KANNUR UNIVERSITY

(Abstract)

Scheme and syllabus of B.A History Programme in tune with KU-FYUGP Regulations 2024 with effect from 2024 Admission onwards- Approved- Implemented- Orders Issued

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FYUGP Spl.cell

ACAD C/ACAD C4/22323/2024 Dated: 29.10.2024

Read:-1. U.O. No. FYUGPSC/FYSC-I/5074/2024, dated: 18/04/2024

2. E-mail of the Chairperson, Board of Studies in History(UG), dated 13.06.2024
3. The Minutes of the Meeting of the Scrutiny Committee held on 20.06.2024
4. E-mail of the Chairperson, Board of Studies in History(UG), dated 23.06.2024
5. The Orders of the Vice Chancellor on 24.06.2024
6. The Minutes of the Meeting of the Academic Council, held on 25.06.2024

ORDER

1.The Regulations of the Kannur University Four Year UG Programmes (KU-FYUGP Regulations 2024) for affiliated Colleges was implemented with effect from 2024 admission onwards, vide paper read as(1) above.

2. Subsequently, the Chairperson, Board of Studies in History(UG) vide paper read as (2) above, submitted the Syllabus of the B.A. History programme in tune with KUFYUGP Regulations 2024 with effect from 2024 Admission onwards.

3.Thereafter, the Scrutiny Committee, which included the Dean, Faculty of Humanities vide paper read as (3) above, scrutinized the Syllabus and recommended suggestions.

4.Subsequently, vide paper read as (4) above, the Chairperson, Board of Studies in History(UG) forwarded the modified Syllabus of the B.A. History programme for approval.

5.Thereafter, the Vice Chancellor ordered to place the Syllabus before the Academic Council for consideration, as per the paper read (5) above.

6. Accordingly, the Syllabus of the B.A. History programme in tune with KU-FYUGP Regulations 2024 was approved by the meeting of the Academic Council held on 25-06-2024 and granted permission to publish the same, as and when it is ready, after making the necessary modifications, as per paper read as (6) above.

7.The Vice Chancellor approved the Minutes of the aforesaid meeting of the Academic Council and the Syllabus of the B.A. History programme, prepared in tune with KU-FYUGP Regulations, 2024.

8.The approved Syllabus of the B.A History programme is appended with this U.O. and uploaded in the University website.

Orders are issued accordingly.

KANNUR UNIVERSITY CIVIL STATION P.O. KANNUR Pin-670 002 THAVAKKARA

Sd/-

ANIL CHANDRAN R

DEPUTY REGISTRAR (ACADEMIC)

For REGISTRAR

To: The Principals of Arts and Science Colleges affiliated to Kannur University.

Copy To: 1. The Examination Branch (through PA to CE)

2. The Chairperson, Board of Studies in History(UG)

3. PS to VC/PA to R

4. DR/AR (Academic)

5. The IT Cell (For uploading in the website)

6. SF/DF/FC

Forwarded / By Order

SECTION OFFICER

KANNUR UNIVERSITY

(Abstract)

FYUGP - History Programme in Affiliated Colleges- Modifications in II Semester - Approved- Implemented with effect from 2024 Admission- Orders Issued

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ACADEMIC C SECTION

ACAD C/ACAD C4/22323/2024 Dated: 04.02.2025

Read:-1. U.O. No. ACAD /ACAD C4/22323/2024 dated: 29/10/2024.

2.The Minutes of the Meeting of Board of Studies in History(UG) held on 30.10.2024

3. E-mail of the Chairperson, of Board of Studies in History(UG) , dated 09.01.2025

4. Email dtd.15.01.2025 from the Dean, Faculty of Humanities

5. The Minutes of the Meeting of the Standing Committee on Academic Council, held on 21.01.2025

6. The Orders of the Vice Chancellor dtd. 03-02-2025

ORDER

1.The Scheme and Syllabus of the History (FYUGP) Programme were approved and implemented with effect from 2024 Admission vide the paper read (1) above.

2. Subsequently, the Meeting of the Board of studies (BoS), History (UG), vide paper read 2, decided to correct and resubmit the II Semester Syllabus of the FYUGP History Courses and accordingly the Chairperson, vide paper read (3) above, submitted the Modified II Semester Syllabus of the History programme, for approval.

3. The BoS added the detailed Syllabus of the Multidisciplinary Course: **KU2MDCHIS106 *'History of Indian National Movement' in the Syllabus, as the same was missing in the Syllabus, already approved.***

4.The Dean, Faculty of Humanities, after vetting the Modified II Semester Syllabus of the FYUGP History, recommended that the Syllabus is in order and intimated his approval vide paper read as (4) above.

5.Considering the matter the Vice Chancellor ordered to place the Modified II Semester Syllabus of the FYUGP History, before the Standing Committee of Academic Council for consideration and the Standing Committee of the Academic Council held on 21.01.2025 vide paper read (5), recommended to approve the Modified II Semester Syllabus of History FYUG Programme.

6.Vice Chancellor, after considering the recommendation of the Standing Committee of the Academic Council and in **exercising the powers of the Academic Council conferred under the Section 11 (1) chapter III of Kannur University Act 1996, approved the modified II semester Syllabus of History programme, prepared in tune with KU-FYUGP Regulations and accorded sanction to implement the same in the Affiliated Colleges w.e.f 2024 admission.**

7.The modified syllabus of FYUGP History programme is appended with this U.O. and uploaded in the University website.

Orders are issued accordingly.

Sd/-

ANIL CHANDRAN R

DEPUTY REGISTRAR (ACADEMIC)

For REGISTRAR

To: 1.The Principals of Arts and Science Colleges Affiliated to Kannur University.

2. The Chairperson, BoS History (UG).

Copy To: 1. The Examination Branch (through PA to CE)

2. The Chairperson, Board of Studies in History(UG)

3. PS to VC/PA to R

4. DR/AR (Academic)

5. The Web Manager (For uploading in the website)

6. SF/DF/FC

Forwarded / By Order

SECTION OFFICER

KANNUR UNIVERSITY
CIVIL STATION P.O.
KANNUR
Pin-670 002
THAVAKKARA

KANNUR UNIVERSITY

FOUR-YEAR UNDERGRADUATE PROGRAMME

(KU-FYUGP)

B.A. HISTORY PROGRAMME

CURRICULUM AND SYLLABI

(2024 ADMISSIONS ONWARDS)

PREFACE

The implementation of the Four-Year Undergraduate Programme (FYUGP) has been driven by the pressing need to address contemporary challenges ensuring responsive changes to the evolving needs of students, industry, and society at large. The Undergraduate Programme (Bachelor of Arts) in History is an integral part of FYUGP of Kannur University, designed to equip students with the essential skills and knowledge to thrive in today's rapidly evolving world. As the University intends to provide a holistic and multidisciplinary education that goes beyond mere academic learning, the curriculum is designed to foster the intellectual, aesthetic, social and ethical development of students, preparing them to face the challenges of the 21st century with confidence and competence.

More than understanding factual and theoretical knowledge of what happened in the past, the courses of history is aimed at enabling the learners to develop egalitarian, secular and rational values and awareness, which are extremely pertinent to maintain democratic political culture of the country and to preserve peaceful co-existence of all the people beyond the parochial boundaries of religion, caste, culture etc.

The Four Year Under Graduate Programme (FYUGP) in History is built upon the principles of Outcome Based Education (OBE), which places emphasis on defining clear learning outcomes and empowering students to actively engage in their educational journey. Through a combination of theoretical study, practical exercises, and experiential learning opportunities, students will develop a range of essential skills and competencies that are highly valued in today's job market.

The Undergraduate Programme in History shall have three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honors), and (c) 4-year UG Degree (Honours with Research). The syllabi include Discipline Specific Core (DSC) courses, Discipline Specific Elective (DSE) courses, Multidisciplinary Courses (MDC), Value Added Courses (VAC) and Skill Enhancement Courses (SEC).

Hence, the purpose of teaching History and related disciplines at the tertiary level is to facilitate students' unlearning of preconceived notions acquired through primary socialization and schooling. This process empowers students to construct their own scientifically informed understandings of History, guided by rigorous examination and critical analysis. Current syllabi are designed with these disciplinary and societal imperatives in mind, aiming to cultivate a nuanced and comprehensive understanding of the past and writing History among students. Moreover, the FYUGP in History emphasises the importance of interdisciplinary learning and global awareness. Students will have the opportunity to explore connections between History and other fields of study, such as literature, science, politics, and religion, gaining insights into the interconnectedness of human knowledge and experience. By engaging with diverse perspectives and cultures, students will develop a greater appreciation for the richness and complexity of the world we inhabit.

The syllabus presented herewith is the output of academic debates among historians, history faculty members, research scholars and students at formal and informal levels of gatherings. The workshop on syllabus revision, with its democratic approach of considering valuable suggestions from all stakeholders of higher education, and the FYUGP curriculum of Kannur University were crucial to restructuring the existing syllabi. FYUGP in History offers **42 Discipline Specific Courses (DSC-Major and Minor) 6 Discipline Specific Elective Core Courses (DSE), 9 Multi Disciplinary Courses (MDC) 3 Value Addition Courses (VAC) and 3 Skill Enhancement Courses (SEC).** The syllabus of each course at the outset itself clearly states its learning outcomes, which are in agreement with History Programme Specific Outcomes and University FYUGP Programme Outcomes.

