

**MAR ATHANASIUS COLLEGE (AUTONOMOUS)
KOTHAMANGALAM, KERALA - 686666**

*College with Potential for Excellence
NAAC Accredited 'A+' Grade Institution*

Email:mac@macollege.in



SCHEME AND SYLLABUS

FOR

UNDERGRADUATE PROGRAMME

UNDER CHOICE BASED CREDIT SYSTEM

(MAC- UG-CBCS 2021)

IN

HISTORY

EFFECTIVE FROM THE ACADEMIC YEAR 2021-22

BOARD OF STUDIES IN HISTORY(UG)

ACADEMIC COUNCIL
COMPOSITION – With Effect from 01-06-2020

Chairperson : Dr. Shanti. A.Avirah
Principal
Mar Athanasius College (Autonomous)
Kothamangalam

Experts/Academicians from outside the College representing such areas as Industry, Commerce, Law, Education, Medicine, Engineering, Sciences etc.

1. Dr. WinnyVarghese

Secretary
Mar Athanasius College Association
Kothamangalam

2. Prof. Dr. V.N. RajasekharanPillai

Former Vice-Chairman University Grants Commission,
New Delhi.

3. Dr. R.K.Chauhan

Former Vice-Chancellor,
Lingaya's University,
Faridabad, Haryana -121002

4. Dr. SheelaRamachandran

Pro-Chancellor,
Atmiya University Rajkot.

5. Prof. KuruvillaJoseph

Senior Professor and Dean,
Indian Institute of Space Science and Technology (IIST),

Department of Space,
Govt. of India, Valiyamala,
Thiruvananthapuram

6. Dr. M.C. DileepKumar

Former Vice Chancellor
SreeSankaracharya Sanskrit University Kalady,
Kerala, India

7. Dr. Mathew.K.

Principal
Mar Athanasius College of Engineering
Kothamangalam, Kerala - 686 666

8. Adv. George Jacob

Senior Advocate High Court of Kerala

Nominees of the University not less than Professors

9. Dr. BijuPushpan

SAS SNDP Yogam College Konni

10. Dr. Suma MarySacharia

UC College Aluva

11. Dr. V.B.Nishi

Associate Professor
SreeShankara College, Kalady

Member Secretary

12. Dr. M.S.Vijayakumary

Dean – Academics
Mar Athanasius
College

(Autonomous)

Kothamangalam

Four teachers of the college representing different categories of teaching staff by rotation on the basis of seniority of service in the college.

13. Dr. Bino Sebastian. V (Controller of Examinations)
14. Dr. Manju Kurian, Asst. Professor, Department of Chemistry
15. Dr. Smitha Thankachan, Asst. Professor, Department of Physics
16. Dr. Asha Mathai, Asst. Professor, Department of Malayalam

HEADS OF ALL THE DEPARTMENT

17. Dr. Jayamma Francis, Head, Department of Chemistry
18. Dr. Mini Varghese, Head, Department of Hindi
19. Ms. Shiny John, Head, Department of Computer Science
20. Dr. Igy George, Head, Department of Economics
21. Dr. Rajesh.K. Thumbakara, Head, Department of Mathematics
22. Dr. Aji Abraham, Head, Department of Botany
23. Dr. Selven S., Head, Department of Zoology
24. Dr. Deepa. S, Head, Department of Physics
25. Dr. Aswathy Balachandran, Head, Department of English
26. Dr. Diana Ann Issac, Head, Department of Commerce
27. Ms. Seena John, Head, Department of Malayalam
28. Ms. Diana Mathews, Head, Department of Sociology
29. Ms. Sudha. V, Head, Department of Statistics

30. Dr. Jani Chungath, Head, Department of History
31. Sri. Haary Benny Chettiamkudiyil, Head, Department of Physical Education
32. Ms. Shari Sadasivan, Head, Department of Marketing and International Business
33. Dr. Julie Jacob, Head, Department of Biochemistry
34. Ms. Nivya Mariyam Paul, Head, Department of Microbiology
35. Ms. Jaya VinnyEappen, Head, Department of Biotechnology
36. Ms. ShaliniBinu, Head, Department of Actuarial Science
37. Ms. Simi. C.V, Head, Post Graduate Department of History
38. Ms. Sari Thomas, Head, Post Graduate Department of Statistics
39. Ms. Sheeba Stephen, Head, Department of B.Com Model III- Tax Procedure and Practice
40. Ms. Dilmol Varghese , Head, Post Graduate Department of Zoology
41. Ms. Bibin Paul, Head, Post Graduate Department of Sociology

MAR ATHANASIUS COLLEGE (AUTONOMOUS)	
KOTHAMANGALAM, KERALA-686666	
BOARD OF STUDIES IN HISTORY (UG)	
NAME	DESIGNATION
CHAIRMAN	Dr. Jani Chungath Head of the Department Department of History M.A College Kothamangalam
EXPERTS FROM OUTSIDE THE PARENT UNIVERSITY TO BE NOMINATED BY THE ACADEMIC COUNCIL	
1.Dr. SUSAN THOMAS	Associate Professor Department of History Sri Sankaracharya University Regional Centre, Alappuzha
2. DR. JUNAIS P	Assistant Professor Department of History MES Kalladi College, Mannarkkad, Palakkad
ONE EXPERT TO BE NOMINATED BY THE VICE CHANCELLOR (MGU)	

1.Dr. Anaz C A	Assistant Professor Department of History Feroke College Calicut
POST GRADUATE MERITORIOUS ALUMINUS	
RIYAS BHASHEER	
FACULTY MEMBERS (All Ph.D holders of the Department Excluding HOD)	
OTHER MEMBERS OF STAFF (Other Faculty Members of the Department)	
1.BINCE MATHEW	Assistant Professor Department of History M.A College
2.REMIA K	Assistant Professor Department of History M.A College

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PREFACE

Mar Athanasius College, Kothamangalam, was conferred with autonomous status in March 2016. In order to update the syllabus in accordance with the contemporary standards of curricula and mode of evaluation, the department revised the curriculum and syllabi of B.A Programme in History as per the guidelines provided by the college.

The Department of History established in the college in 1979 with an under graduate course in History. History is the discipline most concerned with understanding change. It is commonly acknowledged that an understanding of the past is fundamental to an understanding of the present. The study of history is vital to a liberal arts education. History is unique among the liberal arts in its emphasis on historical perspective and context. I would like to express my sincere gratitude to all the members of the Board of Studies and my colleagues for their valuable suggestions and cooperation.

Chairperson and Members

Board of Studies History (UG)

Mar Athanasius College (Autonomous),

Kothamangalam

**LIST OF UNDERGRADUATE PROGRAMMES IN
MAR ATHANASIUS COLLEGE (AUTONOMOUS),
KOTHAMANGALAM**

SL. NO.	PROGRAMME	DEGREE	FACULTY
1	ENGLISH	BA	LANGUAGE AND LITERATURE
2	HINDI	BA	LANGUAGE AND LITERATURE
3	ECONOMICS	BA	SOCIAL SCIENCES
4	SOCIOLOGY	BA	SOCIAL SCIENCES
5	HISTORY	BA	SOCIAL SCIENCES
6	MATHEMATICS	B.Sc	SCIENCE
7	CHEMISTRY	B.Sc	SCIENCE
8	PHYSICS	B.Sc	SCIENCE
9	BOTANY	B.Sc	SCIENCE
10	STATISTICS	B.Sc	SCIENCE
11	ZOOLOGY	B.Sc	SCIENCE
12	COMMERCE (SPECIALISATION - FINANCE AND TAXATION) – MODEL - I	B.Com	COMMERCE
13	COMMERCE - (SPECIALISATION – TAXATION) MODEL – III (SELF FINANCING)	B.Com	COMMERCE
14	BUSINESS ACCOUNTING AND TAXATION	B.Voc	COMMERCE
15	DATA ANALYTICS AND MACHINE LEARNING	B. Voc	SCIENCE

MAR ATHANASIUS COLLEGE (AUTONOMOUS)

KOTHAMANGALAM, KERALA - 686666

**REGULATIONS FOR UNDERGRADUATE PROGRAMMES UNDER CHOICE BASED CREDIT
SYSTEM- 2021 ADMISSION ONWARDS**

PREAMBLE

Education prepares a man to live with dignity and liberty. The ultimate aim of education is to deepen man's understanding of the universe and of himself-in body, mind and spirit –and to disseminate this understanding throughout society and to apply it in the service of mankind. This aim is accomplished when quality is ensured in the process of learning. Ever since Independence there has been several attempts on the part of Central and State Governments, University Grants Commission, AICTE and similar regulatory bodies as well as universities and colleges to improve the quality of instruction offered. However, because of heavy demand for access and consequent expansion of colleges and universities together with constraints on resources, standards of education could not cope with expansion. The affiliating system, which played a useful role in managing access in the past, occupied disproportionate time on administration of the system and undermined the capacities of universities and colleges to work towards research and development. Even curricular reform took a back seat in many universities. While there is no alternative in the present context to the system of affiliation, there is a felt need to seek fresh strategies for innovation and experimentation in the entire range of higher education activities at the institutional level. In this scenario, Government of India by Resolution dated 14 July 1964 appointed the Education Commission to advise Government on the national pattern of education and policies for the development of education at all stages and in all aspects. The Education Commission (1964 – 66) recommended “Autonomy” to universities and colleges as instrumental in achieving and promoting academic excellence in higher education (Chapter XIII). In consonance with this recommendation, the University Grants Commission prepared Guidelines for Autonomy (Annexure II) during XIth plan and the same has been revised subsequently during XIIth plan. In the context of UGC Guidelines, the Committee set up by the Kerala State Higher Education Council in December 2012 to recommend criteria for selection and steps for operationalization of “Autonomous Colleges” in Kerala, deliberated on the subject extensively. Accordingly, the 13th Kerala State Legislative Assembly as per the “the University Laws (Third Amendment) Bill, 2014 resolved to provide Autonomy to colleges and Universities in Kerala. Mar Athanasius College, Kothamangalam, in its pursuit of academic excellence, was accorded Autonomous Status as per the Letter No. F.22 – 1/2016 (AC), dated 9th March, 2016. Following the attainment of autonomous status, the expert committee constituted by the Principal has undertaken the task of designing a draft

Regulations and Guidelines of all Undergraduate Programmes in the institution in 2016. During the academic year 2016-17(For the 2016 admission) the then prevailing M. G. University regulations was accepted by the institution without any change. In the academic year 2017 the institution prepared UG regulations after making necessary modifications. The total credit, internal assessment, evaluation of answer sheets, Question paper pattern and conduct of examination were strictly adherent to the parent university regulations. The modified regulation came in to force in academic year 2018(with effect 2018 admission onwards) and the same regulation continued until 2020-21. In due course as per the recommendations of the academic council held on 19.06.2020, the 2018 UG regulations has been hitherto, modified by incorporating the modifications put forward by M.G. University as per U.O No. 1417/AC A9/2020 MGU Dated 10.03.2020. The framework of the Common Guidelines and regulations are presented in the ensuing pages.

1. TITLE

I.1. These regulations shall be called “**REGULATIONS FOR UNDERGRADUATE (UG) PROGRAMMES UNDER CHOICE BASED CREDIT SYSTEM, 2021 (MAC- UG-CBCS 21)**” of Mar Athanasius College (Autonomous), Kothamangalam.

2. SCOPE

2.1 Applicable to all Undergraduate Programmes conducted by Mar Athanasius College (Autonomous), Kothamangalam with effect from 2021-22 admissions.

2.2 Medium of instruction is English except in the case of language courses other than English unless otherwise stated therein.

3. DEFINITIONS

3.1. ‘*Academic Week*’ is a unit of five working days in which distribution of work is organized from Day One to Day Five, with five contact hours of one hour duration on each day.

3.2. ‘*Semester*’ means a term consisting of a minimum of 90 working days, inclusive of tutorials, examination days and other academic activities, within a period of six months.

3.3 ‘*Programme*’ means a three year programme of study with examinations spread over six semesters. The successful completion of the programme leads to the award of a Bachelor Degree.

3.4 ‘*Course*’ means a portion of a subject, which will be taught and evaluated in a semester (similar to a paper under Annual scheme). Each Course is to be designed under lectures / tutorials / laboratory / fieldwork / seminar/ project / practical training / assignments and evaluation etc., to meet effective teaching and learning needs.

3.5. ‘*Common Course I*’ means a course that comes under the category of courses for English.

3.6 ‘*Common Course II*’ means additional language (Malayalam or Hindi).

- 3.7. '**Core Course**' means a course in the subject of specialization within an Under Graduate Programme. It includes a course on environmental studies and human rights.
- 3.8. '**Complementary Course**' means a course which would enrich the study of core courses.
- 3.9. '**Choice Based Course**' means a course that enables the students to familiarise the advanced areas of Core Course.
- 3.10. '**Open course**' means an optional course which the student is free to take at his/her will. Open Course shall be a non-major elective course offered by the Departments other than parent Department.
- 3.11 '**Certificate Course / Diploma Course**' means courses that permit an opportunity to the students for academic enrichment in an area other than the traditional programmes to which he/she is admitted. Such courses will lead the candidate toward entry level employment in a professional field. The duration and general frame of the courses are subject to the regulations prescribed by the UGC from time to time. Certificate/Diploma courses shall be conducted over and above regular working hours.
- 3.12. '**Credit**' is the numerical value assigned to a course according to the relative importance of the syllabus of the programme.
- 3.13. '**Grade**' means a letter symbol (e.g: A, B, C, etc.) that indicates the broad level of performance of a student in a course/ semester/programme. professional field. The duration and general frame of the courses are subject to the regulations prescribed by the UGC from time to time. Certificate ./ Diploma courses shall be conducted over and above regular working hours.
- 3.12. '**Credit**' is the numerical value assigned to a course according to the relative importance of the syllabus of the programme.
- 3.13. '**Grade**' means a letter symbol (e.g: A, B, C, etc.) that indicates the broad level of performance of a student in a course/ semester/programme.
- 3.14. '**Grade Point (GP)**' is the numerical indicator of the percentage of marks awarded to a student in a course.
- 3.14. '**Grade Point (GP)**' is the numerical indicator of the percentage of marks awarded to a student in a course.
- 3.15. '**Institutional Average (IA)**' means average marks secured (Internal + External) for a course at the college level
- 3.16. '**Credit Point (CP)**' of a course is the value obtained by multiplying the Grade Point (GP) by the Credit (C) of the course. $CP = GP \times C$.
- 3.17. '**Cumulative Credit Point Average (CCPA)**' is the value obtained by dividing the sum of credit points in all the courses taken by the student for the entire programme by the total number of credits.
- 3.18. '**Department**' means any Teaching Department in the College.
- 3.19. '**Parent Department**' means the department which offers core courses within an Under Graduate Programme.
- 3.20. '**Department Council**' means the body of all teachers of a department in the college.

3.21. '**Department Co-ordinator**' means a teacher from the parent department nominated by the Department Council, who will advise the student in the academic matters.

3.22. '**College Coordinator**' is a teacher nominated by the Principal to co-ordinate the continuous evaluation undertaken by various departments within the college.

3.23. '**Grace Marks**' means marks awarded to the candidates as per the orders issued by Mahatma Gandhi University, Kottayam, from time to time.

3.24. '**Skill Enhancement Programme**' means Programme intended to assist the students to acquire additional practical skill which should be conducted over and above the regular working hours.

3.24. Words and expressions used and not defined in this regulation shall have the same meaning assigned to them in the Act and Statutes of the Mahatma Gandhi University.

4. ELIGIBILITY FOR ADMISSION AND RESERVATION OF SEATS

4.1 Eligibility and Norms for admission and reservation of seats for various Under Graduate Programmes shall be according to the rules framed by the Mahatma Gandhi University/State Government from time to time.

5. DURATION

5.1 The duration of UG programmes shall be **6 semesters**.

5.2 There shall be two semesters in an academic year. The **ODD** semester commences in **June** and on completion, the **EVEN** semester commences. There shall be two months' vacation during April and May in every academic year.

5.3 A student may be permitted to complete the Programme, on valid reasons, within a period of 12 continuous semesters from the date of commencement of the first semester of the programme.

6. REGISTRATION

6.1 The strength of students for each course shall remain as per existing regulations as approved by Mahatma Gandhi University, Kottayam.

6.2 The college shall send a list of students registered for each programme in each semester giving the details of courses registered to the University in the prescribed form within 45 days from the commencement of the Semester.

6.3 Those students who possess the required minimum attendance and progress during a semester and could not register for the semester examination are permitted to apply for Notional Registration to the examinations concerned, enabling them to get promoted to the next class.

77. SCHEME AND SYLLABI

7.1. The UG programmes shall include (a) Common courses I and II, (b) Core courses, (c) Complementary Courses, (d) Choice Based Course and (e) Open Course. Common course II is exempted in the case of B.Com Model III.

7.2. There shall be one Choice Based course (Elective Course) in the sixth semester. In the case of B.Com Programme there shall be an elective stream from third semester onwards.

7.3 Credit Transfer and Accumulation System can be adopted in the programme. Transfer of Credit consists of acknowledging, recognizing and accepting credits by an institution for programmes or courses completed at another institution. The Credit Transfer Scheme shall allow students pursuing a programme in one College to continue their education in another College without break. Credit transfer shall be permitted as per the University Rules.

7.4. A separate minimum of 30% marks each for internal and external (for both theory and practical) and an aggregate minimum of 35% are required to pass a course. For a pass in a programme, a separate minimum of **Grade D** is required for all the individual courses. If a candidate secures **F Grade** for any one of the courses offered in a Semester/Programme only **F Grade will be awarded** for that Semester/Programme until he/she improves this to **D Grade** or above within the permitted period.

7.5. Students who complete the programme with “D” Grade under “**REGULATIONS FOR UNDERGRADUATE (UG) PROGRAMMES UNDER CHOICE BASED CREDIT SYSTEM, 2021**” of Mar Athanasius College (Autonomous), Kothamangalam will have **one betterment chance within 12 months**, immediately after the publication of the result of the whole programme.

7.6 The UG Board of Studies concerned shall design all the courses offered in the UG programme. The Boards shall design new courses and modify or re-design existing courses to facilitate better exposure and training for the students.

7.7. The syllabus of a course shall include the title of the course, contact hours, the number of credits and reference materials.

7.8. Students discontinued from previous regulations CBCS 2018 of Mar Athanasius College (Autonomous), Kothamangalam can pursue their studies in the Mar Athanasius College (Autonomous) Kothamangalam under “Regulations for Under Graduate Programmes under Choice Based Credit System 2021” after obtaining readmission. These students have to complete the programme as per the Mar Athanasius College (Autonomous) “Regulations for Under Graduate Programmes under Choice Based Credit System 2021”.

7.9. The practical examinations (external/internal) will be conducted only at the end of even semesters for all programmes. Special sanction shall be given for those programmes which are in need of conducting practical examinations at the end of odd semesters

8. PROGRAMME STRUCTURE

The structure of UG Programmes is as follows:

Model I B.A./B.Sc.

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the programme	120
c	Credits required from common course I	22
d	Credits required from common course II	16
e	Credits required from Core Course and Complementary Course including Project	79
f	Credits required from Open course	3
g	Minimum attendance required	75%

Model I B Com

a	Programme Duration	6 Semesters
b	Total Credits required for successful completion of the programme	120
c	Credits required from common course I	14
d	Credits required from common course II	8
e	Credits required from Core Course and Complementary Course	95
f	Credits required from Open course	3
g	Minimum attendance required	75%

Model III B Com

a	Programme Duration	6 semesters
b	Total Credits required for successful completion of the programme	120
c	Credits required from Common Course I	8
d	Credits required from Core + Complementary + Vocational courses including Project	109
E	Credits required from Open Course	3
G	Minimum attendance required	75%

9. EXAMINATIONS

The evaluation of each course shall contain two parts:

(i) Internal or In-Semester Assessment (ISA)

(ii) External or End-Semester Assessment (ESA)

The in-semester to end semester assessment ratio shall be 1:4.

