two out of four questions in around 400 words. Each question carries 6 marks

18. 
19. 
20. 
21.                  (2x6=12)
Pattern of Question Paper for Core Course (without Map Study)

CORE COURSE IN HISTORY
Course Code ---: Title ---

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

Time: 3 Hours        Max. Marks: 40

Answers may be written either in English or in Malayalam

PART A: Short Notes
Write short notes on the following ten topics in around 30 words.
Each question carries 1 mark

1. 2. 3. 4. 5. 6. 7. 8. 9. 10 (10x1=10)

PART B: Short Essay
Answer any six out of nine questions in around 200 words. Each question carries 3 marks

11. 12. 13. 14. 15. 16. 17. 18. 19 (6x3=18)

PART C: Essay
Answer any two out of four questions in around 400 words. Each question carries 6 marks

20. 21. 22. 23. (2x6=12)
Pattern of Question Paper for Discipline Specific Elective Course

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

DISCIPLINE SPECIFIC ELECTIVE CORE COURSE IN HISTORY
Corse Code ---: Title ---

Time: 3 Hours Max. Marks: 40

Answers may be written either in English or in Malayalam

**PART A: Short Notes**
Write short notes on the following ten topics in around 30 words.
Each question carries 1 mark

1.
2.
3.
4.
5.
6.
7.
8.
9.
10. (10x1=10)

**PART B: Short Essay**
Answer any six out of nine questions in around 200 words. Each question carries 3 marks

11.
12.
13.
14.
15.
16.
17.
18.
19. (6x3=18)

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

20.
21.
22.
23. (2x6=12)
Pattern of Question Paper for Complementary Elective Course

--- Semester BA Degree (CBCSS – Reg./Supple./Improv) Examination, Month,Year
(2019 Admission onwards)
COMPLEMENTARY ELECTIVE COURSE IN HISTORY
Corse Code ---: Title ---

Time: 3 Hours Max. Marks: 40

Answers may be written either in English or in Malayalam

PART A: Short Notes
Write short notes on the following ten topics in around 30 words.
Each question carries 1 mark

1.
2.
3.
4.
5.
6.
7.
8.
9.
10. (10x1=10)

PART B: Short Essay
Answer any six out of nine questions in around 200 words. Each question carries 3 marks

11.
12.
13.
14.
15.
16.
17.
18.
19. (6x3=18)

PART C: Essay
Answer any two out of four questions in around 400 words. Each question carries 6 marks

20.
21.
22.
23. (2x6=12)
Pattern of Question Paper for Generic Elective Course

---- Semester BA Degree (CBCSS – Reg./Suppl./Improv) Examination, Month, Year
(2019 Admission onwards)
GENERIC ELECTIVE COURSE IN HISTORY
Corse Code ---: Title ---

Time: 2 Hours Max. Marks: 20

Answers may be written either in English or in Malayalam

PART A: Short Notes
Write short notes on any five out of six topics in around 30 words.
Each question caries 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 caries 3 marks

7. 
8. 
9. 
10. (3x3=9)

PART C: Essay
Answer any one out of two questions in around 400 words. Each question caries 6 marks

11. 
12. (1x6=6)
HISTORY

MODEL QUESTION PAPERS FOR

I & II SEMESTER CORE COURSES AND

I SEMESTER COMPLEMENTARY ELECTIVE COURSES ONLY
KANNUR UNIVERSITY
MODEL QUESTION PAPER

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

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

Time: 3 Hours        Max. Marks: 40

Answers may be written either in English or in Malayalam

PART A: Short Notes
Write short notes on the following eight topics in around 30 words.
Each one carries 1 mark

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

(8x1=8)

PART B: Short Essay
Answer any five out of eight questions in around 200 words. Each question carries 3 marks

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

(5x3=15)

PART C: Map Illustration
Mark the following places on the outline map provided
a) Pataliputra, b) Rajagriha, c) Sravasti, d) Taxila e) Muziris

(1x5=5)

PART D: Essay
Answer any two out of four questions in around 400 words. Each question carries 6 marks

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

(2x6=12)
KANNUR UNIVERSITY
MODEL QUESTION PAPER

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

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

Time: 3 Hours        Max. Marks: 40

Answers may be written either in English or in Malayalam

PART A: Short Notes
Write short notes on the following eight topics in around 30 words.
Each one carries 1 mark

1. Corinth
2. Punic Wars
3. Christopher Columbus
4. Medieval guilds
5 Calvin
6. John Wyclifffe
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 15th and 16th centuries on the map provides

(1x5=5)

PART D: Essay
Answer any two out of four questions in around 400 words.
Each question carries 6 marks

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

(2x6=12)
KANNUR UNIVERSITY
MODEL QUESTION PAPER

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

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

Time: 3 Hours        Max. Marks: 40

Answers may be written either in English or in Malayalam

PART A: Short Notes

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

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

(10x1=10)

PART B: Short Essay

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

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

(6x3=18)

PART C: Essay

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

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

(2x6=12)
KANNUR UNIVERSITY
MODEL QUESTION PAPER

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

1CO5 HIS: POLITICAL REVOLUTIONS IN THE MODERN WORLD

Time: 3 Hours        Max. Marks: 40

Answers may be written either in English or in Malayalam

PART A: Short Notes
Write short notes on the following ten topics in around 30 words.
Each question carries 1 mark

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

(10x1=10)

PART B: Short Essay
Answer any six out of nine questions in around 200 words. Each question carries 3 marks

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

(6x3=18)

PART C: Essay
Answer any two out of four questions in around 400 words. Each question carries 6 marks

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

(2x6=12)
KANNUR UNIVERSITY
MODEL QUESTION PAPER

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

1CO7 HIS: ECONOMIC HISTORY OF MODERN INDIA (1793-1947)
Time: 3 Hours        Max. Marks: 40

Answers may be written either in English or in Malayalam

PART A: Short Notes
Write short notes on the following ten topics in around 30 words.
Each question carries 1 mark

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

PART B: Short Essay
Answer any six out of nine questions in around 200 words. Each question carries 3 marks

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

PART C: Essay
Answer any two out of four questions in around 400 words. Each question carries 6 marks

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

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

1CO9 HIS: TOURISM STUDIES: A HISTORICAL PERSPECTIVE
Time: 3 Hours        Max. Marks: 40

Answers may be written either in English or in Malayalam

PART A: Short Notes
Write short notes on the following ten topics in around 30 words. Each question carries 1 mark

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

(10x1=10)

PART B: Short Essay
Answer any six out of nine questions in around 200 words. Each question carries 3 marks

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

(6x3=18)

PART C: Essay
Answer any two out of four questions in around 400 words. Each question carries 6 marks

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

(2x6=12)