Dr.Girish Vishnu Namboodiri

Kannur, Chairperson

May, 2024. Board of Studies in History (UG)

The Board of Studies History (UG)

1. Dr. Girish Vishnu Namboodiri, (Chairperson)
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2. Sri. Sasi C.T
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   Assistant Professor, Government College, Kasaragod
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10. Smt. Shibina A
    Assistant Professor, SN College, Kannur
11. Dr Sureshkumar K S (Chairperson, P G Board)
    Associate Professor (Retired) NAS College, Kanhangad

Expert Committee Members

1. P. Sudheer Kumar, Assistant Professor, Government College Mananthavady, Wayanad
2. Dr. Vinodan Navath, Associate Professor, Government Brennen College, Dharmadam, Thalassery
3. Dr.Usha.C.K, Assocate Professor, Government Brennen College, Dharmadam, Thalassery,
4. Dr.Vinayan.T, Associate Professor, Government College Udma, Kasaragod
5. Dr. Geetha E, Associate Professor, KMM Govt. Women's College Kannur
6. Smt.Reshma Tom, Assistant Professor, Nirmalagiri College, Kuthuparamba
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8. Smt.Veena M, Assistant Professor, S N College, Kannur
9. Dr. Jisha D Nair, Assistant Professor, Payyanur College, Edat P O

KANNUR UNIVERSITY

PROGRAM OUTCOMES (POs)

Program Outcomes (POs) serve as a foundational framework defining the skills, knowledge, and attributes that students at Kannur University are expected to acquire upon completion of a specific academic program. Tailored to the unique goals of each program, POs articulate the overarching learning objectives that guide curriculum design and assessment. These outcomes encompass a diverse range of competencies, including critical thinking, problem-solving, effective communication, and discipline-specific expertise. POs play a crucial role in shaping educational experiences, ensuring alignment with academic standards and industry expectations. By articulating clear and measurable expectations, POs contribute to the continuous improvement of academic programs and provide a roadmap for students to develop into well-rounded, competent professionals within their chosen fields.

PO1: Critical Thinking and Problem-Solving: Apply critical thinking skills to analyse information and develop effective problem-solving strategies for tackling complex challenges.

PO2: Effective Communication and Social Interaction: Proficiently express ideas and engage in collaborative practices, fostering effective interpersonal connections.

PO3: Holistic Understanding: Demonstrate a multidisciplinary approach by integrating knowledge across various domains for a comprehensive understanding of complex issues.

PO4: Citizenship and Leadership: Exhibit a sense of responsibility, actively contribute to the community, and showcase leadership qualities to shape a just and inclusive society.

PO5: Global Perspective: Develop a broad awareness of global issues and an understanding of diverse perspectives, preparing for active participation in a globalised world.

PO6: Ethics, Integrity and Environmental Sustainability: Uphold high ethical standards in academic and professional endeavours, demonstrating integrity and ethical decision-making. Also acquire an understanding of environmental issues and sustainable practices, promoting responsibility towards ecological well-being.

PO7: Lifelong Learning and Adaptability: Cultivate a commitment to continuous self-directed learning, adapting to evolving challenges, and acquiring knowledge throughout life.

BA PROGRAMME IN HISTORY

PROGRAMME SPECIFIC OUTCOMES (PSOs)

No.	Programme Specific Outcomes (PSOs)
PSO-1	Understand factual and conceptual aspects of historical changes in multiple areas of the world
PSO-2	Think contextually and critically about the past to understand human experiences in the past.
PSO-3	Develop rational, humanitarian, democratic, patriotic and secular outlook based on historical knowledge and contemporary societal, economic and political issues
PSO-4	Design and write research papers based on primary and secondary sources and help for higher learning in History
PSO-5	Evaluate the idea of rights and peace in the context of violation of various human rights and to create legal awareness to familiarise with the protective measures and legislations
PSO-6	Create a cognizance of the genesis of historical thoughts and to acquaint with various trends, philosophies, social and political theories in historical writing.
PSO-7	Provide different skills to enable them to pursue various professions related with the subject of history.

FOUR-YEAR UNDERGRADUATE PROGRAMME IN HISTORY

DETAILS OF COURSES OFFERED

1. LIST OF DISCIPLINE-SPECIFIC COURSES (DSC)

SEMESTER	COURSE CODE	COURSE NAME	MAJOR/ MINOR	MARKS			CREDITS	HOURS /
				CA	ESE	TOTAL		
I	KU1DSCHIS101	Understanding History	Major	30	70	100	4	4
	KU1DSCHIS102	Economic History of Modern India (1600 to 1857)	Minor	30	70	100	4	4
	KU1DSCHIS103	Understanding the Modern World	Minor	30	70	100	4	4
	KU1DSCHIS104	Understanding History of England (From Earliest Times to 1500 AD)	Minor	30	70	100	4	4
	KU1DSCHIS105	History of Tourism: Concepts and Practices	Minor	30	70	100	4	4
	KU1DSCHIS106	Understanding Indian Epigraphy	Minor	30	70	100	4	4
II	KU2DSCHIS107	An Introduction to World Civilizations	Major	30	70	100	4	4
	KU2DSCHIS108	Economic History of Modern India (1858- 1947)	Minor	30	70	100	4	4
	KU2DSCHIS109	Understanding Contemporary World History	Minor	30	70	100	4	4
	KU2DSCHIS110	Social History of England (1600 AD to 1950 AD)	Minor	30	70	100	4	4
	KU2DSCHIS111	Exploring Tourism Potentials of India	Minor	30	70	100	4	4
	KU2DSCHIS112	Understanding Indian Archeology	Minor	30	70	100	4	4
III	KU3DSCHIS201	World from Iron Age to Medieval Times	Major	30	70	100	4	4
	KU3DSCHIS202	Social Formations in Early India (Earliest times to Mauryan)	Major	30	70	100	4	4
	KU3DSCHIS203	History of Trade and Commerce in India	Minor	30	70	100	4	4
	KU3DSCHIS204	Exploring India's Cultural Heritage	Minor	30	70	100	4	4
	KU3DSCHIS205	History of Indian National Movement	Minor	30	70	100	4	4
	KU3DSCHIS206	Understanding History	Minor	30	70	100	4	4
	KU4DSCHIS207	History of Pre-Modern Kerala	Major	30	70	100	4	4

		(Earliest times to 1500 AD)						
IV	KU4DSCHIS208	Perspectives on Historiography	Major	30	70	100	4	4
	KU4DSCHIS209	Transformations in the Modern World (15th Century to 1815)	Major	30	70	100	4	4
	KU4DSCHIS210	State and Society in India (From 200 AD to 1206 AD)	Major	30	70	100	4	4
V	KU5DSCHIS301	History of Kerala from 15th Century to Early Resistance Movements	Major	30	70	100	4	4
	KU5DSCHIS302	Development of Historiography in India	Major	30	70	100	4	4
	KU5DSCHIS303	Transformations in the Modern World (from 1815 to 1945)	Major	30	70	100	4	4
	KU5DSCHIS304	State and Society in India (1206-1757)	Major	30	70	100	4	4
	KU5DSCHIS305	Colonial Changes in India (1757-1857)	Major	30	70	100	4	4
VI	KU6DSCHIS306	Socio-Political Awakening in Modern Kerala	Major	30	70	100	4	4
	KU6DSCHIS307	Research in History	Major	30	70	100	4	4
	KU6DSCHIS308	Exploring the Contemporary World History	Major	30	70	100	4	4
	KU6DSCHIS309	India-Making of a Nation (1858-1947)	Major	30	70	100	4	4
	KU6DSCHIS310	India Since Independence (1947 to present)	Major	30	70	100	4	4
	KU6INTHIS301	INTERNSHIP	-	-	-	-	2	4
VII	KU7DSCHIS401	Selected Themes and Issues in World History	Major	30	70	100	4	4
	KU7DSCHIS402	Selected Themes and Issues in Indian History	Major	30	70	100	4	4
	KU7DSCHIS403	Selected Themes and Issues in Kerala History	Major	30	70	100	4	4
	KU7DSCHIS404	Selected Themes and Issues in South Indian History	Major	30	70	100	4	4
	KU7DSCHIS405	Post Modern Trends in Historical Writing	Major	30	70	100	4	4

VIII	KU8DSCHIS406	Methods and Practices of Local History Writing	Major	30	70	100	4	4
	KU8DSCHIS407	History of Indian Ocean Trade	Major	30	70	100	4	4
	KU8DSCHIS408	History of Indian Epigraphy	Major	30	70	100	4	4
	KU8DSCHIS409	History of Education in India	Major	30	70	100	4	4
	KU8RPHHIS401	Research Project	Major	30	70	100	12	4

2. DISCIPLINE SPECIFIC ELECTIVE COURSES

SEMESTER	COURSE CODE	COURSE NAME	MARKS			CREDITS	HOURS/ WEEK
			CA	ESE	TOTAL		
V	KU5DSEHIS301	Developmental History of Kerala	30	70	100	4	4
	KU5DSEHIS302	Environmental History of India	30	70	100	4	4
	KU5DSEHIS303	Revolutions in the Modern World	30	70	100	4	4
VI	KU6DSEHIS305	Gender and Society in India	30	70	100	4	4
	KU6DSEHIS306	Science, Technology and Society in Ancient India	30	70	100	4	4
	KU6DSEHIS307	History of Indian Archaeology	30	70	100	4	4
3. MULTIDISCIPLINARY COURSES							
1	KU1MDCHIS101	Looking into the Cultural History of North Malabar	25	50	75	3	3
	KU1MDCHIS102	Understanding Social Reform Movements in Kerala	25	50	75	3	3
II	KU2MDCHIS104	Film and History	25	50	75	3	3
	KU2MDCHIS105	Historical Tourism in Kerala	25	50	75	3	3
	KU2MDCHIS106	History of Indian National Movement	25	50	75	3	3
III	KU3MDCHIS201	Tribal Studies	25	50	75	3	3
	KU3MDCHIS202	History of Martial Arts in Kerala: Kalaripayattu	25	50	75	3	3
	KU3MDCHIS203	History of Medicine and Healing Practices	25	50	75	3	3
4. VALUE ADDITION COURSES							

III	KU3VACHIS201	History of Human Right Movements in Modern India		25	50	75	3	4
IV	KU4VACHIS202	Climate and History		25	50	75	3	4
IV	KU4VACHIS203	Gandhian Political Ideologies and Practices		25	50	75	3	4
5. SKILL ENHANCEMENT COURSES								
IV	KU4SECHIS201	Academic writing in History		25	50	75	3	3
V	KU5SECHIS301	Cartography- Map making		25	50	75	3	3
VI	KU6SECHIS302	Museology and History		25	50	75	3	3