Both Internal and External marks are to be rounded to the next integer.

For all courses (theory & practical), grades are given on a **7- point scale**, based on the total percentage of marks (**ISA+ESA**) as given below:

Percentage of Marks	Grade	Grade Point (GP)
95 and above	S Outstanding	10
85 to below 95	A+Excellent	9
75 to below 85	A Very Good	8
65 to below 75	B+Good	7
55 to below 65	B Above average	6

45 to below 55	C Satisfactory	5
35 to below 45	D Pass	4
Below 35	F Failure	0
	Ab Absent	0

10. CREDIT POINT(CP)AND CREDIT POINT AVERAGE (CPA)

1. Credit Point (CP)

Credit Point (CP) of a paper is calculated using the following formula.

$$CP = C \times GP$$

Where:

C is the Credit and

GP is the Grade point

II. Credit Point Average (CPA)

Credit Point Average (CPA) of a Course (Common Course I, Common Course II, complementary Course I, Complementary Course II, and Core Course) is calculated using the following formula.

$$CPA = TCP/TC$$

Where:

TCP is the Total Credit Point of course and

TC is the Total Credit of that category of course

3. Semester Credit Point Average (SCPA)

Semester Credit Point Average (SCPA) of a Semester is calculated using the following formula.

$$SCPA = TCP/TC$$

Where:

TCP is the Total Credit Point of that semester and

TC is the Total Credit of that semester

4. Cumulative Credit Point Average (CCPA)

Cumulative Credit Point Average (CCPA) is calculated using the following formula.

$$CCPA = TCP/TC$$

Where;

TCP is the Total Credit Point of that Programme and

TC is the Total Credit of that programme

Grades for the different semesters and overall programme are given based on the corresponding CPA as shown below:

GPA	Grade
CPA	Grade
9.5 and above	S Outstanding
8.5 to below 9.5	A+ Excellent
7.5 to below 8.5	A Very Good
6.5 to below 7.5	B+ Good
5.5 to below 6.5	B Above average
4.5 to below 5.5	C Satisfactory
4 to below 4.5	D Pass
Below 4	F Failure

11. MARK DISTRIBUTION FOR EXTERNAL AND INTERNAL EVALUATION

The end semester examination of all semesters shall be conducted by the college at the end of each semester. Internal evaluation is to be done by continuous assessment. For all courses without practical total marks of external examination is 80 and total marks of internal evaluation is 20. Marks distribution for external and internal assessments and the components for internal evaluation with their marks are shown below:

11.1 FOR ALL COURSES WITHOUT PRACTICAL

a) Marks of External Examination : 80

b) Marks of Internal Evaluation : 20

All the four components of the internal assessment are mandatory.

Components of Internal Evaluation of theory	Marks
Attendance	5

Assignment /Seminar/Viva	5
Test papers (2x5)	10
Total	20

11.2 FOR ALL COURSES WITH PRACTICAL

a) Marks of External Examination **60**

b) Marks of Internal Evaluation **15**

11.2.1 FOR THEORY

Components of In-Semester Evaluation of Practical	Marks
Attendance	2
Test paper	4
Test papers (1x4)	4
Total	10

*Marks awarded for Record should be related to number of experiments recorded and duly signed by the teacher concerned in charge.

All three components of internal assessments are Mandatory

11.3 PROJECT EVALUATION: (Maximum Marks 100)

All students are to do a project in the area of core course. This project can be done individually or in groups (not more than five students) for all subjects which may be carried out in or outside the campus. Special sanction shall be obtained from the Principal to those new generation programmes and programmes on performing arts where students have to take projects which involve larger groups. The projects are to be identified during the II semester of the programme with the help of the supervising teacher. The report of the project in duplicate is to be submitted to the department at the sixth semester and are to be produced before the examiners (Internal and External) appointed by the Controller of Examinations. External Project evaluation and Viva /Presentation is compulsory for all subjects and will be conducted at the end of the programme.

For Projects

a) Marks of External Evaluation :80

b) Marks of Internal Evaluation : 20

Components of External Evaluation of Project	Marks
Dissertation (External)	50
Viva – Voce (External)	30
Total	80

*Marks for Dissertation may include study tour report if proposed in the syllabus

Components of Internal Evaluation of Project	Marks
Punctuality	5
Experimentation/Data collection	5
Knowledge	5
Report	5
Total	20

11.4 ATTENDANCE EVALUATION FOR ALL COURSES (Theory/Practical)

Percentage of attendance	Marks
90 and above	5
85 – 89	4
80-84	3
76-79	2
75	1
Below 75	0

(Decimals are to be rounded to the next higher whole number)

12. ASSIGNMENTS

Assignments are to be done from first to fourth Semesters. At least one assignment should be done in each semester.

13. SEMINAR/VIVA VOCE

A student shall present a seminar in the Fifth semester for each course and appear for Viva-voce in the sixth semester for each course.

14. INTERNAL ASSESSMENT TEST PAPERS

Two Test papers are to be conducted in each semester for each course. The evaluations of all components are to be published and are to be acknowledged by the candidates. All documents of internal assessments are to be kept in the college for one year and shall be made available for verification. The responsibility of evaluating the internal assessment is vested on the teacher (s), who teach the course.

14.1 GRIEVANCE REDRESSAL MECHANISM

Internal assessment shall not be used as a tool for personal or other type of vengeance. A student has every right to know, how the teacher arrived at the marks. In order to address the grievance of students, a three -level Grievance Redressal Mechanism is envisaged. A student can approach the upper level only if grievance is not addressed at the lower level.

Level 1: At the level of the concerned Course Teacher

Level2: Department Level: The Department cell chaired by the Head of the Department, Faculty Advisor and the Course Teacher concerned as members.

Level 3: College level: A committee with the Principal as Chairman, and HOD of concerned Department, Academic Coordinator, and two teachers of the College Grievance Cell as members.

14.2 Academic coordinator shall make arrangements for giving awareness of the internal evaluation components to students immediately after commencement of first semester.

14.3 The in-semester evaluation report in the prescribed format should reach the Controller of Examinations as per the academic calendar.

14.4 The evaluation of all components is to be published in the Department and is to be acknowledged by the candidates. All academic records of in-semester assessments are to be kept in the Department for three years and shall be made available for verification. The responsibility of evaluating the in-semester assessment is vested on the teacher(s), who teach the course.

15. EXTERNAL EXAMINATION

The end semester examination of all Programmes shall be conducted by the College at the end of each semester.

15.1 Students having a minimum of 75% average attendance for all the courses only can register for the examination. A candidate having a shortage of attendance of 10 days in a semester subject to a maximum of 2 times during the whole period of the programme can apply for Condonation in prescribed form on genuine grounds. This Condonation shall not be counted for internal assessment. Condonation of shortage of attendance, if any, should be obtained at least 7 days before the commencement of the concerned semester examination.

It shall be the discretion of the Principal to consider such applications and condone the shortage on the merit of each case in consultation with the concerned Faculty Advisor and Head of the Department.

Unless the shortage of attendance is condoned, a candidate is not eligible to appear for the examination.

Benefit of attendance may be granted to students attending University/College union/Co-curricular activities by treating them as present for the days of absence, on production of participation/attendance certificates, within one week, from competent authorities and endorsed by the Head of the institution. This is limited to a maximum of 10 days per semester and this benefit shall be considered for internal assessment also.

Those students who are not eligible to attend the end semester examination due to shortage of attendance, even with Condonation, should take re-admission along with the next batch.

15.2 Those candidates who cannot appear for End Semester Examination or who have failed in the end semester examinations of Fifth and Sixth Semester shall be eligible to appear for supplementary examination by paying separate fees. For reappearance/ improvement, for other semesters the students can appear along with the next batch. Notionally registered candidates can also apply for the said supplementary examinations.

15.3 A student who registers his/her name for the end semester examination will be eligible for promotion to the next semester.

15.4 A student who has completed the entire curriculum requirement, but could not register for the Semester examination can register notionally, for getting eligibility for promotion to the next semester.

15.5 A candidate who has not secured minimum marks/credits in internal examinations can re-do the same registering along with the End Semester examination for the same semester, subsequently. There shall be no improvement for internal evaluation.

15.6 Answer scripts of the external examination shall be made available to the students for scrutiny on request and revaluation/scrutiny of answer scripts shall be done as per the request of the candidate by paying fees.

16. PATTERN OF QUESTIONS

Questions shall be set to assess knowledge acquired, standard application of knowledge, application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge. The question setter shall ensure that questions covering all skills are set. He/she shall also submit a detailed scheme of evaluation along with the question paper. A question paper shall be a judicious mix of short answer type, short essay type /problem solving type and long essay type questions.

Pattern of Questions for External Examination for Course without Practical

Sl. No.	Pattern	Marks	Choice of questions	Total Marks
1	Short answer/ Problem Type	2	10/12	20
2	Short essay/ Problems	5	6/9	30
3	Essay/Problem	15	2/4	30

Total	80
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Pattern of Questions for End Semester Examination for Course with Practical

Sl. No.	Pattern	Marks	Choice of questions	Total Marks
1	Short answer/ Problem Type	1	10/12	10
2	Short essay/ Problems	5	6/9	30
3	Essay/Problem	10	2/4	20
Total				60

17. RANK CERTIFICATE

The institution publishes rank list of top 3 candidates for each programme after the publication of 6th semester results. Rank certificate shall be issued to the candidate who secure first position in the rank list. Candidates shall be ranked in the order of merit based on the CCPA scored by them. Grace marks awarded to the students should not be counted fixing the rank/position. Rank certificate shall be signed by the Principal and Controller of Examinations.

18. MARK CUM GRADE CARD

The College under its seal shall issue to the students a MARK CUM GRADE CARD on completion of each semester, which shall contain the following information:

- (a) Name of the University
- (b) Name of the College
- (c) Title & Model of the Under-Graduate Programme
- (d) Name of the Semester
- (e) Name and Register Number of the student
- (f) Code, Title, Credits and Maximum Marks (Internal, External and Total) of each course opted in the semester.
- (g) Internal, External and Total Marks awarded, Grade, Grade point and Credit point in each course opted in the semester
- (h) Institutional average of the Internal Exam and Average of the External Exam in each course.
- (i) The total credits, total marks (Maximum and Awarded) and total credit points in the semester
- (j) Semester Credit Point Average (SCPA) and corresponding Grade.
- (k) Cumulative Credit Point Average (CCPA), CPA corresponding to Common courses I and II, Core Course, Complementary Course and Open Course.

(m) The final Mark cum Grade Card issued at the end of the final semester shall contain the details of all courses taken during the final semester examination and shall include the final grade(SCPA) scored by the candidate from **1st to 5th** semesters, and the overall grade for the total programme.

19. There shall be 2 level monitoring committees for the successful conduct of the scheme. They are:

1. Department Level Monitoring Committee (DLMC), comprising HOD and two senior most teachers as members.
2. College Level Monitoring Committee (CLMC), comprising Principal, College Council secretary and A.O/Superintendent as members.

20. SKILL ENHANCEMENT PROGRAMME

In addition to the requirement prescribed for the award of Bachelor degree, each student shall participate in the Skill Enhancement Programme (SEP) conducted by each department for a total duration of 40 hours spread over Semester I to Semester VI of all Programmes. SEP is intended to train the students and to inculcate extra skills that enable them to be competent in academic and non-academic matters equally. Separate certificate shall be issued by the institution to the candidate on successful completion of the programme. SEP shall be conducted over and above the regular working hours of each programme.

21. CERTIFICATE/DIPLOMA COURSES: Certificate/Diploma courses such as basics of accounting, animation, photography, garment designing, etc. may be conducted for all Programmes as per the discretion of the Board of Studies of the concerned department. The Board of Studies should prepare the curriculum and Syllabi of Certificate/Diploma courses including contact hours and reference materials. Separate certificate will be issued to the candidate on successful completion of the course. An extra Credit of 2 will be awarded to all the candidates on successful completion of the certificate courses and same shall be inscribed in the cumulative grade card and the degree certificate of each candidate.

21. A FACTORY VISIT / FIELD WORK/VISIT TO A REPUTED RESEARCH INSTITUTE/ STUDENT INTERACTION WITH RENOWNED ACADEMICIANS may be conducted for all Programmes.

22. TRANSITORY PROVISION

Notwithstanding anything contained in these regulations, the Principal shall, for a period of one year from the date of coming into force of these regulations, have the power to provide by order that these regulations shall be applied to any Programme with such modifications as may be necessary from time to time.

Annexure I – Model Mark cum Grade Card

Mar Athanasius College (Autonomous) Kothamangalam

Kothamangalam College P.O. Kothamangalam Section:

Student ID:

Kothamangalam

Date:

MARK CUM GRADE CARD

Name of candidate :

Name of College :

Permanent Register Number (PRN) :

Degree:

Name of the Programme :

Name of Examination :First Semester Exam Month &Year

Date of publication of result :

Course Code	Course Title	Credit (C)	Marks						Percentage of total marks	Grade awarded (G)	Grade point (GP)	Credit point (CxGP)	Result
			External		Internal		Total						
			Awarded (E)	Maximum	Awarded (E+i)	Maximum	Awarded (I)	Maximum					
	Common Course I Common Course II Core Course Complementary Course I Complementary Course II/ Vocational Course Total Total credit points (TCP) Total credit (TC) SCPA: Grade:												

Annexure II Model Mark cum Grade Card (VI Semester)

Mar Athanasius College (Autonomous) Kothamangalam

Kothamangalam College P.O. Kothamangalam.

Section:

Student ID:

Date:

MARK CUM GRADE CARD

Name of candidate :

Name of College :

Permanent Register Number (PRN) :

Degree:

Name of the Programme :

Name of Examination :Sixth Semester Exam Month &Year

Date of publication of result :

Course Code	Course Title	Credit (C)	Marks						Percentage of total marks	Grade awarded (G)	Grade point (GP)	Credit point (CxGP)	Result
			External		Internal		Total						
			Awarded (E)	Maximum	Awarded (E+i)	Maximum	Awarded (I)	Maximum					
	Core 9 Core 10 Core 11 Core 12 Choice Based Course Project SCPA Grade SGPA Grade												

		Credit	CPA	Grade	Month & Year	Result
	Semester I Semester II Semester III Semester IV Semester V Semester VI					

	Common Course I Common Course II Complementary Course I Complementary Course II Core Course Open Course					
	Overall programme CCPA:					

Annexure III

Reverse side of the Mark cum Grade Card**(COMMON TO ALL SEMESTERS)****Description of the Evaluation Process****Grade and Grade Point**

The Evaluation of each Course comprises of Internal and External Components in the ratio 1:4 for all Courses. Grades and Grade Points are given on a 10-point Scale based on the percentage of Total Marks (Internal + External) as given in Table 1.

(Decimals are to be rounded to the next whole number)

Credit point and Credit point average. Grades for the different Semesters and overall Programme are given based on the corresponding CPA, as shown in Table I.

CPA	GRADE
Equal to 9.5 and above	S Outstanding
Equal to 8.5 and < 9.5	A+ Excellent
Equal to 7.5 and < 8.5	A Very Good
Equal to 6.5 and < 7.5	B+ Good
Equal to 5.5 and < 6.5	B Above Average
Equal to 4.5 and < 5.5	C Satisfactory
Equal to 4 and < 4.5	D Pass
Below 4	F Failure

Note: A separate minimum of **30%** marks each for internal and external (for both theory and practical) and aggregate minimum of **35%** are required for a pass for a course. For a pass in a programme, a separate minimum of **Grade D** is required for all the individual courses. If a candidate secures **F Grade** for any one of the courses offered in a Semester/Programme only **F grade** will be awarded for that Semester/Programme until he/she improves this to **D grade** or above within the permitted period.

ELIGIBILITY FOR ADMISSION TO HISTORY

Programme with Core subject	Complementary subjects	Eligibility	No. of Seats
<i>Programmes under Faculty of Social Science</i>			
Admission to BA Degree History Programmes under the faculty of Social Science shall be open only to candidates who have passed Plus Two or equivalent examination or an examination recognized by Mahatma Gandhi University as equivalent there to.			
BA HISTORY (Model1)	Complimentary Economics and Political Science	Pass in plus two exam or equivalent	48

Table 1

PREFACE

CURRICULUM FOR HISTORY PROGRAMME

Introduction

The Board of Studies in History proceeded with the task of restructuring the undergraduate course in History in Mar Athanasius College (Autonomous) as per the terms of reference and guidelines given by the University and Kerala State Higher Education Council.

The Board of Studies resolved to restructure the curriculum and syllabi of BA Degree course under the newly proposed choice- based credit and semester system. Programme models proposed by the M.G. University and the Kerala State Higher Education Council are selected as the base for the task. The restructuring is attempted in such a way as to lay emphasis on student choice and self learning. The new structure would ultimately pave the way for a qualitative transformation of the existing system. While attempting the reforms, the existing conditions relating to infrastructure, work load and staff pattern have been properly taken care of and provision for full utilization of the existing faculty is proposed.

Since all the programmes within the same stream should have the same number of credits, we have chosen 120 credits as instructed. Total number of courses in History programme is stipulated as 30 which is spread over six semesters.