COURSE TITLE- UNDERSTANDING HISTORY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCHIS101	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: History is one of the major social science disciplines**.** This course intends to familiarize the students the fundamental aspects of History as an academic discipline. It explores meaning, nature and perception on history over times. It will familiarize the students with di fferent varieties of history and frame works in history writing. It also explores how historians establish historical facts, traces historical contexts from the facts, how the historian uses different types of sources for historical writing etc. the relationship between history and other social science discipline and how the interface enriches history writing is also included.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understanding the meaning, Nature and Importance of History: Learning the meaning of history overtimes and identifying the value of history at present.	U
2	Understanding the different types of history: learning the different nature of human activities and development of different types of history.	U
3	Analysing the role of sources in historical writing: Identifying different types of sources and its relevance in history writing.	An
	Identifying the needs and importance of history in development society.	A
4	Evaluating certain fundamental issues in history. After Studying the importance of facts, the role of objectivity and causation in history.	E

5	Developing historical sense: the course equips the students to develop historical perspective.	C
6	Situate History among other social science disciplines and distinguish the key aspects of their interface,	E

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSO

	PSO1	PSO2	PSO3	PSO4	PSO 5	PSO 6	PSO 7
CO 1		1	2				
CO 2	1	1					
CO 3	1		2				
CO 4			2	2	3		
CO 5		1		2			
CO6					3		

COURSE CONTENTS

Contents for Classroom Transactions:

Module	Unit	Content	Hrs
I	**Introduction to History**		**15**
	1	Meaning of History	
	2	Definitions of History	
	3	Nature, Scope and use of History – Value of History.	
	4	Kinds of History – Political, Social, Economic, Intellectual, Gender, Local and Oral History – Changing Perspectives	
II	**Constructing History**		**15**
	1	Past and History.	
	2	Treasures of the Past – Sources and its Categories	
	3	Archaeological, Archival, Literary, Museum, Visual, Memory, Oral Sources.	
III	**Issues in History**		**15**
	1	Facts and Its Significance.	
	2	Objectivity in History	
	3	Causation in History	
	4	Interdisciplinary Approach	
IV	**History and Social Sciences**		**15**
	1	History and Allied Disciplines – Archeology, Epigraphy, Numismatics, Literature, Folklore and Place names.	
	2	History and Social Sciences	
	3	Development of Social Sciences – History and Economics, Political Sciences, Sociology, Anthropology, History and Geography.	
V	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, debates, field visits, book reviews etc. for developing students' interest in the course. ➢ Initiate the students to prepare local history projects and prepare local history articles.		

Essential reading specific to Module-1

1. Sreedharan E, *A Manual of Historical Research Methodology*, Trivandrum, 2007.
2. Sheik Ali B, *History its theory and method*. Delhi, 1978.
3. E H Carr, *what is History*, Penguin Books, London, 1990.
4. Arther Marwick, *The Nature of History*, London, 1989.
5. *The New Nature of History*, London, 2001.
6. Marc Bloch, *The Historians Craft*, 1992.
7. Peter Lambert & Philipp Schofield (ed.), Making History, Abhingdon, 2004.
8. Robert Daniels, *Studying History How and Why*, 1981

Essential reading specific to Module- 2

1. Sreedharan E, *A Manual of Historical Research Methodology*, Trivandrum, 2007.
2. Sheik Ali B, *History its theory and method*. Delhi, 1978.
3. E H Carr, *what is History*, Penguin Books, London, 1990.
4. Arther Marwick, *The Nature of History*, London, 1989.
5. *The New Nature of History*, London, 2001.
6. Peter Lambert & Philipp Schofield (ed.), *Making History*, Abhingdon, 2004.
7. Robert Daniels, *Studying History How and Why*, 1981

1. **Essential reading specific to Module-3**
2. Sreedharan E, *A Manual of Historical Research Methodology*, Trivandrum, 2007.
2. Sheik Ali B, *History its theory and method*. Delhi, 1978.
3. E H Carr, *what is History, Penguin Books*, London, 1990.
4. Arther Marwick, *The Nature of History*, London, 1989.
   The New Nature of History, London, 2001.
5. Robert Daniels, *Studying History How and Why*, 1981.
6. John Tosh, *The Pursuit of History*, New Delhi, 2002.
7. Eric Hobswam, *On History*, 1998.

Essential reading specific to Module-4

1. Sreedharan E, *A Manual of Historical Research Methodology*, Trivandrum, 2007.
2. Sheik Ali B, *History its theory and method*. Delhi, 1978.
3. E H Carr, *what is History, Penguin Books*, London, 1990.
4. Arther Marwick, *The Nature of History*, London,
5. Alun Munslow, *Deconstructing History*, Abhingdon, 1997.
6. Peter Lambert & Philipp Schofield (ed.), *Making History*, Abhingdon, 2004.

Essential Readings:

1. E H Carr, what is History, Penguin Books, London, 1990.
2. Arther Marwick, The Nature of History, London, 1989.
   The New Nature of History,
3. Robert Daniels, Studying History How and Why, 1981.
4. John Tosh, The Pursuit of History, New Delhi, 2002.
5. Eric Hobswam, On History, 1998.
6. Sreedharan E, A Manual of Historical Research Methodology, Trivandrum, 2007.
7. Sheik Ali B, History its theory and method. Delhi, 1978.
8. R G Colliwood, The Idea of History.
9. Alun Munslow, Deconstructing History, Abhingdon, 1997.
10. Peter Lambert & Philipp Schofield (ed.), Making History, Abhingdon, 2004.

Suggested Readings:

1. John H Arnold, History: *A very Short Introduction*, New Delhi, 2000.
2. Marc Bloch, *The Historians Craft*, 1992.
3. Ludmilla Jordonova, *History in Practice*, London, 2000.
4. Keith Jenkins, *Rethinking History*, New York, 1991.
5. Bonnie G Smith, *The Gender of History: Men, Women and Historical Practice*, 1998.

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE TITLE: ECONOMIC HISTORY OF MODERN INDIA (1600 TO 1857)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCHIS102	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: This course familiarizes students with the meaning and nature of colonialism and its intrusion in to India. The course analyses the economic impact of Colonialism in India from 1600 to 1857 AD. Through this course students will be able to make a critical study on the British economic policies and its impact upon India. Students will be acquainted with the trade policies adopted by the British Government for the accumulation of wealth from India.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
CO-1	Understand the basic features of colonialism and important studies on colonialism	U
CO-2	Analyse colonialism in Indian context and its impact upon Indian Economy	An
CO-3	Evaluate the nature of deindustrialization and economic drain of India under colonialism	An
CO-4	Critically analyses the changes of Indian economy through ages	A
CO-5	Examine the nature of British trade policies in India	E

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

COURSE CONTENTS

Contents for Classroom Transactions:

Module	Unit	Content	Hrs
I		**Colonialism in Indian Context**	**15**
	1	Meaning and definitions of Colonialism- writings on Colonialism- RP Dutt, Bipan Chandra	
	2	East India Companies- Colonialism in India – Stages of Colonialism – Traders to conquerors	
	3	Economic impact of the Carnatic wars	
	4	Importance of the British capture of Bengal- Battle of Plassey and Battle of Buxar	
II		**Colonial Economic Policies**	**15**
	1	British Land Revenue Policies: Permanent Settlement – Ryotwari Settlement – Mahalwari Settlement -impact	
	2	Commercializasstion of agriculture - Production of raw materials – Polarizations in agrarian sector – Agrarian proletariat	
	3	Impact of colonial economic policies	
III		**Trade and Commerce under British colonialism**	**15**
	1	Foreign trade – Internal trade -Trade policies - Impact trade and fiscal policies	
	2	Direct and indirect taxes	
	3	Monetary policies Banking and Insurance	
	4	Drain of Wealth	
IV		**Industrialization of India under Colonialism**	**15**
	1	Industrial Revolution – establishment of colonialism in India - deindustrialization of India	
	2	Nature of industrialization in India under British– phases before 1857 – Cotton, Jute Iron and Steel industries	
	3	Labor market and organizations – Problems of Indian industries under colonial rule	

V	**Teacher Specific Module**	5	
	➢ Directions : Conduct Class room presentations, discussions, debates, book reviews etc.. for developing students' interest in the course		

Essential reading specific to Module-1

A.R. Desai, Social Background of Indian Nationalism

Bipan Chandra, Nationalism and Colonialism in Modern India
Shekar Bandyopadyay, From Plassey to Partition: A History of Modern India,

Sumit Sarkar, Modern India 1885 – 1947

Habib, Irfan, Dharma, Kumar &Tapan,Raychaudhuri eds. (1987). *TheCambridge Economic History of India*
R.C. Dutt, Economic History of India under Early British Rule

Essential reading specific to Module-2

Bipan Chandra, Nationalism and Colonialism in Modern India
Shekar Bandyopadyay, From Plassey to Partition: A History of Modern India,

Sumit Sarkar, Modern India 1885 – 1947

Habib, Irfan, Dharma, Kumar &Tapan,Raychaudhuri eds. (1987). *TheCambridge Economic History of India*
R.C. Dutt, Economic History of India under Early British Rule

Essential reading specific to Module-3

Roy, Tirthankar (1999). *In Traditional Industry in the Economy of Colonial India*. London: Cambridge University Press.
Roy, Tirthankar (2011). *Economic History of India 1857–1947*. New Delhi:Oxford University Press.

Morris, M. D. (1969). *Indian Economy in the Nineteenth Century: A Symposium*.Delhi: Indian Economic and Social History Association

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

Tara Chand, History Freedom Movement in India

Essential reading specific to Module-4

A.R. Desai, Social Background of Indian Nationalism

Sumit Sarkar, Modern India 1885 – 1947

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

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

Roy, Tirthankar (1999). *In Traditional Industry in the Economy of Colonial India*. London: Cambridge University Press.
Roy, Tirthankar (2011). *Economic History of India 1857–1947*. New Delhi:Oxford University Press.

Morris, M. D. (1969). *Indian Economy in the Nineteenth Century: A Symposium*.Delhi: Indian Economic and Social History Association

Suggested Readings:

G.Aloysius, Nationalism without a Nation in India

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

BipanChandra, Modern India

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

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

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

Bachi, Amiya, Kumar (1979). *Came out in The Indian Economic and SocialHistory Review*. Vol 16, New Delhi: Oxford University Press.

A.R. Desai, Social Background of Indian Nationalism

Sumit Sarkar, Modern India 1885 – 1947

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

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

Roy, Tirthankar (1999). *In Traditional Industry in the Economy of Colonial India*. London: Cambridge University Press.

Roy, Tirthankar (2011). *Economic History of India 1857–1947*. New Delhi:Oxford University Press.

Morris, M. D. (1969). *Indian Economy in the Nineteenth Century: A Symposium*.Delhi: Indian Economic and Social History Association

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

Tara Chand, History Freedom Movement in India

Dutt, R. C. (1902). *The Economic History of India under early British Rule*. London: Kegan Paul Trench, Trubner & Co.

Habib, Irfan, Dharma, Kumar &Tapan,Raychaudhuri eds. (1987). *TheCambridge Economic History of India*

Kapila, Uma (2013). *Indian Economy since Independence*. Academic Foundation.

Roy, Tirthankar (2000). *The Economic History of India 1707-1857*. New Delhi,OUP India.

Mahalakshi, R. & Suchandra, Ghosh (2023). *The Economic History of India: Historiographical Issues and Perspectives - Essays in Honour of Professor Ranabir Chakravarti*. Bloomsbury Publishing.

Habib, Irfan (2006). *Indian Economy – 1858 – 1914*. New Delhi: Tulika Books.

Mehta, R. C. *Capital Market in India for Planned Growth*. Gwalior: Kitab Ghar

Desai, S.S.M. (1980). *Economic History of India*. Pune: Himalaya Publishing House.

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

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE TITLE: UNDERSTANDING THE MODERN WORLD

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	103	KU1DSCHIS103	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: The paper aimed at introducing the modern world right from Renaissance to scientific, intellectual, political and cultural advancements. The objective of the paper is to highlight the transition from medieval to modern times, that is from medieval feudalism to enlightenment and proliferation of capitalism. The important concept during the transitional stages is introduced for getting a clear idea on the changes in the modern world.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
CO-1	To familiarise with different types of periodisation in History	U
CO-2	To get a deep understanding of the transition from medieval to modern world.	An
CO-3	Make an overview of the intellectual changes in the beginning of the modern world	An
CO-4	Make an in-depth study on the impact of intellectual movements in the beginning of the modern world	A
CO-5	Make a comparative study on the different types of Governments in the modern world	E

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5	✔		✔				

Course Contents :

Content for Class room Transactions

Module	Unit	Content	Hrs
I	**World- Transition from Medieval to Modern**		**15**
	1	Beginning of modern era- concepts- Renaissance	
	2	Reformation	
	3	Impact of new changes	
II	**Intellectual changes and transformation of Europe**		**14**
	1	Scientific revolution	
	2	Growth of independent science - Philosophy – Art	
	3	Enlightenment - Growth of new ideologies.	
III	**The Geographical discoveries and its impacts**		**15**
	1	Geographical Discoveries- starting of new trade routes	
	2	Commercial Revolution	
	3	Industrial capitalism - Context of modern revolutions	
IV	**Ideologies of modern world**.		**16**
	1	Socialism - Parliamentary system - Communism -	
	2	Nationalism and its various forms	
	3	Apartheid - Struggle for civil rights - Human rights	
V	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

Essential reading specific to Module-1

Edward MacNall Burns, Philip Lee Ralph, Robert E.Lerner, Standish Meacham, *World Vivilizations,* part B.

Candice Goucher and Linda Walton, *world history journeys from past to present*, volume 1.
Arjun Dev and Indira Arjun Dev, *History of the World* .

Leonard Thompson, *A History of South Africa*

Nelson Mandela, *Long Walk to Freedom.*

Carr, E H, *International relations between the two world war.*

Thomas F. Jackson, *From Civil Rights to Human rights. Martin Luther King Juniors, Struggle for Economic Justice.*

Palmer and Perkin, *International relations.*

Essential reading specific to Module-2

Edward MacNall Burns, Philip Lee Ralph, Robert E.Lerner, Standish Meacham, *World Vivilizations,* part B.

Candice Goucher and Linda Walton, *world history journeys from past to present*, volume 1.
Arjun Dev and Indira Arjun Dev, *History of the World* .

Leonard Thompson, *A History of South Africa*

Nelson Mandela, *Long Walk to Freedom.*

Carr, E H, *International relations between the two world war.*

Thomas F. Jackson, *From Civil Rights to Human rights. Martin Luther King Juniors, Struggle for Economic Justice.*

Palmer and Perkin, *International relations.*

Essential reading specific to Module-3

Edward MacNall Burns, Philip Lee Ralph, Robert E.Lerner, Standish Meacham, *World Vivilizations,* part B.

Candice Goucher and Linda Walton, *world history journeys from past to present*, volume 1.
Arjun Dev and Indira Arjun Dev, *History of the World* .

Leonard Thompson, *A History of South Africa*

Nelson Mandela, *Long Walk to Freedom.*

Carr, E H, *International relations between the two world war.*

Thomas F. Jackson, *From Civil Rights to Human rights. Martin Luther King Juniors, Struggle for Economic Justice.*

Palmer and Perkin, *International relations*

Essential reading specific to Module-4

Edward MacNall Burns, Philip Lee Ralph, Robert E.Lerner, Standish Meacham, *World Vivilizations,* part B.

Candice Goucher and Linda Walton, *world history journeys from past to present*, volume 1.
Arjun Dev and Indira Arjun Dev, *History of the World* .

Leonard Thompson, *A History of South Africa*

Nelson Mandela, *Long Walk to Freedom.*

Carr, E H, *International relations between the two world war.*

Thomas F. Jackson, *From Civil Rights to Human rights. Martin Luther King Juniors, Struggle for Economic Justice.*

Palmer and Perkin, *International relations*

Suggested Readings :

Edward MacNall Burns, Philip Lee Ralph, Robert E.Lerner, Standish Meacham, *World Vivilizations,* part B.

Candice Goucher and Linda Walton, *world history journeys from past to present*, volume 1.
Arjun Dev and Indira Arjun Dev, *History of the World* .

Leonard Thompson, *A History of South Africa*

Nelson Mandela, *Long Walk to Freedom.*

Carr, E H, *International relations between the two world war.*

Thomas F. Jackson, *From Civil Rights to Human rights. Martin Luther King Juniors, Struggle for Economic Justice.*

Palmer and Perkin, *International relations.*

Assessment Rubrics :

Assessment Rubrics:

Evaluation Type	**Marks**
End Semester Evaluation	70
Continuous Evaluation	30
a)Test Paper-1	
b)Test Paper-2	
c) Assignment	
d) Seminar	

e) Book/Article Review	
f) Viva-Voce	
g) Field Report	
Total	**100**

COURSE TITLE: UNDERSTANDING HISTORY OF ENGLAND

(FROM EARLIEST TIMES TO 1500 AD)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCHIS104	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: The course intends to familiarise students with important changes in the social history of Britain from the early period to 1600 AD. While discussing the historical events of England from earliest times to 1500 AD importance given to social and cultural aspects. Students will be able to acquire knowledge on human settlements, formation of state and cultural development of England up to 1600 AD

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Identify major historical events, figures, and cultural movements in England's history.	U
2	Evaluate primary and secondary sources to analyze and interpret historical information.	E
3	Comprehend the interconnectedness of historical events and their impact on England's development.	E
4	Demonstrate critical thinking and communication skills through written and oral presentations on historical topics.	An
5	Engage in informed discussions and debates on key issues in English history.	A

******Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**Ancient England (Earliest Times to 1066 CE)**	**15**
	1	**Prehistoric Britain** -Stone Age civilizations in Britain - the arrival of Celts - Bronze Age and Iron Age societies	
	2	**Roman Britain-** Roman invasion and occupation - Roman towns and infrastructure- Cultural interactions between Romans and Briton	
	3	**The Rise and Fall of The Anglo-Saxon Kingdoms-** Heptarchy	
	4	**The Viking Invasions** - Treaty of Wedmore	
2		**Medieval England (1066-1485 CE)**	**17**
	1	Norman Conquest and the establishment of feudalism in England	
	2	William the Conqueror and the Battle of Hastings	
	3	Norman rule and its effects on society and governance	
	4	The Domesday Book and its significance	
	5	Feudal society and the role of the nobility	
	6	The Magna Carta and the development of English law	
	7	The Black Death and its consequences- Peasant Struggle	

3	**Medieval Life and Society**	**15**

	1	**Wars of the Roses and Results**	
		a) Impact of War of Roses	
	2	Chivalry and Romance	
	3	**Monastic orders**	
		a) St. Francis of Assisi	
		b) Ignatius of Loyola	
		c) John Wycliffe and Lollard Movement	
	4	Emergence of Towns and Guilds	
	5	Medieval Universities	
	6	Medieval English Literature: Literature before Chaucer – Age of Chaucer	

4	**Tudor England**		**13**
	1	**England under Henry**	
		a) The reigns of Henry VII and Henry VIII	
	2	**Elizabeth I**	
		a) The English Reformation and the establishment of the Church of England	
		b) Exploration and colonization during the Elizabethan period	
	3	**Cultural and Intellectual Developments under Elizabeth**	
		a) The Elizabethan theatre and playwrights- literary works of Geoffrey Chaucer and William Shakespeare.	

V	**Teacher Specific Module: Mind mapping and Assignment**	**5**
	Directions	
	1.Mind maps are graphical representations of ideas, concepts, and information with a central topic or theme, for brainstorming, organizing thoughts, and visualizing complex data. This activity is excellent for collaborating and encouraging even shy students to participate actively. Organizing the information helps students understand it more instead of memorizing who invaded whom and when.	

	2.Examine the historiography surrounding the Decline of the Roman Empire. What theories do historians put forward to explain the fall of the Roman Empire?	