UNDERGRADUATE PROGRAMME IN HISTORY
SCHEME AND STRUCTURE

SEM	Title with Course Code	Course Category	Hours per Week	Credit	Marks	
					Intl	Extl
I	ENGLISH –I	Common Course	5	4	20	80
	ENGLISH-II	Common Course	4	3	20	80
	SECOND LANGUAGE –I	Common Course	4	4	20	80
	Early India (Upto 300AD) UG21HY1CR01	Core Course	6	4	20	80
	COMPLEMENTARY COURSE-I ECONOMICS- 1	Complementary Course	6	4	20	80
II	ENGLISH –III	Common Course	5	4	20	80
	ENGLISH –IV	Common Course	4	3	20	80
	SECOND LANGUAGE –II	Common Course	4	4	20	80
	History Of Early Medieval India (300-1206)AD UG21HY2CR01	Core Course	6	4	20	80
	COMPLEMENTARY COURSE-II	Complementary Course	6	4	20	80

	ECONOMICS- 2					
III	ENGLISH –V	Common Course	5	4	20	80
	SECOND LANGUAGE –III	Common Course	5	4	20	80
	Medieval India: The Sultanate of Delhi (1206 -1526) AD UG21HY3CR01	Core Course	4	4	20	80
	Medieval India: Mughals and Marathas (1526 - 1757) AD UG21HY3CR02	Core Course	5	4	20	80
	COMPLEMENTARY COURSE-III POLITICS-1	Complementary Course	6	4	20	80
IV	ENGLISH –VI	Common Course	5	4	20	80
	SECOND LANGUAGE –IV	Common Course	5	4	20	80
	Modern India (1757-1857) AD UG21HY4CR01	Core Course	5	4	20	80
	History of the Freedom Movement in India (1857-1947) UG21HY4CR02	Core Course	4	4	20	80
	Study Tour to Important Local Historic Sites					
	COMPLEMENTARY COURSE-IV POLITICS-2	Complementary Course	6	4	20	80
	India since Independence	Core Course	5	4	20	80

V	UG21HY5CR01					
	Ancient and Early Medieval Kerala UG21HY5CR02	Core Course	5	4	20	80
	Transformations in Medieval Kerala UG21HY5CR03	Core Course	5	4	20	80
	Environmental Studies and Human Rights in historical outline UG21HY5CR04	Core Course	6	4	20	80
	Environmental History in Indian Context UG21HY5OC01	Open Course	4	3	20	80
	VI	Understanding History UG21HY6CR01	Core Course	4	4	20
Making of Modern Kerala UG21HY6CR02		Core Course	5	4	20	80
Medieval World UG21HY6CR03		Core Course	5	4	20	80
History of the Modern World UG21HY6CR04		Core Course	5	4	20	80
(Choice Based Core) World civilizations UG21HY6CB01		Choice Based Core Course	5	4	20	80
PROJECT UG21HY6PV		Project	1	2	20	80

PROGRAMME OUTCOME

PO NO	Upon completion of undergraduate programme, the students :
PO-1	Understand the discipline
PO-2	Achieve an aim to expand their studies in the discipline at higher level
PO-3	Work as a team with enhanced communication and co-ordination skills.
PO-4	Attain skills for employment in their programme related professions
PO-5	Acquire awareness on socio-historical-cultural, human rights and environmental issues.
PO-6	Develop entrepreneurship and leadership abilities
PO-7	Inculcate a sense of ethics, discipline, time management, emotional intelligence and self- awareness
PO-8	Expand the mindset to pursue lifelong learning

B.A. HISTORY PROGRAMME**PROGRAMME SPECIFIC OUTCOMES (PSO)**

PSO NO	Upon completion of undergraduate programme the students :	PO NO
PSO-1	Attains knowledge and skills that will enable critical thinking	1, 4, 5
PSO-2	Identify& comprehend the major historical facts	1,5,7
PSO-3	Understand the development in Indian history	1,6,8
PSO-4	Gain proficiency in research methods and its applications.	1,7,8

PSO-5	Acquire the ability in disseminating the historical knowledge.	3,4,6
PSO-6	Gain proficiency in research methods and its applications. Theoretical frameworks of history	1,6,8

DETAILED SYLLABUS OF BA HISTORY PROGRAMM**SEMESTER I****EARLY INDIA (Upto 300AD)****UG21HY1CR01**

COURSE DETAILS			
Code	UG21HY1CR01		
Title	EARLY INDIA (Upto 300AD)		
Degree	BA		
Branch	History	Type	Core
Semester	1		
Credits	4	Hrs/Week	6

Course Outcome	Upon the completion of the course the student will be able to	Cognitive level	Knowledge Level	PSO No
CO 1	Identify the main historical sites	U	F,C	1
CO 2	Understand the historical knowledge	U	MC	1,2,3,7
CO 3	Familiarize the ancient Indian culture	A	C,P	1,2,3,6
CO 4	Understand regional history	U,AN	P	1,2,6
CO 5	Understand the elements which constitute the social structure in Indian society	C, AP	MC	1,4
Cognitive Level	R- Remember, U –Understanding, AP-Apply AN-Analyze, E-Evaluative, C- Create			
Knowledge Level	F- Factual, C-Conceptual, P- Procedural, MC –Meta Cognitive			

Learning Pedagogy

Chalk and talk, Multimedia projection, e-content, Group discussion, Seminar, Interactive sessions, Tutorials, Assignment, Quiz etc.

Assessment Tools

Assignments, Seminar, Test papers, End semester examination

COURSE CONTENT

EARLY INDIA (Upto 300AD)

Module-1 Transformation from Lithic age to Bronze Age

(A) Material culture of the lithic age-Neolithic Revolution

(B) Harappan Civilization –Chronology and Extent-Indus Sites-Material Characteristics - Harappan Polity, Society ,Religion, Science, technology, arts, crafts trade & economy –Script - Decline of the first urbanization.

(20 hrs)

Module-2 Iron Age Culture

PGW- NBPW-Aryan Problem -- Vedic Age- Early and Later- Sources-Archeological and Literary. Social stratification -polity-religion-economy - Lineage society.

(15hrs)

Module-3 Second Urbanization

Growth of Mahajanapadas- political conflict and the growth of the Magadhan Empire-Alexander’s Invasion- Buddhism -Jainism –Bhagavatism-Ajivikas-Charvakas.

(20 hrs)

Module- 4 Emergence of Central Authority

(A) Mauryan Empire-Sources-Administration- Society-Economy- Asoka- Policy of Dhamma-Decline of the Empire.

(B) Sathavahanas-Kushanas-Gandhara Art-Mathura Art.

(20 hrs)

Module -5 Early South India

Literary and archaeological sources- Tamilakam – *Ain tinai*- Polity, Society & Economy and Trade

(15 hrs)

ESSENTIAL READINGS

- S.C. Malik, Indian Civilization; The Formative Period, Simla, Indian Institute of Advanced Studies, 1975.
- D.P. Agrawal, The Archaeology of India, New Delhi, Select Book Service B.P. Sahu, From Hunters to Breeders, Delhi, AnamikaPrakashan, .
- John Marshall, Mohanjadaro and the Indus Civilization, Volume, Asian Educational Services.
- D.D. Kosambi, The Culture and Civilization of Ancient India in its Historical Outline, New Delhi, Vikas,
- A.L Basham, The Wonder that was India, , New Delhi, OUP.
- R.S. Sharma. Material Cultures and Social Formations in Ancient India, Madras, Macmillan
- R.S. Sharma, India's Ancient Past, New Delhi, OUP, 2007
- K. A. Nilakanta Sastri, Age of the Nandas and Mauryas, Motilal Benarsidas Publishers, Delhi, 1988.
- Romila Thaper.K.A. Asoka and the Decline of the Mauryas, OUP. Delhi.
- Patrick Olivelle, King, Governance, and Law inAncient India, OUP.
- Romila Thaper, Readings in Early Indian History, Delhi, OUP, Delhi_____ , Interpreting Early India, Delhi, OUP.
- Upinder Singh: A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, India, Pearson.
- RomilaThapar, History of India Vol.1 (Till 1300), Penguin Books K A N Sastri, A History of South India, OUP Delhi.
- D N Jha, Economy and society in Early India Issues and Paradigms, South Asia Books, 1993.
- _____ , Ancient India: In Historical Outline, Manohar Publishers & Distributors, 199
- Irfan Habib, Essays in Indian History, Tulika, New Delhi, 1995.
- KesavanVeluthat, The Political Structure of Early Medieval South India, Orient Longman, New Delhi.
- D. D Kosambi, An Introduction to the Study of Indian History, Bombay, Popular Prakashan, 1956.

COMPLIMENTARY FOR ECONOMICS

SEMESTER I

SOCIAL FORMATIONS IN PRE- MODERN INDIA

UG21HY1CM01

COURSE DETAILS	
Code	UG21HY1CM01
Title	SOCIAL FORMATIONS IN PRE- MODERN INDIA

Degree	BA		
Branch	History	Type	Core
Semester	1		
Credits	4	Hrs/Week	6

Course Outcome	Upon the completion of the course the student will be able to	Cognitive level	Knowledge Level	PSO No
CO 1	Identify the main historical sites	U	F,C	1
CO 2	Understand the historical knowledge	U	MC	1,2,3,7
CO 3	Familiarize the ancient and medieval Indian culture	A	C,P	1,2,3,6
CO 4	Understand regional history	U,AN	P	1,2,6
CO 5	Understand the elements which constitute the social cultural economic and historical structure in Indian society	C, AP	MC	1,4
Cognitive Level	R- Remember, U –Understanding, AP-Apply AN-Analyze, E-Evaluative, C- Create			
Knowledge Level	F- Factual, C-Conceptual, P- Procedural, MC –Meta Cognitive			

Learning Pedagogy

Chalk and talk, Multimedia projection, e-content, Group discussion, Seminar, Interactive sessions, Tutorials, Assignment, Quiz etc.

Assessment Tools

Assignments, Seminar, Test papers, End semester examination

COURSE CONTENT

Module 1

Ancient Society

- (A) Harappan Civilization Technology – crafts - Westerly trade and Urbanism
- (B) Vedic Age Social stratification - Second Urbanization - Heterodox religions -Mauryan State and society
- (C) The Tamil South idea of the Sangam Age (20hrs)

Module 2

Emergence of Feudal Order

- (A) Expansion of agriculture land grants- changing production relations- graded land-rights and peasantry - decline of trade - urban settlements and currency - Emergence of Closed Economy - Features of Indian Feudalism.
- (B) Opening up of the river valleys- Temple society and economy - The Tamil Bhakti Movement - New states and state order. (30hrs)

Module 3

The Political Economy of the Delhi Sultanate

- (A) Technological innovations- Changes in production and exchange - Urban centres - Craft production - Sultanate economy
- (B) The Vijayanagara society and power structure – Warlordism (20hrs)

Module 4

The Mughal Social Formation

- (A) Agricultural Expansion - Trade, money and Banking - Urban centres and their character.
- (B) The *Mansab*, *Jagir* and revenue - The Bhakti movement and its social base. (20hrs)

Reading List

1. Stuart and Piggot, *Pre-Historic India*
2. Rajesh Kochhar, *The Vedic People*, Orient Blackswan Pvt Ltd
3. Raymond Allchin, *Archaeology of Early Historic South Asia*
4. Romila Thapar, *The Penguin History of Early India (Till 1300)*, Penguin Books,2002.
- 5, From *Lineage to State*, OUP.
- 6, *Ancient Indian Social History*, Orient Blackswan Pvt Ltd
7. D.D.Kosambi, *An Introduction to the Study of Indian History*, (1956), Popular Prakashan, Bombay
8. K.A.N. Sastri, *A History of South India*,4th Ed, OUP, New Delhi, 2008.
9. Romila Thapar, *The Penguin History of Early India (Till 1300)*, Penguin Books,2002
10. D N Jha, *Economy and Society in Early India: Issues and Paradigms*, (1993)
11. B D Chattopadhyaya, *The Making of Early Medieval India*, (1994),
12. R. S. Sharma, *Aspects of Political Ideas and Institutions in Ancient India*, (1959), Motilal Banarsidas, Delhi
13. R. S. Sharma, *Material Culture and Social Formations in Ancient India*, (1990), Macmillan, Delhi
14. R. S. Sharma, *Indian Feudalism*, (1965), Mac Millan, Madras.

15. Kesavan Veluthat, *The Political Structure of Early Medieval South India*, (1993), Orient Longman, New Delhi
- 16., *The Early Medieval in South India*, OUP, 2009.
17. Burton Stein, *Vijayanagara*. Cambridge
18. Tapan Raychaudhuri, Irfan Habib, *The Cambridge Economic History of India Vol. 1*, (1982), Orient Longman, New Delhi
- 19 Irfan Habib, *Essays in Indian History*, (1995), Tulika, New Delhi
20. Satish Chandra,
21. K.A.N. Sastri, *A History of South India*, 4th Ed, OUP, New Delhi, 2008
22. John F Richards, *The Mughal Empire*, (1993), Foundation Books, Delhi
23. Irfan Habib, *Essays in Indian History*, (1995), Tulika, New Delhi
24. , *Medieval India I*, OUP, 2009.
25. Shireen Moosvi, *The Mughal Economy*, OUP, Delhi.

SEMESTER II**HISTORY OF EARLY MEDIEVAL INDIA (300-1206) AD****UG21HY2CR01**

COURSE DETAILS			
Code	UG21HY2CR01		
Title	HISTORY OF EARLY MEDIEVAL INDIA (300-1206) AD		
Degree	BA		
Branch	History	Type	Core
Semester	1		
Credits	4	Hrs/Week	6

Course Outcome	Upon the completion of the course the student will be able to	Cognitive level	Knowledge Level	PSO No
CO 1	Identify the main historical sites	U	F,C	1
CO 2	Understand the historical knowledge	U	MC	1,2,3,7
CO 3	Familiarize the ancient Indian culture	A	C,P	1,2,3,6
CO 4	Understand regional history	U,AN	P	1,2,6
CO 5	Understand the elements which constitute the social structure in Indian society	C, AP	MC	1,4
Cognitive Level	R- Remember, U –Understanding, AP-Apply AN-Analyze, E-Evaluative, C- Create			
Knowledge Level	F- Factual, C-Conceptual, P- Procedural, MC –Meta Cognitive			

Learning Pedagogy

Chalk and talk, Multimedia projection, e-content, Group discussion, Seminar, Interactive sessions, Tutorials, Assignment, Quiz etc.

Assessment Tools

Assignments, Seminar, Test papers, End semester examination

COURSE CONTENT

HISTORY OF EARLY MEDIEVAL INDIA (300-1206) AD

Module-1 State formation in North India

(A) Guptas- Political Structure-Economy-Trade-Craft and Production-Society –Science, Technology, Medicine, Literature- Art and Architecture

(B) HarshaVardhana- Literature-Rajatarangini (20 hrs)

Module-2 Transition to Early Medieval India

Indian Feudalism-Debates- Changes in Polity and Economy-Deterioration of Trade –Maritime Activity-Decline of Towns-New Forms of Agrarian Relations, Social Hierarchy –Varna system -the untouchables – Women (20 hrs)

Module-3 Other States in India

(A) Sources -Chalukyas - Pallavas- Pandyas-Cholas

(B) Emergence of Rajput States in North India -Polity- Economy -State –Decline. (20 hrs)

Module-4 Changing Social Dynamism

Revival of Brahmanism- Ramanuja- Sankaracharya – Bhakthi Tradition- Nayanars and Alwars- Emergence of Tantrism- Growth of Literature-Regional Art. (15 hrs)

Module 5 - Arab Extension to Sindh- Mahmud Gazhni- Mohammed Ghori

(15 hrs)

ESSENTIAL READINGS

1 Agarawal Ashvini, Rise and Fall of the Imperial Guptas, Delhi, MotilalBanarsidas.

2 Nilakanta Shastry.K.A., A History of South India, Delhi, OUP,.

3. _____, The Cholas, Madras, University of Madras

4 Majumdar.R.C., The Classical Age, Mumbai, Bharathiya Vidhyabhavan,

5. A M Shastri., Early History of the Deccan, New Delhi,Sundeeprakashan, 2002.
6. Romila Thaper, History of India, Vol:1, Pelican Books.
7. Sharma.R.S, Indian Feudalism, Macmillan, 2005.
8. Rajan Kurukkal, Social Formations of Early South India, OUP, Delhi, 2012.
10. Subhharayalu. Y, South India Under the Cholas, OUP,
11. K A Sashtri, The Illustrated History of South India, OUP, Delhi. 1997.
- 12 Kesavan Veluthat, The Political Structure of Early Medieval South India, Orient Blackswan, 2012.

SEMESTER II
COMPLIMENTARY FOR ECONOMICS
TRANSITION TO THE CONTEMPORARY WORLD
UG21HY2CM01

COURSE DETAILS			
Code	UG21HY2CM01		
Title	TRANSITION TO THE CONTEMPORARY WORLD		
Degree	BA		
Branch	History	Type	Core
Semester	2		
Credits	4	Hrs/Week	6

Course Outcome	Upon the completion of the course the student will be able to	Cognitive level	Knowledge Level	PSO No
CO 1	Identify the problems that led to revolution and wars in the world	U	F,C	1
CO 2	Understand the historical knowledge	U	MC	1,2,3,7
CO 3	Familiarize the development in the world	A	C,P	1,2,3,6
CO 4	Understand the progress of human civilization	U,AN	P	1,2,6

CO 5	Understand the elements which constitute the social structure in world society	C, AP	MC	1,4
Cognitive Level	R- Remember, U –Understanding, AP-Apply AN-Analyze, E-Evaluative, C- Create			
Knowledge Level	F- Factual, C-Conceptual, P- Procedural, MC –Meta Cognitive			

Learning Pedagogy

Chalk and talk, Multimedia projection, e-content, Group discussion, Seminar, Interactive sessions, Tutorials, Assignment, Quiz etc.

Assessment Tools

Assignments, Seminar, Test papers, End semester examination

COURSE CONTENT

TRANSITION TO THE CONTEMPORARY WORLD

Module-1

Implications of French Revolution - Continental impact and reactions - Metternich and Congress of Vienna - German & Italian Unification (20hrs)

Module-2

Imperialism-Theories of Imperialism - Inter- Imperialist Rivalry and the two World Wars - Rise of Fascism and Nazism in Europe -Russian Revolution of 1917-Lenin and Stalin - Spread of Communist Ideology - New Economic Policy - The Soviet Union an its fortunes - The spread of Communism in East Europe - The Chinese Revolution of 1948- Interpretation - Impact and Consequences.

(30hrs)

Module-3

The Great Depression in 1929-33 - Post-depression – economic - political order -Globalization and its instruments - Development vs Sustainable Development debate.

(20hrs)

Module-4

Emergence of Anti-Colonial Movements in Asia and Africa -World Bodies-League of Nations UNO - NAM and other Regional Groupings - Growth of Mass Media and Information Technology – Terrorism.

(20hrs)

REFERENCES

1. Arjun Dev and Indira Dev, *History of the World*, Orient Blackswan
2. L.S.Stavrianos, *A Global History*.
3. E.J. Hobsbawn, *Age of Revolutions*.
4. , *Age of Capital*
- 5., *Age Empire*.
- 6., *Age of Extremes*.
7. R.R. Palmer, *History of the Modern World*.
8. Cran Briton, *Anatomy of Revolution*.
9. Albert Sbou, *French Revolution*.
10. E.H.Carr, *History of Soviet Russia* (3 Vols).
- 11., *Russian Revolution 1917-21*
12. I.Wallerstein, *Historical Capitalism*.
13. A.G.Frank, *Latin America and Underdevelopment*.
14. Immanuel C.Y. Hsu, *The Rise of Modern China*.
15. Jerome Chen, *Mao and the Chinese Revolution*.
16. T.K. Hopkins and I.Wallerstein, *World System Analysis*.
17. Basil Davidson, *A History of Africa*.
18. J.R. Hicks, *Theory of Economic History*.
19. UNESCO, *History of Mankind*.
20. Suyin Han, *The Morning Deluge: Mao Tse-Tung and the Chinese Revolution 1893-1953*.
21. Harry Magdoff, *Imperialism*
22. Jaideep Saikia (ed.), *Terrorism*, Sage India, new Delhi, 2009

SEMESTER III**MEDIEVAL INDIA: THE SULTANATE OF DELHI (1206 -1526) AD****UG21HY3CR01**

COURSE DETAILS			
Code	UG21HY3CR01		
Title	HISTORY OF EARLY MEDIEVAL INDIA (300-1206) AD		
Degree	BA		
Branch	History	Type	Core
Semester	1		
Credits	4	Hrs/Week	6

Course Outcome	Upon the completion of the course the student will be able to	Cognitive level	Knowledge Level	PSO No
CO 1	Identify the main historical sites	U	F,C	1
CO 2	Understand the historical knowledge	U	MC	1,2,3,7
CO 3	Familiarize the Medieval Indian culture	A	C,P	1,2,3,6
CO 4	Understand regional history	U,AN	P	1,2,6
CO 5	Understand the elements which constitute the social structure in Indian society	C, AP	MC	1,4
Cognitive Level	R- Remember, U –Understanding, AP-Apply AN-Analyze, E-Evaluative, C- Create			
Knowledge Level	F- Factual, C-Conceptual, P- Procedural, MC –Meta Cognitive			

Learning Pedagogy

Chalk and talk, Multimedia projection, e-content, Group discussion, Seminar, Interactive sessions, Tutorials, Assignment, Quiz etc.

Assessment Tools

Assignments, Seminar, Test papers, End semester examination

COURSE CONTENT

MEDIEVAL INDIA: THE SULTANATE OF DELHI (1206 -1526) AD

Module -1 Understanding the Delhi Sultanate

Survey of sources- Persian tradition- Travelogues-epigraphy (15 hrs)

Module - 2 Sultanate Political formations

Foundation, expansion and consolidation of the Sultanate of Delhi-The Slaves - The Khaljis and the Tughluqs - Mongol threat and Timur's invasion- The Sayyids- The Lodis-Sulthanate administration- Nobility and Ulemas (20 hrs)

Module -3 Society and Economy

Iqta and the revenue-free grants – Agricultural production- technology – Changes in rural society – Monetization-market regulations- growth of urban centers, trade and commerce .(20 hrs)

Module 4 Regional Political Formation

Vijayanagara –Administration- Indian Ocean trade – Amaranayakas, Ayagar system (15 hrs)

Module 5 -Religion and Culture

Sufi Silsilas- Chisti and Suhrawardis -Bhakti movements and monotheistic traditions in South and North India - Women Bhaktas – Nathpanthis - Kabir, Nanak, Tulsi, Sur and the Sant tradition-New Trends in Art. (20 hrs)

ESSENTIAL READINGS

Mohammad Habib and K.A. Nizami, eds, *Comprehensive History of India*, Vol. V, Delhi, People's Publishing House, 1992.

Peter Jackson, *The Delhi Sultanate*, CUP, New York.1999.

Tapan Raychaudhuri and Irfan Habib, eds, *Cambridge Economic History of India*, Vol. I.

K.A. Nizami, *Religion and Politics in the Thirteenth Century*, Delhi, OUP.

Mohibul Hasan, *Historians of Medieval India*, Delhi, Meenakshi Prakshan,

A L Srivastava, Medieval Indian Culture, Agra, Shiva Lal Agarwala & Co.. Irfan Habib, ed., Medieval India 1, New Delhi, OUP, 2009.

Sathish Chandra & Hassan Nurul, ed., Religion, State and Society in Medieval India, Oxford India.

Sathish Chandra, Essays on Medieval Indian History, New Delhi, OUP.

Sathish Chandra, Medieval India, From Sulthanate to Mughals, Har Anand Publications.

Sathish Chandra, History of Medieval India 80-1700, New Delhi, Orient Black Swan private, Ltd, 2009.

Burton Stein, Peasant State and Society in Medieval South India, New Delhi, OUP.

Burton Stein, New Cambridge History of India: Vijayanagara, CUP. Richard M Eaton, ed., India's Islamic Traditions. Delhi, OUP, 2006

Vijaya Ramaswamy, Walking Naked: Women, Society, and Spirituality in South India, Shimla, Indian Institute of Advanced Study, 1997

Sheldon Pollock, Languages of the Gods in the World of Men. Pushpa Prasad, Sanskrit Inscriptions of the Delhi Sultanate. Oxford University Press – New Delhi, 1990

SEMESTER III

MEDIEVAL INDIA: MUGHALS AND MARATHAS (1526 - 1757) AD

UG21HY3CR02

COURSE DETAILS			
Code	UG21HY3CR02		
Title	MEDIEVAL INDIA: MUGHALS AND MARATHAS (1526 - 1757) AD		
Degree	BA		
Branch	History	Type	Core
Semester	1		
Credits	4	Hrs/Week	6

Course Outcome	Upon the completion of the course the student will be able to	Cognitive level	Knowledge Level	PSO No
CO 1	Identify the main historical sites	U	F,C	1
CO 2	Understand the historical knowledge	U	MC	1,2,3,7
CO 3	Familiarize the Medieval Indian culture	A	C,P	1,2,3,6
CO 4	Understand regional history	U,AN	P	1,2,6
CO 5	Understand the elements which constitute the social structure in Indian society	C, AP	MC	1,4
Cognitive Level	R- Remember, U –Understanding, AP-Apply AN-Analyze, E-Evaluative, C- Create			
Knowledge Level	F- Factual, C-Conceptual, P- Procedural, MC –Meta Cognitive			

Learning Pedagogy

Chalk and talk, Multimedia projection, e-content, Group discussion, Seminar, Interactive sessions, Tutorials, Assignment, Quiz etc.

Assessment Tools

Assignments, Seminar, Test papers, End semester examination

COURSE CONTENT

MEDIEVAL INDIA: MUGHALS AND MARATHAS (1526 - 1757) AD

Module -1 Sources and Historiography-Persian and other literary cultures- translations- literary traditions - Modern Interpretations (20 hrs)

Module -2 Emergence of the Mughal state

Establishment of The Mughal rule in India Nature of the state- Sher Shah and his administrative Reforms- Evolution of administrative and revenue system - Akbar and *Din –ilahi*- Decline of The Mughals (20 hrs)

Module 3 Consolidation of Maratha Power

Marathas under Shivaji-Administration-Peshavas and Maratha Confederacy- Relation with Mughals-Decline of Maratha Power. (20 hrs)

Module -4 Rural Society, Economy and Culture

Land rights and revenue system; zabti, mansab, jagir, madad-i-maash -Revolts and resistance, Zamindars and peasants, rural tensions-Extension of agriculture, agricultural production, crop patterns -Trade routes and patterns of internal commerce, overseas trade - Mughal Art (30 hrs)

Essential Readings

A L Srivastava, Medieval Indian Culture, Shiva Lal Agarwala & Co., Agra.

R C Majumdar, The Mughul Empire, Bharathiya Vidhya Bhavan, Mumbai, 2007

K N Citnis, Glimpses of Maratha Socio-economic History, Atlantic Publishers, N Delhi, 1994.

Irfan Habib, Akbar and his India, OUP, New Delhi, 2014

Irfan Habib, An Atlas of the Mughal Empire, OUP, New Delhi,

Irfan Habib, Agrarian system of Mughal Empire, OUP, New Delhi.

Irfan Habib, ed., Medieval India I, OUP, New Delhi, 2009.

Moosvi Shiren, The Economy of the Mughal Empire, c 1595, A Statistical study, OUP, 1987.

Upindre Singh, ed., Rethinking early Medieval India: A Reader, OUP, New Delhi, 2012.

G S Sardesai, New History of Marathas, Vol:II. III,

Munshiram Manoharlal Publication Pvt Ltd, Delhi, 1986.

S N Sen, Administrative System of the Marathas, K P Bagchi and Calcutta, Calcutta, 2002.

Sharma, Founding of Maratha Freedom, Orient Longman. 1964.

Sathish Chandra & Hassan Nurul, ed., Religion, State and Society in Medieval India, Oxford India.

Sathish Chandra, Essays on Medieval Indian History OUP, New Delhi, 2006.

Sathish Chandra, Medieval India, From Sulthanate to Mughals, Har Anand Publications. 2007.

Sathish Chandra, History of Medieval India 80-1700, Orient BlackSwan private, Ltd, New Delhi, 2009.

Moosvi Shiren, People, Taxation and Trade in Mughal India, OUP India, New Delhi, 2010.

D.D Kosambi, Introduction to the study of Indian History, Popular Book Depot, Bombay, 1957.

Jadunath Sarkar, Shivaji and his Times, Orient Blackswan.

James Grant Duff, History of the Marathas, Longmans, London.

Stewart Gordon, The Marathas (The New Cambridge History of India), CUP, 2000.

Burton Stein, Peasant State and Society in Medieval South India OUP, New Delhi.

Radhika Seshan, Ideas and Institutions in Medieval India, Eighth to Eighteenth – Centuries, Archers and Elevers, 2010.

Muzaffar Alam and Sanjay Subramaniam, Writing the Mughul World: Studies in Political Culture, Archers and Elevers, 2010.

SEMESTER IV**MODERN INDIA (1757-1857) AD****UG21HY4CR01****COURSE DETAILS**

COURSE DETAILS			
Code	UG21HY4CR01		
Title	MODERN INDIA (1757-1857) AD		
Degree	BA		
Branch	History	Type	Core
Semester	1		
Credits	4	Hrs/Week	6

Course Outcome	Upon the completion of the course the student will be able to	Cognitive level	Knowledge Level	PSO No
CO 1	Identify the main historical sites	U	F,C	1
CO 2	Understand the historical knowledge	U	MC	1,2,3,7
CO 3	Familiarize the Modern Indian history	A	C,P	1,2,3,6
CO 4	Understand regional history	U,AN	P	1,2,6
CO 5	Understand the elements which constitute the social structure in Indian society	C, AP	MC	1,4
Cognitive Level	R- Remember, U –Understanding, AP-Apply AN-Analyze, E-Evaluative, C- Create			
Knowledge Level	F- Factual, C-Conceptual, P- Procedural, MC –Meta Cognitive			

Learning Pedagogy

Chalk and talk, Multimedia projection, e-content, Group discussion, Seminar, Interactive sessions, Tutorials, Assignment, Quiz etc.

Assessment Tools

Assignments, Seminar, Test papers, End semester examination

COURSE CONTENT

MODERN INDIA (1757-1857) AD

Module 1 Emergence of Colonial Power in India

Expansion of European Trade- Portuguese- Dutch – British and the French – from commerce to conquest and empire (20 hrs)

Module- 2 Economic policy of colonial India

Land Revenue policy- The Zamindari- Ryotwari & Mahalwari system- Emergence of the new land-lordism- Destruction of Village Economy- Commercialization of Agriculture - Development of Transport & communications Railways, Post & Telegraph (20 hrs)

Module -3 Making of the Empire

Surveys and Mapping, Gazetteers and Census, Colonial governance, Education policy, Emergence of a new middle class (20 hrs)

Module - 4 Reform and Restructure- Social Reform movements – Raja Ram Mohan Roy, Dayananda saraswathi, Ishwara Chandra Vidya Sagar, Ranade, Jyothiba Phule, Savitribhai Phule and others - Aligarh movement and other Popular Movements-Critical Appraisal of the movement. Add Essential Readings

(30 hrs)

ESSENTIAL READINGS

R.C. Majumdar, *Advanced History of India*, Macmillan, 1974.

V. D. Mahajan, *History Modern India*, S Chand & co, New Delhi.

M.K. Roy, *Princely States and Paramount Power*, Rajesh Publications, New Delhi, 1981.

Bipin Chandra, *Nationalism and Colonialism in India*, Orient Longman, New Delhi, 1979.

Grover and Grover, *A New Look at on Modern Indian History*, s Chand and Co, New Delhi, 2000.

Percival Spear *Oxford History of Modern India (1740-1975)*, OUP, Delhi, 1978.

Sumith Sarkar, *Modern India (1885-1947)*, Macmillan England, 1983.

A.R. Desai, *Social Background of Indian Nationalism*, Popular Book Depot, Bombay.

Hassan Imam, - Indian National Movement, ANMOL publications, New Delhi.

Gopal S, British Policy in India (1858 -1905), Cambridge University Press.

Srinivas M.N., Social Change in Modern India, Orient Blackswan, New Delhi.

Tarachand and others, History of Freedom movement in India, 4 volumes, Ministry of Broadcasting, Govt of India, 1990.

Suresh Chandra Gosh, The History of Education in Modern India 1757-2012, Archers and Elevers, 2013.

SEMESTER IV

HISTORY OF THE FREEDOM MOVEMENT IN INDIA (1857-1947)

UG21HY4CR02

COURSE DETAILS			
Code	UG21HY4CR02		
Title	MODERN INDIA (1757-1857) AD		
Degree	BA		
Branch	History	Type	Core
Semester	1		
Credits	4	Hrs/Week	6

Course Outcome	Upon the completion of the course the student will be able to	Cognitive level	Knowledge Level	PSO No
CO 1	Identify the main historical sites	U	F,C	1
CO 2	Understand the historical knowledge	U	MC	1,2,3,7
CO 3	Familiarize the Modern Indian history and political movements and associations in India	A	C,P	1,2,3,6
CO 4	Understand regional history	U,AN	P	1,2,6
CO 5	Understand the elements which constitute the social structure in Indian society	C, AP	MC	1,4
Cognitive	R- Remember, U –Understanding, AP-Apply AN-Analyze, E-Evaluative, C- Create			

Level	
Knowledge Level	F- Factual, C-Conceptual, P- Procedural, MC –Meta Cognitive

Learning Pedagogy

Chalk and talk, Multimedia projection, e-content, Group discussion, Seminar, Interactive sessions, Tutorials, Assignment, Quiz etc.

Assessment Tools

Assignments, Seminar, Test papers, End semester examination

COURSE CONTENT

HISTORY OF THE FREEDOM MOVEMENT IN INDIA (1857-1947)

Module 1 Early Resistance against the British

Minor Revolts and the Revolt of 1857- Nature and consequences -Tribal uprisings and Peasant Struggles- Colonial Exploitation and economic drain

(20 hrs)

Module- 2 Emergence of National Consciousness

Early Associations-Formation of I N C –Theories- Moderates -Partition of Bengal-Extremists -Surat Split- Swadesi movement- -Formation of Muslim League- Minto- Morley Reforms and communal representation- Revolutionary Nationalists-Home Rule.

(20 hrs)

Module -3 Emergence of Gandhi in Indian Politics

Early struggles of Gandhi as a leader- Gandhian Idea of Sathyagraha and Ahimsa- Impact of World War I – Montague-Chelmsford Reforms- Rowlatt Act- Jallianwallabagh- Non- co operation –Simon Commission.

(20 hrs)

Module- 4 Towards Freedom

Poorna Swaraj- Civil Disobedience movement - Round Table Conferences- Government of India Act of 1935- Congress ministries in the provinces- Emergence of the left – Socialists and Communists -Revolutionary Terrorism- Emergence and the crystallization of communalism- Quit India Movement -INA –RIN Mutiny-

Freedom and Partition- Indian Independence Act 1947

(30 hrs)

Essential Readings

Bipin Chandra, *Modern India*, Orient Blackswan, 2009.

-----, *Rise and Growth of Economic Nationalism in India*, Har Anand Publications, Delhi..

-----, *India's Struggle for Independence*, Penguin Books New Delhi.

-----, *Nationalism and Colonialism in Modern India*, Orient Longman, Delhi.

-----, *Communalism in Modern India*, Har Anand Publications Delhi.

S.N.Sen, *Indian History and Culture*, MacMillan India Ltd, 2007.

A. R. Desai, *Social Background of Indian Nationalism*, Popular Book Depot, Bombay.

P.N.Chopra, et.al, *Modern India*, Sterling Publishers, New Delhi, 2005.

Sumit Sarkar, *Modern India*, Pearson ,Hydrabad..

Suggested Readings

Sumit Sarkar, *Modern Times*, Permanent Black, India, 2012

Suresh Sharma and TridipSuhurd, *MK Gandhis Hind Swaraj, Archers andElevens*, Tirthankar Roy, *The Economic History of India 1857-1947*, OUP, 2006.

Peter Hardy, *Muslims of British India* Sekhar Bandyopadhyay, *From Plassey to Partition and After: A History of Modern India*, Orient Blackswan Pvt Ltd

Ranjith Guha, *A Subaltan Studies Reader* (Ed.), University of Minnesota Press.1997. Peter Hardy, *Muslims of British India*

SEMESTER V**INDIA SINCE INDEPENDENCE****UG21HY5CR01**

COURSE DETAILS				
Code	UG21HY5CR01			
Title	INDIA SINCE INDEPENDENCE			
Degree	BA			
Branch	History	Type	Core	
Semester	1			
Credits	4	Hrs/Week	6	

Course Outcome	Upon the completion of the course the student will be able to	Cognitive level	Knowledge Level	PSO No
CO 1	Identify the problems in post Independent India	U	F,C	1
CO 2	Understand how issues in post independent India was solved	U	MC	1,2,3,7
CO 3	Familiarize political movements and associations in post independent India	A	C,P	1,2,3,6
CO 4	Understand regional issues	U,AN	P	1,2,6
CO 5	Understand the development in Indian society	C, AP	MC	1,4
Cognitive Level	R- Remember, U –Understanding, AP-Apply AN-Analyze, E-Evaluative, C- Create			
Knowledge Level	F- Factual, C-Conceptual, P- Procedural, MC –Meta Cognitive			

Learning Pedagogy

Chalk and talk, Multimedia projection, e-content, Group discussion, Seminar, Interactive sessions, Tutorials, Assignment, Quiz etc.

Assessment Tools

Assignments, Seminar, Test papers, End semester examination

COURSE CONTENT

INDIA SINCE INDEPENDENCE

Module-1 Making of Indian Nation

Integration of Princely states -The making of the constitution and its main provisions-Role of Ambedkar - Reorganisation of Indian states. (15 hrs)

Module -2 Nation after independence

Economic Planing – Five year Plans –Bhoodan Movement – Cooperatives – Agriculture growth and green revolution-Nationalisation of banks- Emergency and JP Movement. (20 hrs)

Module -3 India and the World

India's foreign policy-NAM-Panchsheel- India's relation with China, Pakistan, Bangladesh, Sri Lanka- SAARC and BRICS. (15 hrs)

Module 4 Understanding caste and electoral politics

Community and communal representation – Communalism- Secularism-Multiculturalism. (20 hrs)

Module 5 Social Movements

Tribal Movements- Ecological Movements and Movements for Human rights- Women's Movements- Development in Science and Technology. (20 hrs)

Essential Readings

- 1) Rajni Kothari, Politics In India, Orient Longman, New Delhi, 1970.
- 2) Paul R Brass, The Politics of India since independence, Cambridge University Press.
- 3) Daniel Thorner, The Shaping of Modern India, Allied Publishers Delhi, 1980.
- 4) Mridula Mukherjee, Aditya Mukherjee, BipanChandra, India after Independence 1947- 2000, PenguinBooks, New delhi, 1999.

- 5) _____, Essays on Colonialism, Orient Blackswan, New Delhi, 1999.
- 6) _____, Nationalism and Colonialism in Modern India, Orient Longman, New Delhi, 2003.
- 7) _____, Modern India, Orient Blackswan New Delhi, 1990.
- 8) B Shiva rao, ed, The Framing of Indian Constitution: Select Documents, Indian Institute of Public Administration, New Delhi, 1968.
- 9) V P Menon, Integration of the Indian States, Orient Blackswan, Madras, 1985, Reprint.
- 10) M Chaudhuri, Indian Women's Movement: Reform and Revival, Radiant Publishers New Delhi, 1993.
- 11) A R Desai, (ed). Agrarian Struggles in India after Independence, OUP, Bombay, 1986.
- 12) Achin Vanaik and Rajeev Bhargava, Understanding Contemporary India: Critical Perspective, Archers and Eevers, 2010

SEMESTER V

ANCIENT AND EARLY MEDIEVAL KERALA

UG21HY5CR02

COURSE DETAILS			
Code	UG21HY5CR02		
Title	ANCIENT AND EARLY MEDIEVAL KERALA		
Degree	BA		
Branch	History	Type	Core
Semester	1		
Credits	4	Hrs/Week	6

Course Outcome	Upon the completion of the course the student will be able to	Cognitive level	Knowledge Level	PSO No
CO 1	Identify the historical sites in ancient Kerala	U	F,C	1
CO 2	Understand socio cultural and political development	U	MC	1,2,3,

	in Kerala			7
CO 3	Familiarize with history of Kerala	A	C,P	1,2,3,6
CO 4	Understand factors that influenced and moulded	U,AN	P	1,2,6
CO 5	Understand the development in Indian society	C, AP	MC	1,4
Cognitive Level	R- Remember, U –Understanding, AP-Apply AN-Analyze, E-Evaluative, C- Create			
Knowledge Level	F- Factual, C-Conceptual, P- Procedural, MC –Meta Cognitive			

Learning Pedagogy

Chalk and talk, Multimedia projection, e-content, Group discussion, Seminar, Interactive sessions, Tutorials, Assignment, Quiz etc.