Essential Readings Specific to Module-1

1. Anderson, Perry (1974) Passages from Antiquity to Feudalism, London: Verso.
2. Dev Arjun and Indira Dev, History of the World, Orient Black Swan, Delhi, 2009.
3. Europe', Past and Present, Vol. 70. No. 170.
4. H.A.L. Fischer: Political History of England 1485 – 1945
5. J. Habermas, Philosophical Discourse of Modernity, Polity Press,
6. Rao B.V., World History (3rd edition) from early time to AD 2000, New Dawn Press INC, V.S.A. U.K., India, 2006.
7. Rogers, Nigel, (2009) The Rise and Fall of Ancient Rome (London: Lorenz Books)

Essential Readings Specific to Module-2

1. Dev Arjun and Indira Dev, History of the World, Orient Black Swan, Delhi, 2009.
2. Europe', Past and Present, Vol. 70. No. 170.
3. H.A.L. Fischer: Political History of England 1485 – 1945
4. J. Habermas, Philosophical Discourse of Modernity, Polity Press,
5. Rao B.V., World History (3rd edition) from early time to AD 2000, New Dawn Press INC, V.S.A. U.K., India, 2006.
6. Rogers, Nigel, (2009) The Rise and Fall of Ancient Rome (London: Lorenz Books)
7. Ward Perkins, Bryan, (2005) The Fall of Rome and the End of Civilization (Oxford: Oxford University Press)

Essential Readings Specific to Module-3

1. Anderson, Perry (1974) Passages from Antiquity to Feudalism, London: Verso.
2. Dev Arjun and Indira Dev, History of the World, Orient Black Swan, Delhi, 2009.
3. Europe', Past and Present, Vol. 70. No. 170.
4. H.A.L. Fischer: Political History of England 1485 – 1945
5. J. Habermas, Philosophical Discourse of Modernity, Polity Press,
6. Rao B.V., World History (3rd edition) from early time to AD 2000, New Dawn Press INC, V.S.A. U.K., India, 2006.

Essential Readings Specific to Module-4

1. Dev Arjun and Indira Dev, History of the World, Orient Black Swan, Delhi, 2009.
2. Europe', Past and Present, Vol. 70. No. 170.
3. H.A.L. Fischer: Political History of England 1485 – 1945

4. J. Habermas, Philosophical Discourse of Modernity, Polity Press,
5. Rao B.V., World History (3rd edition) from early time to AD 2000, New Dawn Press INC, V.S.A. U.K., India, 2006.

Suggested Readings:

1. Carter and Mears: A History of Britain
2. G.M. Trevelyan: Social History of England
3. Green J.R.: The Making of England
4. H.A.L. Fischer: Political History of England 1485 – 1945
5. Winston Churchill: A History of English-Speaking Peoples

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		**100**

COURSE TITLE: HISTORY OF TOURISM: CONCEPTS AND PRACTICES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
1	DSC	100-199	KU1DSCHIS105	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: The paper provides basic concepts of tourism like its definition, evolution of tourism through out the ages. It givesn over all idea about different kinds of tourism and different theories of motivation, and different organization ns of tourism and their objective.The syllabus makes an awareness of sustainable and responsible tourism, cultural , ethical considerations and economic impact of tourism.

Course Outcomes:

Co NO	Expected Outcome	Learning Domains
1	Students will gain a comprehensive understanding of the principles and theories of tourism including its historical development, economic development and key stakeholders.	U
2	Students will develop the skills necessary to effectively manage tourism destinations, marketing , infrastructure development and sustainable tourism practices.	A
3	It will cultivate an appreciation for diverse cultures and communities and they can understand how tourism can impact local traditions, heritage and identities.	E
4	Students will develop practical skills such as communication, leadership, team work, customer service, hospitality essential for various tourism related careers like tour fuiding, event planning, and travel agency operation, hospitality management etc.	A

5	Students can apply their analytical skills to investigate trends, challenges and opportunities within the tourism industry.	An

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

COURSE CONTENT

Content for Classroom Transactions

Module	Unit	Content	Hrs
I	**Understanding Tourism**		**14**
	1	Tourism-Definitions- Nature – Scope- Characteristics	
	2	Over view of historical development of Tourism- Growth of travel through Ages- Greek and Roman period –Grand Tour-Travel in age of Geographical discoveries-Industrial Revolution- Diversification in travel pattern-	
	3	Evolution of Tourist Transport system –Air-Water-Road and Rail-Types of Tourists- Visitor- Excursionist.	
II	**Types of Tourism**		**15**
	1	Inbound –Outbound Tourism-Domestic international tourism-	
	2	Social Tourism- Rest & Relaxation Tourism	
	3	Cultural Tourism- Eco Tourism- Ethnic Tourism- Adventure Tourism-	
	4	Educational Tourism- Pilgrim Tourism- Sporting Tourism- Business Tourism- Beach Tourism- Culinary Tourism- Medical Tourism- Health Tourism- Group Tourism- wildlife Tourism-Monsoon tourism- Dark tourism	
III	**Module III:-Motivation for Travel**		**15**
	1	Reasons for travel- Factors influencing Tourism	

	2	Peter's inventery of tourist attractions- Elements of tourism- Leiper's tourism system-Plogs theory of Tourism motivation- Maslow's theory of motivation	
	3	International organisations of Tourism and their objective-IUOTO-UNWTO- PATA- IATA- ICAO- ETC- ITDC- IRTC- TFCI- TAAI-IATO. Social Economic-Educational and Cultural value of Tourism	
IV	**Trends and Challenges in Global Tourism**		16
	1	Digital transformation- Sustainable and responsible tourism	
	2	Experimental travel- Wellness and Health Tourism- Contactless travel-Local and authentic experiences- solo female travel	
	3	space tourism-Major Challenges and impact of tourism-Factors effecting global tourism flows.	

V	**Teacher Specific Module**	5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Essential Readings Suggested to Module-1

1.Sunetra Roday,Archana Biwal,Vandana Joshi, Tourism operations and Management,Oxford University Press,2009.

2.Tourism Studies and the Social Sciences, Andrew Holden, Routledge,2005

3. Modern Trends of Tourism, Meena Thakur,Omega, 2008.

Essential Readings Suggested to Module-2

1. Health Tourism and Ayurveda, Robinet Jacob,Abhijeet publications,2008.
2. Adventure Tourism, Ralf Buckley, CABI publishing,2006.
3. Managing Educational Tourism, Brent W.Ritchie,Channel View publications, 2003.
4. Guest is God, Pilgrimage, Tourism and Making Paradise in India, Oxford University Press, 2019.
5. Medical Tourism in India, Raj Pruthi,Arise publishers and Distributors,2006.
6. Tourism, concepts, Theory and Practice, M.R.Dileep,I,K International Publishing House Pvt.Ltd,New Delhi, 2018.
7. .International Tourism Management, A.K,Bhatia,Sterling Publishers Private Limited, New Delhi,2001

8. Tourism development –Principles and practices,Sterling Publishers PVT LTD, 2020.

9. Tourism, Principles, Practises, philosophies, Charles R Goeldner, J.R. Brent Ritchie, John Wiley&Sons Inc, 2011.

10. .Eco Tourism and Sustainable Tourism New Perspectives and Studies,Jaime A. Seba (Ed), Apple Academic Press, Newyork 2012.

Essential Readings Suggested to Module-3

1. Sustainable Tourism a global perspective, Rob Harris, Tony Griffin and Peter Williams(Ed), Routledge, 2nd edition, 2002.

2. Understanding the Sustainable Development of Tourism,Janne J. Liburd , Deborah Edwards, Goodfellow publishers, 2010,

3. Future Tourism: Political, social and Economic Challenges, James Leigh, Craig Webster and Stanislav Ivanov,Routeledge, 2013.

Essential Readings Suggested to Module-3

1. Sustainable Tourism a global perspective, Rob Harris, Tony Griffin and Peter Williams(Ed), Routledge, 2nd edition, 2002.

2. Understanding the Sustainable Development of Tourism,Janne J. Liburd , Deborah Edwards, Goodfellow publishers, 2010,

3. Future Tourism: Political, social and Economic Challenges, James Leigh, Craig Webster and Stanislav Ivanov,Routeledge, 2013.

4. Challenges in Tourism Research, Tej vir Singh(ed),Channel view publications, 2015.

Suggested Readings

1.Ethnic Tourism: Impacts Challenges and Opportunities(ed), Li Yang, Geoffrey Wall,

2.Tourism,Davidson R, Pitman ,London 1989.

3. Tourism : Princiles and Practices, Sampad Kumar Swain and Jithendra Mohan Mishra, Oxford University Press, New Delhi,2011.

4.The Business of Tourism, Hollowway JC, Mc Donalds and Evands, London ,1994.

5.Cultural Tourism: Global and local perspectives, Greg Richards,(Ed),Routledge,2006.

Assessment Rubrics:

Evaluation Type	Marks

End Semester Evaluation	70
Continuous Evaluation	30
a)Test Paper 1	
b) Test Paper 2	
c)Assignment	
d)Seminnar	
e)Book/Article Review	
f)Viva-Voce	
g) Field Report	
Total	**100**

COURSE TITLE: UNDERSTANDING INDIAN EPIGRAPHY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	**DSC**	100-199	KU1DSCHIS106	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	1	30	70	100	2

Course Summary: This course helps the students to understand the importance of epigraphy in the history of India. An awareness of inscriptions is of prime importance in the study of India's ancient past and in political manifestations in the contemporary world. This course would enable students to develop a critical understanding of how India's ancient past is being created with the help of epigraphic evidences. Students can understand the importance of inscriptions in south Indian history. Such exercises would help students to pursue epigraphist as their profession.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To introduce the scripts and languages of ancient India	R	F	Instructor-created exams / Quiz
CO2	To explore the important inscriptions issued by the major rulers of ancient and medieval India.	An	C	Practical Assignment / Observation of Practical Skills
CO3	To understand the epigraphists of India and their contributions	U	C	Seminar Presentation / Group Tutorial Work
CO4	To recognize and analyse the important inscriptions and copper plates of south India.	An	P	Instructor-created exams / Home Assignments
CO5	To develop a critical and analytical understanding of inscriptions in the writing of Indian history.	C	M	Instructor-created exams / Quiz
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Module	Unit	Content	Hrs
I		**UNDERSTANDING EPIGRAPHY**	12
	1	Introduction to Indian Epigraphy- History and Epigraphy- Meaning and scope	
	2	scripts and languages of Ancient India	
	3	Origin and development of writing- materials used: clay tablets- stone-metals-leather-cadjan leaves	

Suggested readings specific to the module.