Assessment Tools

Assignments, Seminar, Test papers, End semester examination

COURSE CONTENT

ANCIENT AND EARLY MEDIEVAL KERALA

Module -1

- 1) Geographical setting-rivers-mountains-passes-lagoons-sea coast-monsoon
- 2) Sources-Archaeological-monuments, epigraphy, numismatics & Literary-indigenous and foreign.
- 3) Iron age and the beginning of societies -Megaliths typologies. (20 hrs)

Module -2

Kerala as a part of Tamilakam -Sangam Age- Tinai Concepts – Sangam literature-Tamil heroic Culture-features - Presence of Jains, Buddhists and Brhahmins -Early maritime contacts-Greek, Roman & trade centres. (20 hrs)

Module- 3

- 1) Agrarian and Brahmin Settlements- Temple oriented society-urular- karalar -atiyalar
- 2) Perumals of Mahodayapuram-Nature of Administration-Trade & guilds. (20 hrs)

Module 4

Temple and Bhakti cult-Alvars and Nayanars-Internal and international trade -Jews- Christian- Arabs and Muslims-Cultural synthesis-Disintegration of Perumals.

(30 hrs)

Essential Readings

- 1 Raghava Varrier and Rajan Gurukkal (eds.), Cultural History of Kerala, Vol. Govt of Kerala, Trivandrum,
2. K.A. Nilakanta Sastri, A History of South India, OUP, 2008,
3. A. Sreedhara Meneon, Survey of Kerala History, Kottayam D.C Books, 2nd Ed., , 2008.
4. K N Ganesh., Keralathinre Innelakal, (1990), Trivandrum, Cultural Department Government of Kerala.
- 5 Raghava Varier and Rajan Gurukkal, Kerala Charitram. Edappal, Sukapuram, (VallathoIVidyapeetham,
6. M P Mujeebu Rehman and K S Madhavan [eds], Explorations in South Indian History, Kottayam, SPCS Bookstall,2014.[Section II]
- 7 Elamkulam Kunjan Pillai, Studies in Kerala History ,Kottayam National Book Stall.
8. M G S Narayanan, Aspects of Aryanisation. , Trivandrum, Kerala Historical Society
9. Rajan Gurukkal.,The Kerala Temple and the Early Medieval Agrarian System,Edappal, VallathoIVidyapeethom
10. MGS Narayanan, Perumals of Kerala, Thrissur, Cosmo books, , 2013.
11. K N Ganesh, State Formation in Kerala: A Critical Overview, Bangalore, Indian Council of Historical Research, 2010.
12. R Champakalakshmi, Kesavan Veluthat et. al. State and Society in Pre- Modern Kerala, Trissur Cosmo Books,. [Chapters 2, 5,6,7]
13. K P Padmanabha Menon, History of Kerala Vols.I-IV, Trissur, Asian Education Services, New Delhi
14. M G S Narayanan., Cultural Symbiosis, Sandhya Publications,
15. P K S Raja, Medieval Kerala. (Nava Kerala Co-operative Publishing House Ltd. Calicut)
16. K V Krishna Iyer, Zamorins of Calicut, [Reprint, Calicut University, 1999.
17. History and Society, Karnataka State Open University, Bangalore, 2015.
18. SMH Nainar, Arab Geographer's Knowledge of South India,[Madras ,1942]
19. PA Sayed Muhammed,Kerala Muslim Charithram,Thrissure,1961]
20. B Padmakumari Amma, Jain and Budhist Centers of Kerala, Kuppam, Dravidian University, 2008.
21. M R Ragahava Varier, Jainamatham Keralathil, N B S, Kottayam,, 2012

SEMESTER V**TRANSFORMATIONS IN MEDIEVAL KERALA****UG21HY5CR03**

COURSE DETAILS			
Code	UG21HY5CR03		
Title	TRANSFORMATIONS IN MEDIEVAL KERALA		
Degree	BA		
Branch	History	Type	Core
Semester	1		
Credits	4	Hrs/Week	6

Course Outcome	Upon the completion of the course the student will be able to	Cognitive level	Knowledge Level	PSO No
CO 1	Identify the historical sites in ancient Kerala	U	F,C	1
CO 2	Understand socio cultural and political development in Kerala	U	MC	1,2,3,7
CO 3	Familiarize with history of Kerala	A	C,P	1,2,3,6
CO 4	Understand factors that influenced and moulded	U,AN	P	1,2,6
CO 5	Understand the development in Indian society	C, AP	MC	1,4
Cognitive Level	R- Remember, U –Understanding, AP-Apply AN-Analyze, E-Evaluative, C- Create			
Knowledge Level	F- Factual, C-Conceptual, P- Procedural, MC –Meta Cognitive			

Learning Pedagogy

Chalk and talk, Multimedia projection, e-content, Group discussion, Seminar, Interactive sessions, Tutorials, Assignment, Quiz etc.

Assessment Tools

Assignments, Seminar, Test papers, End semester examination

COURSE CONTENT

TRANSFORMATIONS IN MEDIEVAL KERALA

Module- 1

Formation of Nadus and Swarupams- Venad, Kozhikode- Kolathunadu- Cochin and other nadus -political system under the swarupams. (20 hrs)

Module- 2

Expansion of Agriculture-Types of Lands- Land relations –janman, Kanam- Village communities- Sanketams- Manipravalam literature- -Trade Relations –Chinese - Arabs-Emergence of Angadis. (20 hrs)

Module- 3

- 1) Arrival of Portuguese- Zamorin & Kunjalis of Calicut - Dutch- Hortus Malabaricus- Martanda Varma
- 2) Kolachal- French-impact of foreign powers on economy - Society and Religion.
- 3) Transition of Travancore under Marthandavarma- Kochi under Sakthan Thampran. (30 hrs)

Module 4

Rise of British - Malabar under British – Mysorean invasion- modernization of revenue settlement and administration - Early resistance movements against British- Pazhassiraja- Paliyath Achan – Veluthampi - Kurichiya Revolt- Agrarian revolts in Malabar. (20 hrs)

Essential Readings:

1. Sreedhara Meneon, *Survey of Kerala History*. N B S, Kottayam
2. P K S Raja, *Medieval Kerala*. (Nava Kerala Co-operative Publishing House Ltd. Calicut)
3. K V Krishna Iyer, *Zamorins of Calicut*. [Reprint, Publication Division University of Calicut, 1999]
4. Elamkulam Kunjan Pillai, *Studies in Kerala History* (National Book Stall, Kottayam).

5. P.J.Cherian (ed.), *Perspectives in Kerala History*, Gazetteer Department, Tirvandrum,
6. Sreedhara Menon, *Cultural Heritage of Kerala*, S. V. Publishers, Madras,
7. EKG Nambiar, [ed] *Agrarian India: Problems and Perspectives*, [Association for Peasant Studies, Calicut university ,1999]
8. MR Raghava Varier , *Madhyakala Keralam: Sambath Samooham Samskaram*,[Trivandrum,1998]
9. M R Raghava Varier and Rajan Gurukkal, *Kerala Charithram Vol.II*.
10. A P Ibrahimkunj, *Medieval Kerala*, [International Center for Kerala Studies, University of Kerala ,Kariavattom,2007]
11. K K Kusuman [ed], *Issues in Kerala Historiography*,[International Center for Kerala Studies,University of Kerala ,Kariavattom,2003]

SEMESTER V

ENVIRONMENTAL STUDIES & HUMAN RIGHTS IN HISTORICAL OUTLINE

UG21HY5CR04

COURSE DETAILS

Code	UG21HY5CR04		
Title	ENVIRONMENTAL STUDIES & HUMAN RIGHTS IN HISTORICAL OUTLINE		
Degree	BA		
Branch	HISTORY	Type	Core
Semester	5		
Credits	4	Hrs/Week	6

Course Outcome	Upon the completion of the course the student will be able to	Cognitive level	Knowledge Level	PSO No
CO 1	Understands the mutual relationship between environment and society	U	F	1,5,6
CO 2	Apply the historical discourses on	U	F,C	1,2,6

	environment			
CO 3	Develops a basic awareness of major environmental issues and concerns affecting mankind	A	C,F	1,2,3,4
CO 4	Know the emerging trend in Environmental history	AN	F	1
CO 5	Identify the major socio-environmental movements and action	AN	F	3,5,6
CO 6	Understand the basic human rights	U	C	1,3,7
Cognitive Level	R- Remember, U –Understanding, AP-Apply, AN-Analyze, E-Evaluative, C-Create			
Knowledge Level	F- Factual, C-Conceptual, P- Procedural, MC –Meta Cognitive			

Learning Pedagogy

Chalk and talk , Multimedia projection, e-content, Group discussion, Seminar, Interactive sessions, Tutorials, Assignment, Quizetc.

Assessment Tools

Assignments, Seminar, Test papers, End semester examination

COURSE CONTENT

ENVIRONMENTAL STUDIES & HUMAN RIGHTS IN HISTORICAL OUTLINE

Module I

- I. Multidisciplinary nature of environmental studies: Definition, Scope and Importance-
Need for public awareness.
- II. Natural Resources- Renewable and Non-Renewable Resources-Natural resources and associated problems.
- III. Forest, Water, Mineral, Food, Energy, Land resources.
- IV. Ecosystems –Concept, Structure and Function -Producers, Consumers and Decomposers
Energy Flow, Ecological Succession, Food Chains, Food Webs and Ecological Pyramids, Forest Ecosystem.

Module II

- I. Biodiversity and its Conservation- Bio-Geographical Classification of India -Value of Biodiversity - Productive use, social, ethical, aesthetic and option values- Hot-spots of biodiversity-Threats to Biodiversity-Endangered and Endemic Species of India.
- II. Environmental Pollution-Air, Water, Soil, Marine, Noise, Thermal, Nuclear -Causes, effects and control measures
- III. Solid Waste Management -Causes, effects and control measures
- IV. Disaster Management: floods, earthquakes, cyclones and landslides
- V. Social Issues and the Environment- Urban problems related to energy- Water Conservation, Rain Water Harvesting, Watershed Management -Resettlement and rehabilitation of people -Climate change, global Warming, acid rain, ozone layer depletion , nuclear accidents and holocaust -Consumerism and waste products.
- VI. Environment Protection Act, Air (Prevention and Control of Pollution) Act, Water (Prevention and control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act – Issues involved in enforcement of environmental legislation

Module – III

- I. Historical Outline- Environmental history and its relation with environmental studies- scope - interdisciplinary nature.
- II. Four mode of resource use – hunting gathering- nomadic pastoralism – settled agriculture – industrial phase
- III. Colonial Phase- Use and over-exploitation, forest laws in British India- concept of scientific forestry- alienation of adivasis from forests-hunting and impact on wild life.
- IV. Post Colonial Scenario- the developmental drive – industrialization- dams and mines- tribal struggle -The struggles from the margins – Land alienation and tribal protest movements- its strategies and ideology.\
- V. Environmental Movements- Chipko- Narmada Bachao Andolan- Silent Valley and Plachimada- Women and environmental struggles

Module – IV

Human Rights–Meaning, concept and development, Three Generations of Human Rights (Civil and Political Rights; Economic, Social and Cultural Rights).

- I. Human rights related organisations - UNESCO, UNICEF, WHO, ILO, Declarations for women and children, Universal Declaration of Human Rights.
- II. Human Rights in India – Fundamental rights and Indian Constitution, Rights for children and women, Scheduled Castes, Scheduled Tribes, Other Backward Castes and Minorities
- III. Environment and Human Rights - Right to Clean Environment and Public Safety: Issues of Industrial Pollution, Prevention, Rehabilitation and Safety Aspect of New Technologies such as Chemical and Nuclear Technologies, Issues of Waste Disposal, Protection of Environment
- IV. Conservation of natural resources and human rights: Reports, Case studies and policy formulation. Conservation issues of western ghats- mention Gadgil committee report, Kasthurirangan report. Over exploitation of ground water resources, marine fisheries, sand mining etc.

Internal: Field study

- Visit to a local area to document environmental grassland/ hill /mountain
- Visit a local polluted site – Urban/Rural/Industrial/Agricultural Study of common plants, insects, birds etc
- Study of simple ecosystem-pond, river, hill slopes, etc

(Field work Equal to 5 lecture hours)

Essential Readings

Modules 1&2

1. Bharucha Erach, Text Book of Environmental Studies for undergraduate Courses. University Press, IInd Edition 2013 (TB)
2. Clark.R.S., Marine Pollution, Clanderson Press Oxford (Ref)
3. Cunningham, W.P.Cooper, T.H.Gorhani, E & Hepworth, M.T.2001 Environmental Encyclopedia, Jaico Publ. House. Mumbai. 1196p .(Ref)
4. Dc A.K.Environmental Chemistry, Wiley Eastern Ltd.(Ref)
5. Down to Earth, Centre for Science and Environment (Ref)
6. Heywood, V.H & Watson, R.T. 1995. Global Biodiversity Assessment, Cambridge University Press 1140pb (Ref)
7. Jadhav.H & Bhosale.V.M. 1995. Environmental Protection and Laws. Himalaya Pub. House, Delhi 284p (Ref)

8. Mekinney, M.L & Schock.R.M. 1996 Environmental Science Systems & Solutions. Web enhanced edition 639p (Ref)
9. Miller T.G. Jr., Environmental Science, Wadsworth Publishing Co. (TB)
10. Odum.E.P 1971. Fundamentals of Ecology. W.B. Saunders Co. USA 574p (Ref)
11. Rao.M.N & Datta.A.K. 1987 Waste Water treatment Oxford & IBII Publication Co.Pvt.Ltd.345p (Ref)
12. Rajagopalan. R, Environmental Studies from crisis and cure, Oxford University Press, Published: 2016 (TB)
13. Sharma B.K., 2001. Environmental Chemistry. Geol Publ. House, Meerut (Ref)
14. Townsend C., Harper J, and Michael Begon, Essentials of Ecology, Blackwell Science (Ref)
15. Trivedi R.K., Handbook of Environmental Laws, Rules Guidelines, Compliances and Stadards, Vol I and II, Enviro Media (Ref)
16. Trivedi R. K. and P.K. Goel, Introduction to air pollution, Techno-Science Publication (Ref)
17. Wanger K.D., 1998 Environmental Management. W.B. Saunders Co. Philadelphia, USA 499p (Ref)
18. (M) Magazine (R) Reference (TB) Textbook

Modules 3&4

1. Gadgil, M. and R.Guha, 1992, *This Fissured Land: An Ecological History of India*. Delhi: Oxford University Press.
2. Worster, D, ed, 1988, *The Ends of the Earth: Perspectives on Modern Environmental History*. New York: Cambridge University Press.
3. Habib, Irfan, 2010, *Man and Environment: The Ecological History of India*, Aligarh: Tulika
4. Rangarajan, Mahesh and K.Sivaramakrishnan, eds, 2011, *India's Environmental History: Volumes 1 and 2*. Delhi: Permanent Black.
5. Rangarajan, Mahesh, 2001, *India's Wildlife History: An Introduction*. Delhi: Permanent Black.
6. Gadgil, Madhav, 1995, *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*, Delhi.
7. Baviskar, Amita, 1995, *In the Belly of the River: Tribal Conflicts over Development in Narmada Valley*. Delhi: Oxford University Press.
8. Baviskar, Amita, ed.2008, *Contested Waterscapes*: Delhi, Oxford University Press.

9. Guha, Ramachandra, 1989, *The Unquiet Woods: Ecological Change and Peasant Resistance in the Himalaya*. Delhi: Oxford University Press.

Module 5

1. Amartya Sen, *The Idea Justice*, New Delhi: Penguin Books, 2009.
2. Chatrath, K. J.S., (ed.), *Education for Human Rights and Democracy* (Shimla: Indian Institute of Advanced Studies, 1998)
3. *Law Relating to Human Rights*, Asia Law House, 2001.
4. Shireesh Pal Singh, *Human Rights Education in 21st Century*, Discovery Publishing House Pvt.Ltd, New Delhi,
5. S.K.Khanna, *Children And The Human Rights*, Common Wealth Publishers, 1998. 2011.

OPEN COURSE

SEMESTER V

ENVIRONMENTAL HISTORY IN INDIAN CONTEXT

UG21HY5OC01

COURSE DETAILS

Code	UG21HY5OC01		
Title	ENVIRONMENTAL HISTORY IN INDIAN CONTEXT		
Degree	BA		
Branch	HISTORY	Type	Core
Semester	5		
Credits	3	Hrs/Week	4

Course Outcome	Upon the completion of the course the student will be able to	Cognitive level	Knowledge Level	PSO No
CO 1	Understands the mutual relationship between environment and society	U	F	1,5,6
CO 2	Apply the historical discourses on	U	F,C	1,2,6

	environment			
CO 3	Develops a basic awareness of major environmental issues and concerns affecting mankind	A	C,F	1,2,3,4
CO 4	Know the emerging trend in Environmental history	AN	F	1
CO 5	Identify the major socio-environmental movements and action	AN	F	3,5,6
CO 6	Understand the basic human rights	U	C	1,3,7
Cognitive Level	R- Remember, U –Understanding, AP-Apply, AN-Analyze, E-Evaluative, C-Create			
Knowledge Level	F- Factual, C-Conceptual, P- Procedural, MC –Meta Cognitive			

Learning Pedagogy

Chalk and talk , Multimedia projection, e-content, Group discussion, Seminar, Interactive sessions, Tutorials, Assignment, Quizetc.

ENVIRONMENTAL HISTORY IN INDIAN CONTEXT

COURSE CONTENT

Module 1

Earth and Environment (a) The three realms of Earth- Features of Lithosphere, Hydrosphere- Atmosphere (b) Nature Ages of Natural History Evolutions- Mutations and Extinctions Food Chains Plants and animals Forests (c) Homo Sapiens Homo Erectus The Hunting Gathering Environments.

(20hrs)

MODULE 2

Human Existence - Neolithic Revolution- Primitive Agriculture - Discovery of Metal age – Iron - Demographic expansion and Sedentarization Colonisation - Migration and Ecological change - Industrial Impact.

(20hrs)

MODULE -3

The Indian Context

Indian environmental tradition - British colonialism - a watershed Imperial Agendas and exploitation of natural resources- deforestation-ship building- Railways-opening of plantations- world war and forests-reservation of

forests and enactments-alienation of people- Development and deprivation in free India-dams-mines-hydro-electric projects-the colonial inheritance.

(30hrs)

MODULE 4

Environmental Movements

Green parties and ideology- environmental pressure groups - Indian experience-Chipko Movement - Narmada Bachao Movement-Silent Valley in Kerala-the Pathrakadavu Issue - Plachimada issue-sand mining and river protection groups-pollution and waste disposal-voices from the margin-Women and environment.

(20hrs)

Readings:

- Donald Worster, ed. *The Ends of the Earth: Perspectives of Modern Environmental History*, New York, 1988
- Al Gore, *Earth in the Balance*, London, 1992
- Sverker Sorlin and Paul Warde, *The Problem of Environmental History: A Re-reading of the field*, Environmental History. Vol 12, No. 1, Jan .2007.
- Erach Bharucha, *Textbook of Environmental Studies*, Universities Press India Pvt Ltd, 2005.
- Lester R.Brown, *Eco-Economy*, Orient Blackswan Pvt Ltd
- Samir Dasgupta, *Understanding the Global Environment*, Pearson Longman, New Delhi, 2009.
- S.N.Chary, *Environmental Studies*, Macmillan India Ltd, 2008.
- Agrawal et.al, *A Textbook of Environment*, Macmillan India Ltd, 2002.
- Kiran B.Chhokar, *Understanding Environment*, Sage Publications, 2004.
- S.P.Misra, et.al, *Essential Environmental Studies*, Ane Books, New Delhi, 2008.
- V.K.Ahluwalia, et.al, *Environmental Science*, Ane Books, New Delhi, 2006.
- Donald Worster, ed., *The Ends of the Earth: Perspectives of Modern. Environmental History*, New York, 1988.
- Alfred W. Crosby, *Ecological Imperialism: the biological expansion of Europe, 900-1900*, New York, 1986.
- Dennis Pirages, *The Ecological Perspective and the Social Sciences*, International Studies Quarterly, Vol. 27, No. 3 (Sept. 1983), pp. 243-255 <http://www.jstpr.org/stable/2600681>
- John Bellamy Foster, *Ecology Against Capitalism*
- Lester J. Bilsky (ed), *Historical Ecology*, New York, 1980.
- J.F. Richards and R. Tucker, (ed) *World Deforestation in the Twentieth century*, Durham, 1988.
- Patricia Jagentowicz Mills, *Feminism and Ecology: on the Domination of Nature*, Hypatia, vol. 6, No. 1, Ecological Feminism (Spring, 1991) pp 162-178. <http://www.jstor.org/stable/3810039>.
- Madhav Gadgil and Ramachandra Guha, *This Fissured Land: An Ecological History of India*, OUP, New Delhi, 1992.

- Ramachandra Guha, *Natures Spokesman: M.Krishnan & Indian Wildlife*, Penguin Books, New Delhi, 2007.
- Ramachandra Guha, *The Uniquient Woods*, OUP, Delhi, 1989.
- Stebbing E.P *The Forest of India*, Vols, 11, London, 1922-27.
- Sangreiya, K.P, *Forests and Forestry*, New Delhi, 1967.
- Ribbentrop. B, *Forestry in British India*, Calcutta, 1900.
- S. Fernandez and Kulkarni (ed), *Towards a New Forest Policy: Peoples Rights and Environmental Needs*.
- Madhav Gadgil and R. Guha, *Ecology and Equity* (Penguin, 1996).
- Amita Baviskar, *In the belly o f the River: Tribal Conflicts over Development in the Narmada Valley* OUP, New Delhi.
- Amita Baviskar, (ed.), *Contested Grounds: Essays on Nature, Culture and Power*, New Delhi, 2008.
- James Connelly and Graham Smith, *Politics and the Environment: From Theory to Practice*, New York, 2003.
- Lafferty, W. and Eckerberg, K. (eds), *From Earth Summit to Local Agenda 21: Working Towards Sustainable Development*, London, 1998.
- Lorraine Elliot, *The Global Politics of the Environment*, London, 1998.
- Vandana Shiva, *Staying Alive: Women, Ecology and Development*, London, 1989.
- John Vogler and Iunber, *The Environment and International Relations*, London, 1996.
- National Committee on Environmental Planning and Coordinator, Dept. of Science and Technology, *Ecological Investigation in the Silent Valley*, June 1980.
- V.R. Krishna Iyer, *Hydel Projects and Perils: An Instance in Kerala*, The Hindu, 3 May 2007.

SEMESTER VI**UNDERSTANDING HISTORY****UG21HY6CR01**

COURSE DETAILS			
Code	UG21HY6CR01		
Title	UNDERSTANDING HISTORY		
Degree	BA		
Branch	HISTORY	Type	Core
Semester	1		
Credits	4	Hrs/Week	6

Course Outcome	Upon the completion of the course the student will be able to	Cognitive level	Knowledge Level	PSO No
CO 1	Identify the main concerns of social science disciplines	U	F,C	1
CO 2	Understand the importance of interdisciplinary approach of social sciences	U	MC	1,2,3,7
CO 3	Familiarize the methods and theories of social science related to contemporary issues	A	C,P	1,2,3,6
CO 4	Relevance of social sciences to understand and solve contemporary social problems at local, regional, national and global levels	U,AN	P	1,2,6
CO 5	Understand the elements which constitute the social structure in Indian society	C, AP	MC	1,4
Cognitive Level	R- Remember, U –Understanding, AP-Apply AN-Analyze, E-Evaluative, C- Create			
Knowledge Level	F- Factual, C-Conceptual, P- Procedural, MC –Meta Cognitive			

Learning Pedagogy

Chalk and talk, Multimedia projection, e-content, Group discussion, Seminar, Interactive sessions, Tutorials, Assignment, Quiz etc.

Assessment Tools

Assignments, Seminar, Test papers, End semester examination

COURSE CONTENT

UNDERSTANDING HISTORY

Module 1

History meanings, nature and scope – use and abuse of History – Varieties of History – History and Social Sciences – Subjectivity and Objectivity - Internal and external Criticisms – Footnotes – bibliography – index – tables – charts and maps – Generalization - Oral History – Methods of Checking - Oral Sources.

(30 hrs)

Module 2

Greek and Roman idea of History-Herodotus – Thucydides – Poibyus - Church Historiography – St. Augustine – The Arab Historiography – Ibn Khaldun and Universal History - Indian Historiography – Vedas – Puranas – Jain and Buddhist Texts – Kalhana –Abul Fazl-Badauni – Alexander Cunningham –John Marshall, R S Sharma, K A Sastri.

(30 hrs)

Module 3

Positivism-Ranke and Augustus Comte - Hegalian Philosophy of History and Marxian Ideology.

(15 hrs)

Module 4

Annales School – Perceptions of Total History – History of Mentalities – Marc Bloch - Lucien Febvre - Braudel – History from below – Local History – New History.

(15 hrs)

Essential Reading

R.G Collingwood, The Idea of History OUP, 1946.

EH Carr, What is History?, London, CUP, 1961

B. ShiekAli, History: Its Theory and Method, india,.Macmillan,1996.

Manickam S, Theorey of History and Methods of Research, Paduman Publishers, Madurai, 2002.

Subramanian N, Historiography and Historical Method, Ennes Publications, Madurai, 2000.

Marc Bloch, The Historians Craft, Manchester University Press,, New York, 1953

Partha Chatterjee and Anjan Gosh, History and the Present, Archers and Elevers,2004..

Arthur Marwick, Nature of History, Macmillan, London.

Arthur Marwick, The new nature of History, Palgrave Macmillan.

Partha Chatterjee and Anjan Gosh, History and the Present, Archers and Elevers, 2004

G.A Cohen, Karl Marx Theory of History, Princeton University Press London, 1978.

Marc Bloch, The Historians Craft, Manchester university, Press, New York, 1953

Fernand Braudel, On History, University of Chicago, 1982.

E Sreedharan, A Text Book of Historiography, Orient Longman, Hydrabad

SEMESTER IV

MAKING OF MODERN KERALA

UG21HY6CR02

COURSE DETAILS			
Code	UG21HY6CR02		
Title	MAKING OF MODERN KERALA		
Degree	BA		
Branch	History	Type	Core
Semester	1		
Credits	4	Hrs/Week	6

Course Outcome	Upon the completion of the course the student will be able to	Cognitive level	Knowledge Level	PSO No
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CO 1	Identify the main historical sites	U	F,C	1
CO 2	Understand the historical knowledge	U	MC	1,2,3,7
CO 3	Familiarize the Modern Kerala history and political movements and associations in Kerala	A	C,P	1,2,3,6
CO 4	Understand regional history	U,AN	P	1,2,6
CO 5	Understand the elements which constitute the social structure in Indian society	C, AP	MC	1,4
Cognitive Level	R- Remember, U –Understanding, AP-Apply AN-Analyze, E-Evaluative, C- Create			
Knowledge Level	F- Factual, C-Conceptual, P- Procedural, MC –Meta Cognitive			

Learning Pedagogy

Chalk and talk, Multimedia projection, e-content, Group discussion, Seminar, Interactive sessions, Tutorials, Assignment, Quiz etc.

Assessment Tools

Assignments, Seminar, Test papers, End semester examination

COURSE CONTENT

MAKING OF MODERN KERALA

Module -I

Missionaries and Western education – Role of Press- Social reform and anti-caste and anti-untouchability movements –Social reformers-Ayyankali - Sreenarayana Guru-Chattampi Swamikal-Vagbhadanandha-Ayya Vaikuntar-V.T Bhattathirippadu, Poikayil Yohannan, Sahodaran Ayyappan, Mukthi Thangal, Vakkam Moulavi

(20 hrs)

Module II

Early Political and Cultural Activities in Kerala-Indian National movement in Kerala-Khilafat- Malabar Rebellion-Vaikom Satyagraha-Non-co-operation movement- Early Political Conferences- From Ottappalam to Payyannur-Salt Satyagraha-Guruvayur Satyagraha-Temple Entry Proclamation-Rise of the left within the Congress –Second world war and its effects- Quit India Movement- Keezhariyur bomb case

(30 hrs)

Module III

Political movements and Responsible government in Travancore and Kochi-Malayali Memorial, Ezhava Memorial -Aikya Kerala Movement and formation of Kerala State. (20 hrs)

Module IV

Policies on Education – Commercialization of Agriculture – Migration- Land reforms – Silent valley issue, Struggle against Mavoor Rayons, Endosulfan Problem in Kasargod ,Plachimada struggle -Gadgil & Kasthurirangan Reports- Adivasi land rights- Muthanga Incident- Dalit Struggles-Chengara and Penpila Orumayi agitation. (20 hrs)

Essential Readings

Sreedhara Menon, Survey of Kerala History, (D. C Books, 2nd Ed. Kottayam, 2008) [Chapters IX, X, XI]

-----, The Legacy of Kerala.

-----, Cultural Heritage of Kerala

Narayanan, MGS, History of Calicut, University of Calicut.

Krishna Iyer, K.V. Zamorins of Calicut. [Publication Division, University of Calicut, 1999]

P J Chreian (ed.), Perspectives in Kerala History, [Chapter III]

Padmanabha Menon., Kochi Rajya Charithram, Mathrubhumi Publications, Calicut.

P. Sanal Mohan, Modernity of Slavery:Struggles against Caste Inequality in Colonial Kerala, [OUP Delhi, 2015.]

M Kunhaman, Globalization: A Subaltern Perspective, [Center for Subaltern Studies, Thiruvananthapuram, 2002.]

T.P. Sankarankutty Nair.,A Tragic Decade in Kerala History, S V Publishers, Madras.

T H P Chentharassery, Ayyankali,[Prabhath Book House Thiruvananthapuram, 2013]

C.I Issac, Evolution of Christain Church in India, Suryagatha, Ekm. Janaki Nair, Women and Law in Colonial India,[Kali for Women(In collaboration with National Law School India University) 1996.

G Arunima, ‘There Comes Papa’: Colonialism and the Transformation of Matriliney in Kerala, Malabar C. 1850-1940, [Orient Longman, Hyderabad 2003]

Rekha Raj, Dalit Women as Political Agents: A Kerala Experience. [Economic and Political Weekly, Vol - XLVIII No. 18, May 04, 2013.]

Raghava Warriar, Village Communities in Pre- Colonial Kerala

Raghava Warriar, Ammavazhi Keralam, [Kerala Sahithya Academy, Thisure]

K K Kochu, Dalit Nerkazhchakal, [Raven Publication, Thiruvananthapuram, 2013.]

P Bhaskaranunni, pathonpathan nuttandile keralam

Pradeepan Pampirikunnu, Dalit Patanam : Svattavam, Samskaram Sahityam, [State Institute of Languages, Thiruvananthapuram.]

K Raviraman [ed], Development, Democracy and the State, [Rutledge, 2010]

K K Abdul Sattar[ed], Mappila Kizhakla Patanangal,[Vachanam Books, Calicut,2014]

K K S Das, Dalit Prathyayasasthram:Charithram,Sahityam,Sauntharyasasthram, [State Institute of Languages, Thiruvananthapuram, 2014]

K M Bahauddin, Kerala Muslim History: A Revisit, [Other Books, Calicut, 2012.]

K N Ganesh, Keralathinte Samuhya Prathisanthy, [Center for Social Studies, Thissur, 2003]

C K Janu and M Gethanandan,, Adivasi Gramapanjayathum Swayambharanavum, [Clan and Culture, Cochin,]

T P Kunjikannan, Gadgil Reportum Kerala Vikasanavum,[Mathrubhumi books, 2013]

SEMESTER VI

MEDIEVAL WORLD

UG21HY6CR03

COURSE DETAILS			
Code	UG21HY6CR03		
Title	MEDIEVAL WORLD		
Degree	BA		
Branch	History	Type	Core
Semester	1		
Credits	4	Hrs/Week	6

Course Outcome	Upon the completion of the course the student will be able to	Cognitive level	Knowledge Level	PSO No
CO 1	Identify the main historical sites	U	F,C	1
CO 2	Understand the historical knowledge	U	MC	1,2,3,7
CO 3	Familiarize the development in the world	A	C,P	1,2,3,6

CO 4	Understand the progress of human civilisation	U,AN	P	1,2,6
CO 5	Understand the elements which constitute the social structure in world society	C, AP	MC	1,4
Cognitive Level	R- Remember, U –Understanding, AP-Apply AN-Analyze, E-Evaluative, C- Create			
Knowledge Level	F- Factual, C-Conceptual, P- Procedural, MC –Meta Cognitive			

Learning Pedagogy

Chalk and talk, Multimedia projection, e-content, Group discussion, Seminar, Interactive sessions, Tutorials, Assignment, Quiz etc.

Assessment Tools

Assignments, Seminar, Test papers, End semester examination

COURSE CONTENT

MEDIEVAL WORLD

Module-1 Feudalism Debate- Problems and Theories-Three Orders-Divine Right of Kings-Decline of Feudalism.

(20 hrs)

Module-2 Renaissance-Universities and Humanism- Enlightenment-Fruits of Classicism and Seeds of Romanticism-Society and Women- Art-Flourishing of National Literatures-Scientific Revolution -Early Colonial Expansion Motives -Voyages and Explorations-Beginning of the Era of Colonialism-Mining- Plantation-Problem of African Slaves - Debates Within Christianity- Reformation-Reform of the Church-Radical Protestantism.

(30 hrs)

Module III Economic Development in the 16th Century –Shift of Economic Balance from Mediterranean to Atlantic-Commercial Revolution-Mercantalism-Price Revolution-Emergence of City states-Latin American Civilizations.

(20 hrs)

Module-IV Agrarian Revolution – Industrial Revolution – Effects.

(20 hrs)

Essential Readings

Maurice Dobb, Studies in the Development of Capitalism, International publishers, New York, 1969.

Rodny Hilton, Transistion fromFeudalism to Capitalism, Akbar Books, Delhi, 2006.

Parker.G, Empire in Crisis, Routledge, London, 2002.

J. R. Hale, Renaissance in Europe, Wiley, 2000.

M.S. Anderson, Europe in the 18th Century, Routledg, London, 1965.

The Cambridge Economic History of Europe Vol. I – IV, CUP, 1963.

Meenaxy Phukon, Rise of the Modern West, Trinity Press, New Delhi.

Hayes.C.J.H., History of Modern Europe,Surjeet Publications Delhi.

Sailendranath Sen, Europe and the West, New Central Book Agency, Hydrabad

Cris Hariman, A Peoples History Of The World, Orient Longman, New Delhi.

SEMESTER VI

HISTORY OF THE MODERN WORLD

UG21HY6CR04

COURSE DETAILS			
Code	UG21HY6CR04		
Title	HISTORY OF THE MODERN WORLD		
Degree	BA		
Branch	History	Type	Core
Semester	1		
Credits	4	Hrs/Week	6

Course Outcome	Upon the completion of the course the student will be able to	Cognitive level	Knowledge Level	PSO No
CO 1	Identify the problems that led to revolution and wars in the world	U	F,C	1
CO 2	Understand the historical knowledge	U	MC	1,2,3,

				7
CO 3	Familiarize the development in the world	A	C,P	1,2,3,6
CO 4	Understand the progress of human civilisation	U,AN	P	1,2,6
CO 5	Understand the elements which constitute the social structure in world society	C, AP	MC	1,4
Cognitive Level	R- Remember, U –Understanding, AP-Apply AN-Analyze, E-Evaluative, C- Create			
Knowledge Level	F- Factual, C-Conceptual, P- Procedural, MC –Meta Cognitive			

Learning Pedagogy

Chalk and talk, Multimedia projection, e-content, Group discussion, Seminar, Interactive sessions, Tutorials, Assignment, Quiz etc.

Assessment Tools

Assignments, Seminar, Test papers, End semester examination

COURSE CONTENT

HISTORY OF THE MODERN WORLD

Module-1

The French Revolution –Society and Economy –Role of Philosophers- Oath of Tennis Court-Work of National Assembly –The Reign of Terror –Jacobins and Girondists –Continental Impact-Napoleon Bonaparte.

(15hrs)

Module 2

The Vienna Congress –Metternich -The Revolutions of 1830 and 1848-Rise of Labour Class-Era of Common People-Unification of Italy and Germany -The Growth of Socialism in Europe- Karlmarx-Chartism.

(30hrs)

Module 3

Theories and Mechanism of Imperialism -The First World War- Causes and Results –Crisis in Feudalism in Russia and Expansion of Socialism-Revolution of 1917- causes and results- – League of Nations-Social

Significance

(30hrs)

Module 4

League of Nations- UNO- Regional groupings- Cold war politics. (15hrs)

Essential Readings

John M Merriman, A History of Europe, From the Renaissance to the Present, W W Norton, 2006.

-----, From the French Revolution to the Present, W W Norton, 2009.

H.A.L. Fisher- A History of Europe (2 Volumes), Eyre and Spottiswoode, 1935.

David Thomson- Europe since Napoleon, Penguin, 1990.

H.E. Barnes- Intellectual and Cultural History of Modern World, Dover Publications.

Sailendranath Sen, Europe and the West, New Central Book Agency, Hyderabad

Cris Hariman, A Peoples History Of The World, Orient Longman, New Delhi.

Kathleen and John Merriman, the History of Modern Europe, W W Norton 1996.

Eric Hobsbawm, The Age of Capital, Phoenix Press.

Growth of Militarism; Power Blocs and Alliances- The post 1919 World Order- The great Depression and Recovery - Rise of Dictators- Fascism and Nazism – Militarism in Japan- The Second World War – Causes and Results- Korean Crisis- United Nations Organization (UNO) – Achievements and Failures.

Choice Based Elective (Semester VI)**WORLD CIVILIZATIONS****UG21HY6CB01**

COURSE DETAILS			
Code	UG21HY6CB01		
Title	WORLD CIVILIZATIONS		
Degree	BA		
Branch	History	Type	Core

Semester	1		
Credits	4	Hrs/Week	6

Course Outcome	Upon the completion of the course the student will be able to	Cognitive level	Knowledge Level	PSO No
CO 1	Understand how human life progressed in the world	U	F,C	1
CO 2	Attain historical knowledge	U	MC	1,2,3,7
CO 3	Familiarize the development in the world	A	C,P	1,2,3,6
CO 4	Understand the problems faced by ancient human beings	U,AN	P	1,2,6
CO 5	Understand the material culture, technology and other socio religious aspects	C, AP	MC	1,4
Cognitive Level	R- Remember, U –Understanding, AP-Apply AN-Analyze, E-Evaluative, C- Create			
Knowledge Level	F- Factual, C-Conceptual, P- Procedural, MC –Meta Cognitive			

Learning Pedagogy

Chalk and talk, Multimedia projection, e-content, Group discussion, Seminar, Interactive sessions, Tutorials, Assignment, Quiz etc.

Assessment Tools

Assignments, Seminar, Test papers, End semester examination

COURSE CONTENT

WORLD CIVILIZATIONS

Module-1 Origin and evolution of man – Olduvai Gorge – Paleolithic, Mesolithic and Neolithic Ages – Food Producer – Beginning of agriculture and Taming of animals – Tools – Modes of Communication.

(20 hrs)

Module-2 Bronze Age Civilizations – Egyptian – Mesopotamian – Chinese – Harappan Civilizations – Religious – Cultural – Intellectual - Scientific achievements.

(20 hrs)

Module-3 Advent of Iron and its Implication, Ancient Greek and Hellenistic Civilizations – Society – Agrarian Economy - Trade – Athenian Democracy – Sparta – Roman Civilization – Social - Hierarchies – Slavery – Economic. development – Downfall of Roman Empire –Contributions of Rome and Greece.