1. Roger S Bagnall and Arthur W Johnston, *Epigraphy: Ancient Inscriptions, Codes and History.*
2. D C Sircar, *Indian epigraphy*, Motilal Banarsidas Publications
3. *Introduction to Indian epigraphy* –GS Gai central institute of Indian languages-mysore
4. Richard Salmon, *Indian epigraphy*
5. Solomon Richard, *Indian Epigraphy* (*A Guide to the Study of Inscriptions in Sanskrit,Prakrit and other IndoAryan Languages*), New Delhi,1998

Module	Unit	Content	Hrs
II		**SELECTED INSCRIPTIONS OF ANCIENT INDIA**	12
	1	Study of select epigraphic records of Ancient India - Harappan script	
	2	Asokan edicts- -major rock edicts I, II, III, IV, V, VI-Pillar edict VII and other minor edicts Sohgaura and Mahastan inscription-	
	3	Hathigumpha stone inscription-Nasik inscription of Gautamiputra Satakarni-ara inscription of Kanishka III-Junagarh inscription of Rudradama- Allahabad Pillar inscription of Samudragupta-Aihole inscription of Pulakesin II	

Suggested readings specific to the module

1. *Epigraphia Indica* and *Record of the Archaeological Survey of India*, (English, unknown) Publisher: Nabu Press.

2. Dani, A.H., (Indian edition,1986) *Indian Paleography*.
3. *Select Inscriptions Bearing on Indian History and Civilization*, Calcutta
4. Sivaramamurthi, (1952), *Indian Paleography and South Indian Scripts*, Bulletin of the
5. Madras Govt. Museum, Vol.III no.4.
6. Dani, A.H., (Indian edition,1986) *Indian Paleography.*

Module	Unit	Content	Hrs
III	**SELECTED INSCRIPTIONS OF SOUTH INDIA**		**12**
	1	Uttaramerur inscription-Thiruvalangadu copper plate- Talagunda inscription-Tanjavur temple inscription	
	2	inscriptions of Raja Raja Chola I- Velvikudi inscription-Kurumathur inscription- Plate.	
	3	Vazhappalli copper plate -Mampalli copper plate- Paliyam copper plate-Tharisapalli Copper plate-Theruvelagadu plates–Veeraraghava Pattayam-Velvikudi Cheppedu-Tharisapalli Copper plate-Jewish Copper	

Suggested readings specific to the module

1. Dr. N. Sam, (2004) *Keralathile Pracheena Lipi mathrikakal* (Mal), ,Thiruvananthapuram
2. Burnell, A.C (1874), *Elements of South Indian Paleography*
3. Mahadevan, Iravatham (2003) *Early Tamil Epigraphy*, Harvard University
4. Sivaramamurthy, C. *Indian Epigraphy and South Indian Scripts*
5. Gopinatha Rao, T.A., *Travancore Archaeological Series*, Vol.I&II.

Module	Unit	Content	Hrs
IV	**EPIGRAPHICAL STUDIES: PERSONALITIES AND CENTRES**		**12**
	1	Major advances in epigraphy-James Prinsep-J F Fleet- Dr E Hultzsch-James Burgess-Rao	
	2	Bahadur Venkayya, K V Subrahmanya Aiyar- Dr. B Chhabra- D C Sircar- Dr. G S Gai-R Narasimhachari- Gopinatha Rao -R Shamasastry-M G S Narayannan- MR Raghava Varier	
	3	Major epigraphic study centres in India-Epigraphical Society of India-Archaeological Survey of India (ASI)-Mysore Archaeological Survey of India (MASI)-Deccan College, Pune-Bhandarkar Oriental Research Institute	
V	**Teacher Specific Module**		5

	Directions: Conduct Class room presentations, discussions, debates, fied visits, book reviews etc.. for developing students interest in the course	

Suggested readings specific to the module

1. K V Ramesh, Studies in Indian Epigraphy.
2. Patrick Olivelle, *James Prinsep: Biographical Essays.*
3. Ojha,G.H (1894), *Bharatiya Prachinalipimala* (hindi)
4. Pandey, Raj Bali (1952*), Indian Paleography*, Varanasi

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. J.F.Fleet : *Historical and Literary Inscriptions*. (Pali, Sanskrit and Old Canaries Inscriptions) (Imperial Gazetter of India, Volume-II, Chapter-I, Oxford, 1908)
2. Burgess : *Tamil and Sanskrit Inscriptions*, Madras, 1886.
3. *Epigraphia Carnatica*, Relevant Volumes
4. Heras, Rev.H, *Proto-Indo Mediterranean*, Bombay, 1953
5. Upasak.C.S.(1960), *The History and Paleography of the Mauryan Brahmi Script*,
6. Nalanda
7. Subramanian, T.N ((1966), *Pantaithamil Eluttukal*, (Tamil), Madras.
8. Buhler, G (1896) *Indische Paeographie* (Eng.Tr. J.F.Fleet in Indian Antiquary,
9. Vol.xxxiii, 1904
10. Heras, Rev.H, *Proto-Indo Mediterranean*, Bombay, 1953
11. Mahalingam, T.V., (1954) *Early South Indian Paleography*, Madras university
12. Ojha,G.H (1894), *Bharatiya Prachinalipimala* (hindi)
13. RaghavaVarier, M.R (1998), *Social Roots of the Early Indian Paleography*
14. Dr. N. Sam, (2004) *Keralathile Pracheena Lipi Mathrukakal*(mal), ,Thiruvananthapuram
15. Subramanian, T.N ((1966), *Pantaithamil Eluttukal*, (Tamil), Madras.

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	

c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE TITLE: AN INTRODUCTION TO WORLD CIVILIZATIONS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCHIS107	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	1	30	70	100	2

Course Description: This course discusses the evolution of human communities in the ancient times. It introduces the students to the significant developments in world history that have shaped the complexity of human civilization. The course traces the development of settlements, cities and civilizations worldwide. Topics like transition from nomadic life to the agricultural societies, the rise of urban centres, the impact of migration etc are core to this course. Through this course the students will get insight into the diverse ways in which humans have organized themselves spatially and socially throughout history.

Course Prerequisite: NIL

Course Outcomes:

CO-1	Familiarize the concepts, terms and different perspectives related with World History	U
CO-2	Understand different stages of human settlements and human transformations	U
CO-3	Examine the interconnections between culture and Civilization	An
CO-4	Analyze various places of human settlements and the evolution of civilizations	An
CO-5	Evaluate the process of human migration and spread of human settlements	E
CO-6	Analyze the impact of early civilizations upon humankind	An

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔			✔			
CO 2		✔			✔		
CO 3			✔				✔
CO 4			✔			✔	
CO 5	✔			✔			
CO6				✔			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
I	**MODULE TITLE: UNDERSTANDING BASIC CONCEPTS**		**14**
	1	Concept of World History	
	2	Periodisation in History	
	3	Culture and Civilization.	
	4	Geological Periodisation	
II	**MODULE TITLE : HUMAN EVOLUTION**		15
	1	Human Races	
	2	Basics of Ancient Geography	
	3	Human distribution around the globe	

III	**MODULE TITLE : PRE-HISTORIC WORLD**		**15**	
	1	a) General features of Pre historic cultures		
	2	Characteristic features of Paleolithic, Mesolithic, Neolithic Cultures		
	3	Chalcolithic period, Bronze Age		
IV	**MODULE TITLE: BRONZE AGE CIVILIZATIONS**		**16**	
	1	Important Bronze Age Civilizations- a) General features of Bronze age civilizations		
		a) Mesopotamian Civilization		
	2	b) Egyptian Civilization		
		c) Chinese Civilization		
V	**Teacher Specific Module**			
	Directions: Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course			

Essential ReadingsSuggested to Module-1

1. Bagchi, A. K. (2005) The Perilous Passage. New York: Oxford University Press.
2. Barker, Chris (2000), Cultural Studies: Theory and Practice, London: Sage Publication.
3. Barthes, Roland (1977), Image-Music-Text (Trans.), London: S. Heath, Fontana.
4. Barthes, Roland, (1973). Mythologies, (Trans.) Annette Lavers, New York: Haper Collins.
5. Bhattacherjee, A. (2012), Social Science Researcher: Principle, Methods and Practices, USA: Textbook Collection.

Essential ReadingsSuggested to Module-2

6. Brooker, Peter (2003), A Glossary of Cultural Theory, New York: Oxford University Press.

7. Clifford, Nicholas (2008), (ed.), Key Concepts in Geography, London: Sage Publication.
8. Evan, Mary (2012), Gender: The Key concepts, London: Routledge.
9. Gallaher, Carolyn (2009), et al. Key Concepts in Political Geography, London: Sage.
10. Gregory. D & J. Urry (eds.) (1985), Social Relations and Spatial Structures, London:

Hodge, Robert & Kress, Gunther, (1988) Social Semiotics, Blackwell, Oxford: Unity Press

Essential ReadingsSuggested to Module-3

11. Key concepts - Cambridge University Press, www.cambridge.0rg
12. Key concepts, Bloomsburry, www.bloomsbury.com
13. Kosambi, D.D. (1956), An Introduction to the Study of Indian History, Bombay: Popular Prakashan.
14. Kothari, C. R. (1985), Research Methodology: Methods and Techniques, New Delhi: New Age International Publication (P) Limited.
15. Latham, Alan, et al. (eds.) (2009), Key Concepts in Urban Geography, California: Sage publication.