(20 hrs)

Module-3 Rise and growth of Christianity in the Roman Empire – Monasticism – Western Christian Civilization in Early Middle Ages – Rise of Medieval Towns and Cities – Guild System – Expansion of Trade – Medieval Universities – Rise and Spread of Islam in Arabia – Abbasid Revolution – Economy – Islamic science – medicine - art and architecture – Crusades- Mongols under Genghis Khan.

(30 hrs)

Essential Readings

Amar Farooqi, Early Social Formations, Manak Publishers, 2001.

Julian Thomas, Understanding the Neolithic, Routledge 1999

L.H.Keeley, War Before Civilization, Oxford, 1997.

P.Charvy, Mesopotamia Before History, Routledge.

S. Dally, A.T.Regas, et al, Legacy of Mesopotamia, OUP 1998.

William Watson, China before Han Dynasty, Pager 1961.

A. Gardiner, Egypt of Pharaohs – An Introduction, OUP, 1964.

S. Ratnagar, Understanding Harappa, Tulika, 2001.

W.V.Harris, Demography, Geography and Source of Roman Slaves, Journal of Roman Studies, 1989.

L.J.Archer, Slavery & Other forms of Free Labour, Routledge,1988.

C. Freeman, The Greek Achievement: The Foundation of western world, Penguin, 2000

A.M.M. Jones, Athenian Democracy, John Hopkins Press,1977..

D.Stockton, Classical Athenian Democracy, New York, OUP, 1990.

P.A.Brunt, Fall of Roman Republic and Related Essays, Clarendon Press, 1988.

E.Gibbon, Decline and Fallof Roman Empire, Wildside, Press, 2004.

The UNESCO – History of Mankind, Routledge, 1994.

Gorden Childe, What Happened in histor, Penguin Books.1942.

Edward Burns, World Civilizations, WW Norton&Co.Inc, 1974.

OTHER CHOICE-BASED CORE COURSE FOR SIXTH SEMESTER

INFORMATICS

UG21HY6CB02

Unit I : Overview of Information Technology

- I. Historical Overview-Features of Computer- Computer and its peripheral-input –output-memory-storage- Operating system-Hardware and software.
- II. Application software-Spread sheet-Presentation software-DTP-Multimedia-
- III. Mobile phone history and technology -Licence –Gurantee and Warranty (30 hrs)

Unit II : Knowledge skill for Higher Education

- I. Introduction : Data –information-Knowledge-Internet: A knowledge repository-Internet asses method – Academic search techniques-Search engine- web blogs-E-mail- Social networks.
- II. Intellectual Property Right- Copy right -Patent -Plagarism -Educational Software – Sakshat - Academic service- INFLIBINET- NICNET – BRNET (20 hrs)

Unit III : Social informatics

- I. Introduction : It and Society – issues and concern – Digital divide and method to counter digital divide- IT and its application in different sector- E-governance & E-Commerce – IT and Medicine , IT in Business and Commerce , IT in industry and defence, IT in law and crime detection-IT in Publishing and Communication-IT in Education- IT in film and media
- II. Artificial intelligence-Virtual Reality-Bio Computing
- III. IT and new threats- Computer Virus- Anti Virus- Cyber laws- Cyber Ethics- Cyber Addiction-Guideline for the proper use of internet and mobile phone.
- IV. Ergonomics and health issue -E-waste-Green Computing

(30 hrs)

Unit IV : IT application in Social Science

Data Analysis with SPSS

(10 hrs)

Essential Reading

- ◆ Allan Evans, Kandal Martin et al. *Technology in Action*, Pearson Prentice Hall (Third Edn.)
- V. Rajaraman, *Introduction to Information Technology*, Prentice Hall
- ◆ Alexis Leon & Mathews Leon, *Computers Today*, Leon Vikas, Rs. 180
- ◆ Peter Norton, *Introduction to Computers*, 6th ed., (Indian Adapted Edition)

Additional References

- Greg Perry, SAMS Teach Yourself Open Office.org, SAMS
- Alexis & Mathews Leon, *Fundamentals of Information Technology*, Leon Vikas
- George Beekman, Eugene Rathswohl, *Computer Confluence*, Pearson Education
- ITL Educational Solutions, *Introduction to Information Technology*, Pearson Education, 2006, Singapore.
- Barbara Wilson, *Information Technology: The Basics*, Thomson Learning
- John Ray, *10 Minute Guide to Linux*, PHI, ISBN 81-203-1549-9
- ◆ Ramesh Bangia, *Learning Computer Fundamentals*, Khanna Book Publishers

Web Resources:

- www.fgcu.edu/support/office2000
- www.openoffice.org *Open Office Official web site*
- ◆ www.microsoft.com/office *MS Office web site*
- ◆ www.lgta.org *Office on-line lessons*
- www.learnthenet.com *Web Primer*
- www.computer.org/history/timeline
- www.computerhistory.org
- http://computer.howstuffworks.com
- www.keralaitmission.org
- www.technopark.org
- http://ezinearticles.com/?Understanding-The-Operation-Of-Mobile-Phone-Networks&id=68259
- http://www.scribd.com/doc/259538/All-about-mobile-phones
- http://www.studentworkzone.com/question.php?ID=96
- http://www.oftc.usyd.edu.au/edweb/revolution/history/mobile2.html

GENDER STUDIES
UG21HY6CB03

Module 1 - Concept of Sex and Gender- Social construction of gender and Engendering -locating gender identity – Silence and Gendering – The language of disciplines and absence of women - Patriarchy and its creation- Androcentrism, Masculinities - Other Genders – LGBTQ-Queer Theory.

(20hrs)

Module -2 Waves of Feminism and the Emergence of Gender Studies as a discipline -themes in Gender Studies – Major feminist thinkers and their contributions - Mary Wollstonecraft - Simone de Beauvoir - Juliet Mitchell, Shulamith Fireston - Kate Millet - Julia Kristeva -Judith Butler – Luce Irigaray-Gender Studies in India - LeelaDube - Seed and Earth - BinaAgarwal -Eco-feminism- Vandana Shiva.

(15hrs)

Module 3

Interlinkages of patriarchy with caste and class-Brahmanical patriarchy – wifhood - pathivratha – streedharma - widowhood – Issue of class - Social Reform Movements and the ‘Recasting’ of women

(15hrs)

Module 4

Politics of Gender –Participation in National Movement - Peasant Movement–Telengana: a case study - Movements for liberation for education – anti price rise movements - movements against alcohol abuse - Women’s Movements- Issues and Debates from 1970s - Issues of Violence in Public and Private Spaces - Rape- Custodial and Marital - Legal reforms on Marriage – Inheritance – Dowry – Rape - Domestic Violence- Sexual Harassment at Workplace - Women’s Reservation Bill.

(30 hrs)

Reading List

1. Freedman, Jane. *Feminism*, Buckingham Open University Press, Buckingham, 2001.
2. Bhasin, Kamala. *Understanding Gender*, Women Unlimited, New Delhi, 2003.
3. Bhasin, Kamala. *What is Patriarchy?*, Women Unlimited, New Delhi, 2003.
4. Bhasin, Kamala. *Exploring Masculinity*, Women Unlimited, New Delhi, 2003.
5. V, Geetha. *Patriarchy*, in *Theorizing Feminism Series*, (ed.) MaithreyiKrishnaraj, Stree, Kolkota, 2007.

6. V,Geetha. Gender, in *Theorizing Feminism Series*, (ed.) MaithreyiKrishnaraj, Stree, Kolkota, 2002.
7. Pilcher,Jane &Whelehan, Imelda.50 Key Concepts in Gender Studies, Sage, 2004
8. Davis, Kathy (ed.). *Handbook of Gender and Women’s Studies*, London,2006
9. J,Devika.Kulasthreeyum Chandapennu Undayadengane? Athava Adhunika Malayalee Sthreeyude Charithrathinu Oramukham, C.D.S., 2010.
- 10.Freedman, Jane. *Feminism*, Buckingham Open University Press, Buckingham, 2001.
11. Jane Pilcher& Imelda Whelehan. 50 Key Concepts in Gender Studies, Sage, 2004 3. *The Polity Reader in Gender Studies*, Cambridge, 1994
12. Davis, Kathy (ed.), *Handbook of Gender and Women’s Studies*, London,2006
13. Desai, NeeraandKrishnaraj,Maithreyi.“An overview of the status of women in India”, in Mohanty, Manoranjan. (ed.), *Class, Caste, Gender- Readings in Indian Government and Politics-5*, Sage Publications, New Delhi, 2004, pp. 296-319.
14. Mazumdar, Vina. “Emergence of Women’s Question in India and the Role of Women’s Studies”, *Occasional Paper, No. 7, Centre for Women’s Development Studies*, New Delhi, 1985.
15. Omvedt, Gail.*Feminism and the Women’s Movement in India*, Bombay, 1987.
16. Forbes,Geraldine. “The Indian Women’s Movement: Struggle for Women’s Right or National Liberation”, in Gail Minault (ed.) *The Extended Family: Women’s Political Participation in South Asia*, Chanakya Publications Delhi, 1981, 49-82.
16. Agarwal, Bina.”“Bargaining”and gender relations:Within and Beyond the Household”, *Feminist Economics* 3(1): 1997, 1-51.
- 17.Dube, Leela.*Anthropological Explorations in Gender: Intersecting Fields*, Sage, New Delhi, 2001

18. Shiva, Vandana and Mies, Maria. *Ecofeminism*, Fern wood Publications, Canada, 1993.
19. J. Bandopadhyay and Shiva, Vandana. *Chipko: India's Civilizational Response to the Forest Crisis*, INTACH, 1986.
20. Chakravathy, Uma. *Gendering Caste: Through a Feminist Lens*, Bhatkal and Sen, 2003.
21. Chakravathy, Uma. "Conceptualizing Brahmanical Patriarchy in Early India: Gender, Class, Caste and State", *Economic and Political Weekly*, Vol. 28, No. 14 (Apr. 3, 1993), 579-585.
22. Sumit and Tanika Sarkar, (eds.) *Women and Social Reform in India – A Reader*, 2 Vols., Permanent Black and Bloomington, 2008.
23. Sarkar, Tanika. "Woman is a Political Animal: Historical Possibilities and Problems", Paper for Symposium on Reconstructing Gender History. Calicut: Indian History Congress, 1999.
24. Sarkar, Tanika. "Strishikksha and its Terrors: Re-reading 19th Century Debates on Reform" in Supriya Chaudhari and Sajini Mukherji (eds.), *Literature and Gender*, Orient Longman, Hyderabad, 2002.
25. Chatterji, Partha. "The Nationalist Resolution of Women's Question", in Sangari, Kumkum and Vaid, Sudesh. (eds.), *Recasting Women: Essays in Colonial History*, Kali for Women, New Delhi, 1989.
26. Forbes, Geraldine. "Mothers and Sisters: Feminism and Nationalism in the thought of Subhash Chandra Bose", *Asian Studies*, 2:1, 1984, 23-32.
27. Kasturi, Leela and Majumdar, Veena. "Women and Indian Nationalism", Occasional Paper, cwds.ac.in/OCPaper/WomenandIndianNationalism.pdf
28. Kumar, Radha. *The History of Doing: An Illustrated Accounts of Movements for Women's Rights and Feminism in India 1800-1990*, Zubban, 1993, Chapters 1 & 2.
29. Agarwal, Bina. "Who Sows? Who Reaps? Women and land rights in India", *Journal of Peasant Studies*. 15 (4): 531-581

30. Shah, Ghanashyam. *Women's Movements, Social Movements in India, A Review of Literature*, Sage Publications 2004, New Delhi, pp.147 – 179.
31. Chaudhuri, Maitreyi (ed.). *Feminism in India, Women Unlimited*, New Delhi, 2005. 8. Forbes, Geraldine. *Women in Modern India*, CUP, 1996.
32. Baxi, Pratiksha. *Public Secrets of Law: Rape Trials in India*, Oxford University Press, 2014.
33. Baxi, Pratiksha. *Rape Cultures in India*, Kafila, 23 December 2012 <http://kafila.org/2012/12/23/rape-cultures-in-india-pratiksha-baxi/>
34. SundaraRajan, Rajeswari. *Sign Post: Gender Issues in Independent India*, Kali, 2001

**HISTORY OF ART AND ARCHITECTURE IN INDIA
UG21HY6CB04**

Module I a) Definition of Culture- feature of Indian Culture b) Art and Architecture in Pre-historic India. c) Pre-historic art- Cave paintings. (20hrs)

Module II Proto-historic Art and Architecture -Harappan Town planning. (20hrs)

Module III a) Mauryan art and architecture b) Gandhara and Mathura school of arts c) Buddhist and Jain architecture d) Temple art and architecture:- Nagara, Vesara and Dravida styles (20hrs)

Module IV a) Origin and development of Church architecture in India. b) Indo- Islamic architecture in India with special reference to Sultanate and Mughal phase. (20hrs)

Reading List

- B. Rowland, *Art and Architecture of India*, Delhi, 1968.
- A.K. Coomaraswami, *Early Indian Architecture*, Madras, 1926.
- B.s.Harishankar, *Art and Archaeology of India; Stone age to the present*, New Delhi, 2003. S. Piggot, *Prehistoric India*, Harmondsworth, 1950.

- R.E.M.Wheeler, *Early Indian and Pakistan*, London, 1959.
- R.E.M.Wheeler, *The Indus Valley Civilization*, London, 1959.
- Zimmer, *The Art of Indian Asia*, 2 Vols, New York, 1955.
- Ananda.K. Coomaraswami, *Early Indian Architecture- Places*, New Delhi,
- 1975. O.M.Prakash, *Cultural History of India*, New Delhi, 2005.
- Satheesh Grover, *Buddhist and Hindu Architecture in India*, Delhi, 2003.
- Gordon Sanderson, *The Art and Antiquities of India*, New Delhi, 1983
- K.R.Srinivasan, *The Temples of South India*, Madras, 1914.
- P. Gupta, *Elements of Indian Art*
- H. Sarkar, *An Architectural Survey of Temples Vol II*, New Delhi, 1978.
- Stella Kramrish, *The Hindu Temple*, Calcutta, 1946. • Percy Brown, *Indian Architecture*, Mumbai, 1971.
- A. Volwahren, *Living architecture of India*, London, 1970.
- J. Fergusson, *History of Indian and Eastern architecture*, London, 1910.

PROJECT REPORT GUIDELINES

SEMESTER 6

(Maximum Marks 100)

All students are to do a project in the area of core course. This project can be done individually or in groups (not more than five students) for all subjects which may be carried out in or outside the campus. Special sanction shall be obtained from the Principal to those new generation programmes and programmes on performing arts where students have to take projects which involve larger groups. The projects are to be identified during the II semester of the programme with the help of the supervising teacher. The report of the project in duplicate is to be submitted to the department at the sixth semester and are to be produced before the examiners (Internal and External) appointed by the Controller of Examinations. External Project evaluation and Viva / Presentation is compulsory for all subjects and will be conducted at the end of the programmes

AIM

To create awareness about social problems and to analyze the issues from a Sociological perspective. It also helps to familiarize research methodology and theories.

Specifications

It may be any social problem or issue relevant to sociology

It should be based on primary, secondary data or both

It should be 40-60 pages typed, spiral bind.

Fond size – Times Roman 12, 1.5 space.

An acknowledgement, declaration, certificate of the supervising teacher should be attached in front of project work.

Contents

1. Title Page

2. Certificate-Certificate from 1) Self (declaration)

2) Guide must be included in the Dissertation. The head of the department must countersign the dissertation.

3. Acknowledgement

- a) 4. The project should include:Introduction
- b) Statement of the Problem
- c) Relevance of the study
- d) Theoretical frame work
- e) Review of Literature
- f) Methodology
- g) Objectives- General &specific
- h) Research Design-mention the design and give the rationale for choosing
- i) Variables – both dependent and independent
- k) Universe and Module
- l) Sampling
- m) Sources of data-primary and secondary
- n) Tool of data collection-finalization
- o) Data Collection, Analysis and Interpretation

p) Findings and suggestions.

The standard formats as Harward style or Vancouver style can be used for writing references/ bibliography are APA and MLA

COMPREHENSIVE VIVA GUIDELINES

Evaluation

Project work can be done either individually or by a group not exceeding five students.

Viva-voce shall be conducted individually.

Project work shall be submitted to the department in duplicate before the completion of 6th semester.

There shall be no continuous assessment for project work.

Project +Viva-voce– Credits 2

A board of 1-2 examiners shall evaluate the project work.

For Projects

a) **Marks of External Evaluation :80**

b) **Marks of Internal Evaluation : 20**

Components of External Evaluation of Project	Marks
Dissertation (External)	50
Viva – Voce (External)	30
Total	80

*Marks for Dissertation may include study tour report if proposed
in the syllabus

*Components of Internal Evaluation of Project	Marks
Punctuality	5
Experimentation/Data collection	5
Knowledge	5
Report	5
Total	20

External Project evaluation and Viva / Presentation is compulsory for all subjects and will be conducted at the end of the program

MODEL QUESTION PAPER

EARLY INDIA (UPTO 300AD)

Max Marks: 80

Time: 3 Hrs

PART A

Answer any ten. Each question carries 2 Mark

1. Dancing girl
2. Lothal
3. Indica
4. Numismatics
5. OCP culture
6. Aranyakas
7. NBPW
8. Harappan script
9. Arthasastra
10. Chandragupta Maurya
11. Eightfold Path
12. Upanishads

PART B

Answer any Six. Each question carries 5 Marks

13. Write a note Ashoka Dhamma.
14. What are results of Persian invasion.
15. Explain the important principles of Jainism
16. Discuss Sangam literature
17. Describe the factors for the rise of Magadha.
18. What do you know about Aintinai
19. Explain major Harappan cities
20. Write an account for the decline of Mauryan Empire

PART C

Answer any two. Each carries 15 marks

21. Discuss about the pre- historic people of India.
22. Outline the distinctive features of Vedic civilization.
23. Explain major aspects of second urbanization
24. Describe the Mauryan system of administration

MODEL QUESTION PAPER

HISTORY OF EARLY MEDIEVAL INDIA (300-1206 AD)

Max marks: 80

Time: 3 Hrs

Part A

Answer any ten questions. Each carries 2 marks

1. First battle of Tarain
2. Iron pillar of Mehrauli
3. Samudragupta
4. Alwars
5. Kalhana
6. Lichchaavi Duhitr
7. Bhoga
8. Alberuni
9. Sub-infeudation
10. Allahabad pillar Inscription
11. Mahumud of Ghori
12. Nayanars

Part B

Answer any six questions. Each carries 5 Marks

13. Describe the effects of Muhammed of Gazhani's invasion?
14. What do you know about the Pandyas of Madhura?
15. Discuss about the administrative system of Harsha Vardhana
16. Explain the administrative system of Cholas?
17. Write a note on the Arab invasion of Sind?
18. What do you know about the contribution of Pallavas in the field of architecture?
19. Discuss various theories related to the origin of Rajputs?
20. Describe the socio-religious development during Guptas?
21. What do you know about the debate on Indian feudalism?

Part C

Answer any two. Each carries 15 marks

22. Discuss the advancement of Guptas in the field of science
23. Analyse the impact of Muslim invasions in India?
24. Evaluate the socio-political structure of Rajputs?
25. Examine the development of kingdoms in south India during post Gupta period?

MODEL QUESTION PAPER

MEDIEVAL INDIA: THE SULTANATE OF DELHI (1206-1526)

Max marks: 80

Time: 3 Hrs

PART A

Answer any 10 questions from the given set. Each question carries 2 marks

1. Daulatabad
2. Firdausi order
3. Battle of Talikotta
4. Amaranayakas
5. Janabai
6. Domingo Paes
7. Granth Sahib
8. Saguna
9. Nobles of Forty
10. Firoz Shah
11. Diwani Kohi
12. Qutab Minar

Part B

Answer any six. Each carries 5 marks

13. Give an account on the importance of nobility during Sultanate period?
14. Describe the major contributions of Krishnadeva Raya.
15. Explain the market regulations of Alauddin Khilji?
16. What do you know about economic and social life of people during Sultanate period?
17. Discuss the distinctive features of Chisti and Suharvardi orders of Sufism?
18. Write a note on Guru Nanak's contributions to Sikhism?
19. What are the major literary sources for the study of Sultanate period?
20. How do you analyse the reforms adopted by Muhammad bin Tughlaq?
21. Examine the contribution of Firozshah Tuqlah.

Part C

Answer any two. Each carries 15 marks

22. Point out the salient feature of Vijayanagara administration.
23. Mention the important aspects of Iqta system during Sulthanate period
24. Describe the relevance of Bhakti movement in North India
25. Discuss the significance of trade and economy during Sulthanate period

MODEL QUESTION PAPER

MEDIEVAL INDIA: MUGHALS AND MARATHAS (1526-1757 AD)

Max marks: 80

Time: 3 Hrs

PART A

Answer any 10 questions from the given set. Each question carries 2 marks.

1. Baburnama
2. Mir Bakshi
3. Polaj
4. Shroff
5. Jaroka Darshan
6. Pietradura works
7. Treaty of Purandhar
8. Peshwa
9. Pandit Rao
10. Sardeshmukhi
11. Ashtapradhan
12. Shivaji

PART B

Answer any 6 questions from the given set. Each question carries 5 marks.

13. Write a short essay on the sources for the study of Mughal period .
14. Discuss in brief the land revenue system of Sher Shah.
15. Explain the administrative system of Akbar.
16. Analyse the causes for the downfall of Mughal empire.
17. Explain Din-i-illahi.
18. Analyse the factor for the rise of Marathas.
19. Write short note on Maratha Confederacy.
20. Write a short note on Shivaji.
21. Explain Jagirdari system.

PART C

Answer any two. Each carries 15 marks

22. Explain salient features of Maratha Administration.
23. Explain Mughal land revenue system.
24. Analyse the rule of Marathas under Peshwas.
25. Write short note on Mughal society

MODEL QUESTION PAPER

MODERN INDIA (1757-1857 AD)

Max marks: 80

Time: 3 Hrs

Part A

Answer any ten questions. Each carries 2 marks)

1. Cartez
2. Fort St. George
3. Nagapattam
4. Battle of Wandiwass
5. Mir Jafar
6. Warren Hasting
7. Tipu Sultan
8. Doctrine of Lapse
9. Financial Capitalism
10. Commercialisation of Agriculture
11. Reformist movement
12. M.G Ranade

Part B

Answer any six questions. Each carries 5 Marks

13. Write a note on the objectives of Ramakrishna mission?
14. Discuss briefly about the subsidiary alliance initiated by the British?
15. Write a note on de-industrialisation?
16. Discuss the emergence of new landlordism during British in India?
17. Describe the aims and objectives of Aligarh movement?
18. Describe Ishwara Chandra Vidya Sagar role in Bengal Renaissance?
19. How was Mahalwari different from Permanent settlement?
20. Describe the role of Alfanso-de- Albuquerque for the expansion of Portuguese in India?
21. Explain the importance of Battle of Plassey?

Part C

Answer any two. Each carries 15 marks

22. Analyse the significance and contributions of social reform movements in India?
23. Evaluate the economic impact of British rule in India?
24. Examine the attempts made by the British to expand their empire in India?
25. Discuss the socio-cultural policies adopted by British in India?

MODEL QUESTION PAPER

History of Freedom Movement in India (1857-1947)

Max marks: 80

Time: 3 Hrs

PART A

Answer any ten questions. Each question carries 2 marks

1. Alipore conspiracy case
2. Partition of Bengal
3. Gopala Krishna Gokala
4. Dadabai Naroji
5. Indigo Revolt
6. Santhal Rebellion
7. Anusilan Samiti
8. Queens Proclamation
9. Ryotwari System
10. *Civil Rebellion in Indian mutinies*
11. Subsidiary Alliance
12. Safety valve theory

PART B

Answer any six questions. Each question carries 5 marks

13. Discuss the causes that led to civil rebellion in India?
14. Do you consider revolt of 1857 as national war of independence ? Explain
15. Enumerate general factors for Tribal rebellion in India?
16. What is the drain theory of dadabhai naoroji?
17. What led to the formation of associations in India? Explain some of the early political associations.
18. Explain the formation of Indian National congress ?
19. Explain the motives behind the partition of Bengal ?
20. What do you know about boycott and Swadeshi movement?
21. Explain the issue that led to Surat Split ?

PART C

Answer any two questions. Each question carries 15 marks

22. How would you explain the growth of militant nationalism or extremism in the beginning of 20th Century .
23. Why did revolt of 1857 failed? What are the results of revolt of 1857.
24. Write an essay on colonial exploitation in India, its forms and exploitation?
25. Explain peasant uprising in colonial India.

MODEL QUESTION PAPER

INDIA SINCE INDEPENDENCE

Max marks: 80

Time: 3 Hrs

PART A

Answer any ten questions. Each question carries 2 marks

- 1.Nationalisation of Banks
- 2.Multiculturalism
- 3.Socialism
- 4.Decentralisation
- 5.Secularism
- 6.White revolution
- 7.Panchsheel
- 8.SAARC
- 9.Varghese Kuriam
- 10.NAM
- 11.Cooperative movement
- 12.Terrorism

PART B

Answer any six questions. Each question carries 5 marks

13. How was the refugee problem solved in post independent India?
14. Write a note on emergency in India.
15. What do you know about first five year plan?
16. Explain communal representation.
17. What do you know about JP movement.
18. Briefly explain India's relation with China.
19. Explain Bhoodan movement in India
20. Examine the role of Ambedkar in the drafting of Indian constitution.
21. Analyse the integration of Princely states in India.

PART C

Answer any two questions. Each question carries 15 marks

- 22.Explain Non Alignment Policy.
- 23.Discuss the main tribal movement in post independent India.
- 24.Explain Nehruvian Legacy.
- 25.Examine the developments in science and technology in India after Independence.

**MODEL QUESTION PAPER
ANCIENT AND EARLY MEDIEVAL KERALA**

Max Marks: 80
Time: 3 Hrs

Part – A

Answer any 10 questions from the given set. Each question carries 2 marks.

1. Ezhimala
2. Syrian Christian Copper Plates
3. Sandeshakavya
4. Akananuru
5. Kudakallu
6. Iron Age
7. Muzris
8. Neital
9. Kulashekara Alwar
10. Angadis
11. Nayanars
12. Ilanglo Adigal

Part – B

Answer any 6 questions from the given set. Each question carries 5 marks.

13. Examine the major ports and its role in Kerala's trade relation.
14. Examine the architectural style of Christian Churches
15. Write a short note on indigenous coins of Kerala.
16. Briefly explain Sangam literature.
17. Examine the role and position of Karalar in temple-oriented society.
18. What is the role of Mercantile corporations in the economy of Medieval Kerala.
19. Enumerate the contributions of Syrian Christians, Jews and Arabs in trade relation during the period of Perumals.
20. Write a note on temple architecture in Kerala.
21. Write note role of western ghat in influencing the geography of Kerala.

SECTION C

Answer any two questions. Each question carries 15 mark

22. Write an essay on literary sources for the study of Kerala history.
23. Explain Iron Age in Kerala
24. Examine the history of Perumals of Mahodayapuram.
25. Kerala was a fertile ground for all religions. Discuss the factors that led to the development of all religions

MODEL QUESTION PAPER
Transformation in Medieval Kerala

PART A

Answer all questions. Each question carries 1 Mark

1. Mamakam
2. Bodinaikannur pass
3. Archaeological Survey of India (ASI)
4. Jewish Copper Plates
5. Ezhakasu
6. Manipravalam
7. Sandeshakavya
8. Strabo
9. Kudakallu
10. Ettuthokai
11. Yavanas
12. Marutham

PART B

Answer any six. Each question carries 5 Marks

13. Kerala was a fertile ground for all religions. Discuss the factors that led to the development of all religions.
14. Analyse the relationship between Uralar and Karalar
15. Examine Roman trade with South India
16. Analyze how Jain traditions reached South India.
17. What do you know about the land relations in Kerala
18. Write short note on impact of Mysorean invasion on Malabar.
19. Examine Pazhassi rebellion.
20. Examine the administrative system introduced by British in Malabar
21. Analyse the problems faced by Marthanda Varma when he became the ruler of Venad ?

PART C

Answer any two questions. Each question carries 15 mark

22. Explain the factors that facilitated agrarian expansion during Sangam period.
23. Write a short note on foreign accounts in relation with Kerala history.
24. "Temples in Kerala built at different periods represent different styles". Substantiate.
25. How far did the rivers of Kerala influence the religious and cultural tradition of the region.

Model Question Paper

Environmental Studies and Human Rights in Historical outline

Max Marks: 80

Time: 3 Hrs

PART A

Answer all questions. Each question carries 1 Mark

1. Environmental Pollution
2. Meat Profile
3. Homo Erectus
4. Pottery Wheels
5. Water Pollution
6. Ozone hole
7. Smog
8. Sludge
9. Chipko Andolan
10. Smog
11. Dispersion
12. Biosphere

PART B

Answer any six. Each question carries 5 Marks

13. Explain the formation of Volcanoes in the realm of lithosphere.
14. Examine the consequences of domestication of animals.
14. Bringout the circumstances that led to the shift from food gathering to the food production technology.
15. Point out the nature of bio dynamic farming as the earliest organic farming.
16. How did the discovery of metal lead to the urban revolution?
17. What was the purpose of the Forest act of 1865?
18. Mention the environmental tradition of India in the context of Vana Durga.
19. Trace the Malthusian concept of demographic expansion.
20. Did colonialism promote ecological degradation?
21. What is Green Imperialism?.

PART C

Answer any 2questions. Each carries 15 Marks

22. Analyse the salient features of the Pliocene epoch.
23. What is Ethnobiology?
24. Assess the importance of Neolithic Revolution as the first Agricultural Revolution.
25. Describe the ecological farming as the primitive form of agriculture.

Model Question Paper

Open Course- Environmental History in Indian Context Max Marks: 80

Time: 3 Hrs

PART A

Answer all questions. Each question carries 1 Mark

1. Eco system
2. Green House Effect
3. Meat Profile
4. Homo Erectus
5. Pottery Wheels
6. Ecological Farming
7. Community Exchange
8. Cochin State Tramway
9. Kanimari
10. Chipko Andolan
11. Chipko Movement
12. Atmosphere

PART B

Answer any Six. Each question carries 5 Marks

13. Explain the formation of Volcanoes in the realm of lithosphere.
14. Examine the consequences of domestication of animals.
15. Bring out the circumstances that led to the shift from food gathering to the food production technology.
16. Point out the nature of bio dynamic farming as the earliest organic farming.
17. How did the discovery of metal lead to the urban revolution?
18. What was the purpose of the Forest act of 1865?
19. Mention the environmental tradition of India in the context of Vana Durga.
20. Trace the Malthusian concept of demographic expansion.

PART C

Answer any two questions. Each carries 15 Marks

21. Analyse the salient features of the Pliocene epoch.
22. What is Ethnobiology?
23. Did colonialism promote ecological degradation?
24. What is Green Imperialism?.

Model Question Paper

UNDERSTANDING HISTORY

Max marks: 80

Time: 3 Hrs

Part A

Answer any ten questions. Each 2 mark

1. 'All history is contemporary history'
2. Qualitative data
3. Hypothesis
4. Tables and charts
5. Inductive method
6. St. Augustine
7. Index
8. Alexander Cunningham
9. R. S. Sharma
10. Footnotes
11. Anachronism
12. Historiography

Part B

Answer any six questions. Each carries 5 Marks

13. Assess the significance of Heuristics in historical research
14. Examine the use and abuse of History
15. Describe the contributions of Herodotus and Thucydides to Greek historiography
16. Discuss the contribution of Annale historians in historical writing
17. What is the significance of Bibliography in historical writing
18. Analyze the Scope and importance of history as a human Science.
19. Define the Preliminary operations in Historical Method.
20. Examine the relevance of Ithihasa- Purana tradition in historical writing

Part C

Answer any two. Each carries 15 marks

21. Point out the salient feature of Arab historiography
22. Mention the important aspects of Hegalian Philosophy of History
23. What is History from below? Discuss.
24. What is the significance of Objectivity in historical writing

Model Question Paper

MAKING OF MODERN KERALA

Max Marks: 80

Time: 3 hrs

PART A

Answer any ten questions. Each question carries 2 Mark

1. Guruvayur Satyagraha
2. Plachimada issue
3. Aikya Kerala movement
4. V. T Bhattithiripad
5. Ayyankali
6. Khilafat movement
7. Salt satyagraha
- 8 Chengara agitation
9. Keezhariyur Bomb case
- 10 .Quit India movement
11. Sadhu Jana Paripalana Sangham
12. Commercialisation of Agriculture

PART B

Answer any Six questions. Each carries 5 Marks

13. Estimate the role of Missionaries in the growth of Printing and Western education
14. Examine the role played by Poyikayil Yohanan in upliftment of downtrodden.
15. Explain Aikya Kerala Movement.
16. Explain Ezhava Memorial and Malayali Memorial.
17. Trace the background and course of Mappila outbreaks of the 19th century.
18. Explain the result of Vaikom Satyagraha
19. Discuss the growth of National movement in Kerala.
20. Give an account of the contribution of Vakkom Abdul Khader Maulavi

PART C

Answer any two. Each carries 15 marks

21. Review the provisions of Gadgil Commission.
22. Explain the relevance of Adivasi resistance movements in Kerala
23. Describe the relevance of responsible government in Travancore.
24. Explain the role of Social reformers in the making of Modern Kerala.

Model Question Paper

MEDIEVAL WORLD

Max marks: 80

Time: 3 Hrs

Part A

Answer any ten questions. Each carries 2 marks

1. Samura
2. Caliphate
3. Gothic Architecture
4. Medieval Universities
5. Leonardo Da Vinci
6. Bourgeoisie
7. Subsistence economy
8. Ottoman Turks
9. Extra territorial Rights
10. Persian Art
11. Meji Restoration
12. Crusades

Part B

Answer any six questions. Each carries 5 marks

13. What are the features of Medieval art and architecture ?
14. Features of Japanese Fuedalism?
15. How did cities and universities emerge in Europe ?
16. What are the principles of Islam?
17. How did monastic life affect the Medieval Church
18. Describe the caliphate system?
19. Briefly explain Persian Art and Architecture ?
20. Discuss about the effect of black death on Europe?

Part C

Answer any two questions. Each carries 15 marks

21. Analyse the nature of social formation in central Islamic world
22. Critically evaluate the transition debate ?
23. How did Islam influence the medieval world ?
24. Asses the contribution of papacy in the development of architecture in medieval Europe

Model Question Paper
HISTORY OF THE MODERN WORLD

Max marks: 80
Time: 3 Hrs

PART A

Answer any ten questions. Each carries 2 marks

1. Fascism
2. Nelson Mandela
3. Mein Kampf
4. Monroe Doctrine
5. Fourteen points
6. Decolonisation
7. Mensheviks
8. Rudyard Kipling
9. Mussolini
10. League of nation
11. Treaty of Versailles
12. WHO

PART B

Answer any six questions. Each carries 5 marks

13. Describe the impact of Nazism in Germany?
14. Analyse the results of anti-colonial struggles in South Africa
15. Describe the cause and course of Russian revolution?
16. Discuss the genesis and results of Second World War?
17. What do you know about Liberation movements in Latin America
18. How Great depression effected the world economic system?
19. What do you know about the origin of Cold war?
20. Define imperialism and what are its main features?
21. Examine the main organs of UNO

PART C

Answer any two questions. Each carries 15 marks

22. Critically evaluate the causes and impact of First World War?
23. 'In a changing world economic order UNO is an Onlooker'. Discuss
24. Describe the causes for the emergence of dictatorships in between the two world wars
25. Discuss various theories regarding colonialism?

Model Question Paper

WORLD CIVILISATION

Max Marks: 80

Time: 3 Hrs

PART A

Answer any ten questions. Each question carries 2 Mark

1. Urbanism
2. Mother Goddess
3. Osiris
4. Crusades
5. Judaism
6. Acropolis
7. Guild System
8. Ziggurat
9. Pharaohs
10. Sphinx
11. Confucius
12. Abbasid Revolution

PART B

Answer any six questions. Each carries 5 Marks

13. What progress did the Chinese make in art and science?
14. What were the salient features of Athenian democracy?
15. Discuss about the growth of Trade during Bronze Age civilizations.
16. Examine the theories for the decline of Harappan civilization
17. Discuss about the life of human kind in Paleolithic age.
18. Discuss about the writing system of Chinese people.
19. What was the technology and culture of Mesolithic Period?
20. Examine the legal system of Sumerians

PART C

Answer any two. Each carries 15 marks

21. Discuss the relevance of crusades in Medieval world.
22. How did Harappa civilization become a Chalcolithic civilization
23. Estimate the legacy of Neolithic period in the history of human life.
24. Outline the bronze age civilization developed in the valley of Nile

Model Question Paper

Complimentary: SOCIAL FORMATION IN PRE- MODERN INDIA

PART A

Total Marks :80

Answer any ten. Each question carries 2 Mark

1. Great Bath
2. Dancing Girl
3. Qutab Minar
4. *Jagir*
5. *Diwan-i-Kohi*
6. *Din i illahi*
7. Sabha and Samiti
8. *Rig veda*
9. *Tolkapiyum*
10. *Arthasatra*
11. Saphanga Theory
12. Closed Economy

PART B

Answer any Six. Each question carries 5 Marks (Short Essay)

13. Briefly explain the trade and commerce during the Mughal period ?
14. Contribution of *Firoz Shah Tuqlah*
15. Analyse the position of women in Sultanate period ?
16. Why Indus or Harappa civilisation called so ?
17. Discuss the Tinai concept ?
18. What do you know about *Indian Fuedalism* ?
19. Write note on Vedic society ?
20. Write note on Mauryan administration.
21. Examine the Mansabdari system during the Mughal period

PART C

Answer any two. Each carries 15 marks (Long Essays)

22. Critically evaluate the reforms of *Muhammed –bin -Tuqlah*.
23. Evaluate the comment “Akber the Great”?
24. Explain the life and society during the Sangam period ?
25. Write an essay on first urbanisation of India.

**Model Question Paper
Transition to the Modern World**

Max Marks: 80

PART A

Answer any ten. Each question carries 2 Mark

1. Fascism
2. Great Depression
3. Treaty of Versailles
4. Congress of Vienna
5. New Economic Policy
6. New deal
7. Sphere of Influence
8. Scramble for Africa
9. White Mans Burden
10. Battle of Plassey
11. February Revolution
12. Imperialism

PART B

Answer any Six. Each question carries 5 Marks (Short Essay)

13. What do you know about the reforms of Stalin.
14. Write a note on the result of 2nd World War.
15. Analyze the factors for the decline of Soviet Union .
16. Explain the Unification of Germany?
17. Describe New Economic Policy.
18. Briefly discuss the role of Information technology in present day world
19. Discuss the factors that led to rise of dictatorship in Germany
20. Discuss the importance Sustainable development
21. Explain the relevance French Revolution

PART C

Answer any two. Each carries 15 marks (Long Essays)

22. Critically examine League of Nation,
23. Write an essay on Chinese Revolution.
24. Explain the basic factors that led to Ist World War.
- 25 Give an account of Colonisation in Asia and Africa.