R. Acharyya (2019), Research Methodology for Social Sciences, London: Taylor and

Essential ReadingsSuggested to Module-4

16. Francis Group, Imprint Routledge India.

17. Raju, Saraswati et. al. (eds.) (2006), Colonial and Post-Colonial Geographies of India,
18. New Delhi: Sage Publication.
19. Sauer, Carl O. (1925), The Morphology of Landscape, Geography 2 (2), Berkeley: University Press.
20. Yuko, Aoyama (2011), Key Concepts in Economic Geography, London: Sage Publication.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	

c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		**100**

COURSE TITLE: ECONOMIC HISTORY MODERN OF INDIA (1858 TO 1947)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCHIS108	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	1	30	70	100	2

Course Description: This paper intends to familiarizes students on the economic impact of British rule in India from 1757 to 1947. It will help the students to make a critical study on the British economic policies and its impact upon India. Students will be able to make a critical understanding on the nature of the drain of wealth from India to Britain during the colonial period. Students will be able to understand the process of industrialization during British period and its impact upon Indian economy

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Demonstrate comprehensive understanding of colonialism and economic changes that took place under colonial rule between 1757 to 1947	U
2	Explain the nature of industrialization in India and how it acted as impetus to national movement	U
3	Analyze the impact of British trade and taxation policies on Indian economy	An
4	Develop a critical approach to discuss the exploitative nature of colonial and capitalist economic policies	A
5	Make a study on the different aspects of colonial economic policies and its impact upon India	E

****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	DESCRIPTION	HOURS
1	**Changes from Company to Crown**	15
	Government of India Act of 1858- changes in Indian economy	
	Changes in administration- administrative regions	
	Changes in economy- unity of currency, weights and measures	
	Changes in the attitude towards economy- emergence of finance capitalism	

2	**British empire and Indian economy**	14
	Imperialism and free trade	
	Iintroduction of Railways and impact on Indian economy – modern transport and communication system-	
	Drain theory- Dadabai Naoroji- RC Dutt and Others	

3	**British Raj and Indian Agriculture**	15
	Peasant agriculture- institutionalisation of agriculture	
	Beginning of agricultural research-Indian Agricultural Research Institute	
	Commercialisation of agriculture- agrarian classes- rural indebtness - growth of famines and poverty-	
	Emergence of British plantations	

4	**Growth of Industry and trade (1858-1947**	16
	Growth of modern industries 1858-1947- phases of industrialisation	
	Condition of industrial working class	
	Development of technologies- internal and external trade- taxation system during empire	
	Teacher Specific Module	5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Essential ReadingsSuggested to Module-1

Bipan Chandra, History of Modern India

----------, Essays on Colonialism

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

A.R. Desai, Social Background of Indian Nationalism

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

R.P. Dutt, India Today

Dadabhai Naoroji, Poverty and Un-British Rule in Inida

Essential ReadingsSuggested to Module-2

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

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

Thirthankar Roy, Traditional Industry in the Economy of Colonial India

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

Sumit Sarkar, Modern India 1885 – 1947

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

Essential ReadingsSuggested to Module-3

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

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

Thirthankar Roy, Traditional Industry in the Economy of Colonial India

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

Sumit Sarkar, Modern India 1885 – 1947

Essential ReadingsSuggested to Module-4

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

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

Thirthankar Roy, Traditional Industry in the Economy of Colonial India

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

Sumit Sarkar, Modern India 1885 – 1947

Suggested Readings:

BipanChandra, Modern India

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

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

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

A.R. Desai, Social Background of Indian Nationalism

Sumit Sarkar, Modern India 1885 – 1947

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

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

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

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

Tara Chand, History Freedom Movement in India

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

G.Aloysius, Nationalism without a Nation in India

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE TITLE: UNDERSTANDING CONTEMPORARY WORLD HISTORY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCHIS109	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	2	30	70	100	2

Course Summary: This course helps the students to understand the political manifestations in the contemporary world. This course would enable students to develop a critical understanding of various issues in the contemporary world. The course would familiarise the students about the basic concepts in contemporary world politics. The course would integrate the theory and practice in world politics. Further, the course, would underline the harmonious link between the regional political issues with the global scale.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To introduce basic concepts in world history	R	F	Instructor-created exams / Quiz
CO2	To explore the functioning of various regional and international organisations.	An	C	Practical Assignment / Observation of Practical Skills
CO3	To understand the structure and forms of political developments in contemporary world	U	C	Seminar Presentation / Group Tutorial Work
CO4	To recognize and analyse the regional manifestations of political developments	An	P	Instructor-created exams / Home Assignments
CO5	To develop a critical and analytical understanding of various issues in the contemporary world.	C	M	Instructor-created exams / Quiz

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content

Content for classroom transactions

Module	Unit	Content	Hrs
I	**Basic Concepts**		**14**
	1	Understanding contemporaneity- Decolonization-Neo colonialism- Globalization-Human rights	
	2	Technological Revolutions-Terrorism and Global security-environmental challenges-Bipolarity-Unipolarity-Multi polar world-Global Health Challenges	
	3	End of History-Clash of civilizations	

Suggested readings specific to the module.

6. Agwani M.S., *Contemporary West Asia* (1995).
7. Calvorressi Peter : *World Politics Since 1945*
8. Fanon. F : *The Wretched of the Earth*
9. Hobsbawm. E.J : *The Age of Extremes*
10. Ketelby.C.D.M : *A History of the World in Modern Time*

Module-	POST WORLD WAR DEVELOPMENT		16
II	1	Scars of the Second World War- UNO-conferences led to the formation of UNO- Structure of UNO- success and failures-	
	2	Cold War-super powers in International Relations-Containment of Communism - Marshal Plan. Truman Doctrine – Military Alliances- NATO-SEATO- Baghdad Pact-Warsaw Pact-Cominform -Eastern Europe-End of Cold war	
	3	Emergence of Communist China - Korean war - Vietnam war - Cuban missile crisis - Decline of USSR and the end of Cold War	

Suggested readings specific to the module

7. Jussi M Hanhimaki, *The United Nations: A Very Short Introduction.*
8. Brian Urquhart, *The United Nations: Reality and Ideal.*
9. Eric Schaefer, *UNO: The Complete History and Strategy Guide*
10. Martin Walker, *The Cold War: A History.*
11. Robert A McMahon, *The Cold War: A Very Short Introduction.*

Module-III	**REGIONAL ISSUES**		**16**
	1	Decolonization in Asia, Africa and Latin America- Apartheid and forces against the unity of African nations- South Africa-ANC-	
	2	West Asian Crisis- Israel-Palestine question- The PLO-Israel agreement of 1995	
	3	Saddam Hussain in Iraq- Gulf Wars -Intervention of USA in Iraq - Fall of Saddam Hussain- Taliban in Afghanistan.	

Suggested readings specific to the module

1. Frantz Fanon, *The Wretched of the Earth6*
2. Jan C Janson and Jurgen Osterhammel, *Decolonization: A Short History.*
3. Vijay Prashad, *The Darker Nations: A People's History of the Third World.*
4. Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples.*
5. Marc Lynch, *The New Arab-Wars: Uprisings and Anarchy in the Middle East*

Module-IV	**ISSUES IN THE CONTEMPORARY WORLD**		**14**
	1	New International Economic Order- Post Cold War Era- Oil politics- Multi National Companies Towards a war free world	
	2	Disarmament conferences and treaties- - GATT, WTO – IMF- triumph of capital and agony of the developing countries	
	3	NAM-BRICS-G-7, G 20, Shanghai Cooperation Organization (SCO), European Union (EU), ASEAN	

IV	**Teacher Specific Module**	5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Suggested readings specific to the module

1. H W Singer and S M Sharma, *The New International Economic Order: A Reappraisal.*

2. Mohammed Ayoob, *New International Economic Order*.
3. Paul Rogers, *The Nuclear Disarmament Debate: A Guide to the Issues.*
4. Michael E O'Hanlon, *The Future of Disarmament.*
5. S D Muni and Arijit Mazumdar, *Non-Aligned Movement: The Dynamics of the Intra-Block Cooperation.*

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

1. Agwani M.S., *Politics in the Gulf*, New Delhi, 1984.
2. Ahmad Talmiz, *Reform in the Arab World* (2005).
3. Antonio George, *The Arab Awakening*
4. Armajani Yayha, *Middle East: Past and Present*
5. . Binder Leonard, *The Ideological Revolution in the Middle East*.
6. Brown Laniel, *Rethinking Tradition in Modern Islamic Thought*.
7. Cleveland W.L., *A History of Modern Middle East*.
8. Cobban H., *Palestine Liberation Organization*
9. Esposito J.L. (Ed.), *The Oxford Encyclopedia of Modern Islamic World*.
10. Esposito John L., *Voices of Resurgent Islam.*
11. Fischer S.N., *A History of Middle East*
12. Fisher S.N., *Middle East: A History*
13. Hawrani Albert, *A History of the Arab People*, London, 1996.
14. Hiro Dilip, *Inside the Middle East*, London, 1982
15. . Lenczowiski George, *The Political Awakening in the Middle East*
16. . Leonard B., *The Study of the Middle East*
17. Lowis Bernard, *The Middle East the West*
18. MacDonald D., *Palestine and Israel*
19. Majeed Akhtar, *Encyclopaedia of West Asia.*
20. Raymond Aron : *Peace and War*
21. Smith Antony : *Nationalism*
22. Majeed Akhtar, *West Asia: An Introduction*
23. Peretz Don, *The Middle East Today*.
24. Said Edward, *The Question of Palestine*, London, 1978.
25. Sharabi Hisham, *Nationalism and Revolution in the Arab World*
26. Ania Loomba : *Colonialism/Post Colonialism*
27. Arrighi : *The Long 20th Century*
28. Breeher. M : *The New States of Asia*
29. Calvorressi Peter : *World Politics Since 1945*

30. Carr. E.H : *Between the Two World Wars*
31. Fanon. F : *The Wretched of the Earth*
32. John Lewis Gaddis, *The Cold War: A New History.*
33. Joseph Smith, *The Cold War: 1945-1991*.
34. Martin K Sattler, *The Cold War: Causes, Major Events, and Beyond.*
35. Yegor Gaider, *Collapse of an Empire: Lessons for Modern Russia.*
36. Serhii Plokhy. *The Last Empire: The Final Days of the Soviet Union.*
37. Fleming. D.F : *Cold war and Origins*
38. Hall G.D.H. : *A History of South-East Asia Halle*
39. . L.J : *The Cold War As History*
40. Hobsbaum. E.J : *The Age of Extremes*
41. Ketelby.C.D.M : *A History of the World in Modern Time*
42. Raymond Aron : *Peace and War*
43. Seaman. L.C : *From Vienna to Versailles*
44. s Smith Antony : *Nationalism*
45. Vinacke Harold. M : *A History of Far East in Modern Times*
46. Young Robert. J.C : *Post Colonialism*
47. Pierre Razoux, The Iran -Iraq War.
48. Ari Shavit, *My Promised Land: The Triumph and Tragedy of Israel.*
49. Rashid Khalidi, *The Iron Cage: The Story of the Palestinian Struggle for Statehood.*
50. Efraim Karsh and Inari Rautsi, *Saddam Hussein: A Political Biography.*
51. Ahmad Rashid, *Taliban: Militant Islam, Oil and Fundamentalism in Central Asia*.
52. Peter Marsden, *The Taliban: War, Religion and the New Order in Afghanistan.*
53. Inez Butler (ed.), *Non-Aligned Movement: History, Movement and Significant Achievements.*
54. T J Chandrachoodan, *BRICS and the New American Imperialism*.
55. Michal Lubina and Marcin Kaczmarski (ed.), *The Shanghai Cooperation Organization: A Multidisciplinary Exploration.*
56. Chris Bickerton, *The European Union: A Citizen's Guide.*
57. John McCormick, *The European Union: Politics and Policies*.

Assessment Rubrics:

Evaluation Type	Marks

End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE TITLE: SOCIAL HISTORY OF ENGLAND (1600 AD TO 1950 AD)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCHIS110	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	1	30	70	100	2

Course Description: This course explores the historical timeline of England from 1600 to 2000 CE, focusing on significant economic, political, social, cultural, and technological advancements that have molded the nation over this crucial span of time. From the Stuart Era to the establishment of the British Empire, to the impact of the Industrial Revolution and beyond, will analyze pivotal events and influential figures. The course is structured both chronologically and thematically, with each module focusing on a distinct historical theme. By examining the major events and progressions of this time frame, students will develop a more profound comprehension of England's historical and contemporary landscape.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the political, social, and economic developments in England from the 17th century to the modern era	U
2	Analyze the impact of key events such as the English Civil War, Industrial Revolution, and World Wars on England's course	An
3	Examine the role of influential monarchs, politicians, and societal movements in shaping England's history	U
4	Evaluate the legacy of colonialism and imperialism on England's global influence and relationships	E
5	Discuss the evolution of key cultural and artistic movements in England over the centuries	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	**UNIT**	**DESCRIPTION**	**HOURS**
1	**MODULE TITLE: The Stuart Era (1603-1714)**		**15**
	1	**James I and Charles I**	
		a) The Struggle between the Crown and the Parliament	
		b) The Civil War and its Results	
	2	**Oliver Cromwell**	
		a) Commonwealth Government and Puritan England	
	3	**The Age of Milton**	
		a) Jacobean and Caroline Poets	
		b) Restoration	
		c) Charles II	
	4	**Glorious revolution and its results**	
	5	**Literature of the age of Dryden and Pope**	
2	**Constitutional Developments (1714-1837)**		**15**
	1	Downfall of James II	
	2	Bills of Rights 1689	

	3	Constitutional Significance- Act of Settlement 1701	
	4	William III- The Development of Cabinet System	
	5	Origin and Growth of Party System	

3	**The Victorian Era (1837-1901)**		**14**
	1	**Scientific Revolution**	
	2	**Industrial and Agrarian Revolutions**	
		a) Factory System	
		b) Rise of Working Class	
		c) Catholic emancipation	
	3	**Oxford movement**	
	4	**Gladstone and Disraeli – Reforms**	
	5	**New Criticism and prose**	

4	**MODULE TITLE: Twentieth Century England**		**16**
	1	**Society and Culture**	
		a) Enfranchisement of Women	
	2	**Socialist Movement**	
		a) Fabian philosophy	
	3	**Labour Party**	
		a) British Commonwealth	
	4	**World Wars**	
		a) Decline of Colonialism	
	5	**Cabinet System-British Parliament**	
	6	**Colonial literature in English language – Russel, Huxley, Churchill, Toynbee**	
	7	**New trends in arts and literature.**	

5	**Teacher Specific Module**	**5**

	Directions	
	Activity Question What were the key factors that contributed to the rise of the British Empire during the 17th and 18th centuries? Colonial expansion, naval superiority, technological advancements, industrial revolution, and political directions all played significant roles in the growth and dominance of the British Empire during this era.	5

Essential Readings Suggested to Module-1

1. Carter and Mears: A History of Britain.
2. G.M. Trevelyan: Social History of England
3. L.C.B. Seaman: A New History of England
4. Winston Churchill: A History of English-Speaking Peoples.
5. A.G. Xavier. An Introduction to the Social History of England. India: Viswanathan, S., Printers & Publishers Pvt Ltd, 2009.
6. Cheyney, Edward Pots. An Introduction to the Industrial and Social History of England. 2007.
7. Ashok, Padmaja. The Social History of England. New Delhi: The Orient Black swan, 2018

Essential Readings Suggested to Module-2

1. G.M. Trevelyan: Social History of England
2. L.C.B. Seaman: A New History of England
3. Winston Churchill: A History of English-Speaking Peoples.
4. A.G. Xavier. An Introduction to the Social History of England. India: Viswanathan, S., Printers & Publishers Pvt Ltd, 2009.
5. Cheyney, Edward Pots. An Introduction to the Industrial and Social History of England. 2007.

Essential Readings Suggested to Module-3

1. L.C.B. Seaman: A New History of England
2. Winston Churchill: A History of English-Speaking Peoples.
3. A.G. Xavier. An Introduction to the Social History of England. India: Viswanathan, S., Printers & Publishers Pvt Ltd, 2009.

4. Cheyney, Edward Pots. An Introduction to the Industrial and Social History of England. 2007.
5. Ashok, Padmaja. The Social History of England. New Delhi: The Orient Black swan, 2018

Essential Readings Suggested to Module-4

1. G.M. Trevelyan: Social History of England
2. L.C.B. Seaman: A New History of England
3. Winston Churchill: A History of English-Speaking Peoples.
4. A.G. Xavier. An Introduction to the Social History of England. India: Viswanathan, S., Printers & Publishers Pvt Ltd, 2009.
5. Cheyney, Edward Pots. An Introduction to the Industrial and Social History of England. 2007.
6. Ashok, Padmaja. The Social History of England. New Delhi: The Orient Black swan, 2018

Suggested Readings:

1. Ashley, Maurice: England in the Seventeenth Century Booker,
2. Christopher: The Seventies: Portrait of a Decade
3. Carter and Mears: History of Britain Compton,
4. Rickett: A History of English Literature
5. Gregg, Pauline: Modern Britain
6. Medlicott, W.N.: Contemporary England (1914-1964) with Epilogue (1964 - 1974)
7. Novak, Maxmillian E.: Eighteenth century English Literature
8. Punter, David (Ed.): Introduction to Contemporary Cultural Studies
9. Royle, Edward: Modern Britain - A Social History 1750-1985
10. Sinfield, Alan: Post War Britain Thomson, David: England in the Nineteenth Century (1815-1914)
11. Trevelyan G.M: English Social History Warner and Marten: The New Groundwork of British History

Assessment Rubrics:

Evaluation Type	Marks

End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		**100**

COURSE CODE: EXPLORING TOURISM POTENTIALS OF INDIA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
2	DSC	100-199	KU2DSCHIS111	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	1	30	70	100	2

Course Description: Explores the historical evolution of Indian Tourism. India's geography plays a pivotal role in shaping tourism destinations. Natural wonders, art forms, cuisines, and monuments attracts different types of travellers. This paper also discuss intricacies of Tourism policy of India , Tourism marketing , GDP contribution and major challenges of Indian Tourism. It also spotlight Kerala's tourism model ,Ayurvedic therapies,and marketing campaigns.

Course Prerequisite: Nil

Course Outcomes:

CO	Expected Outcome	Learning Domains
1	Paper helps to understand the significance of tourism in Indian economy and society.	U
2	Students can evaluate the diverse cultural heritage and tourist attractions across different regions of India.	E
3	Analyse National Tourism Policy , Marketing, and GDP contribution of Tourism	An
4	Instill the importance of sustainable tourism development and balancing economic growth with environmental conservation and social responsibility through creative ideas	C
5	Acquire knowledge and skills related to hospitality management	A

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

COURSE CONTENTS

Module-	**Travel Geography of India**		**14**
I	1	Historical Evolution of Tourism in India through Ages- Ancient-Medieval and Modern period	
	2	Iconic landmarks, diverse landscapes and cultural treasures of India-The Mountains- The Great Plains of Indus and Ganga-The peninsular plateau- The coastal plains-the islands.-Andman-Nicobar- Lakshadweep	
	3	Travelers accounts on India	

Essential Readings:

1. Vivek Sharma, Tourism in India, Bookmen Associates, 1991
2. The incredible History of India's geography, Sanjeev Sanyal and Soumya Rajendran, puffin publishers, 2015.
3. Tourism in India, Potentials, problems and prospects, P.K Mishra, J.K. Verma, New Century publication, 2018.

Module-	**Module II:- Tourism Products of India**		**16**
II	1	Major fairs and Festivals of India-.	
	2	Art Forms- paintings- Dance- Music- Cuisines- National Parks-Hill Stations- Wild life sanctuaries- Monuments- Beaches	
	3	pilgrim centres- folk arts& Crafts- Museums- UNESCO world Heritage sites	

Essential Readings:

1. Indian Tourism Products, Robinet Jacob, Sindhu Joseph, Anoop Philip, Abhijeet Publications,2008.
2. Cutural and Heritage Tourism an Overview, Prem Nath Dhar, Kanishka publishing House, 2009.
3. The Splender that was Idia, K.T Shah, Marquess of Zetland, Kessinger publishing,2010.
4. A Text book of Indian Tourism, B.K. Goswami, G. Raveendran, Har Anand Publictions PVT LTD,2007.

Module-	**Module III:- Tourism as Smokeless Industry**		**16**
	1	National Tourism policy of India- 7S of tourism policy	

III	2	Tourism Marketing in India- Job creation and employment- GDP contribution- Incredible India Campaign- Visit India Campaign	
	3	Challenges to Indian Tourism and overcome measures	

Essential Readings:

1.Tourism in India, Abhoy Das Jhangi, Pacific books international, 2019.

2. Basics of Tourism Management, Suddhendu Narayan Misra, Sapan Kumar Sadual, Excel books,2009.

3.Indian Tourism: Policies, Issues and Alternatives, Concept Publishing Company PVT LTD , 2019.

4. Tourism Industry in Indian Perspective, Tourism Development in Andra Pradesh, Pujari Krishnaiah,Lambert Academic publishing , 2012.

Module-IV	**Introductions to Kerala Tourism**		**14**
	1	Overview of Kerala's geographical-cultural- and historical significance – Gods own country and its global appeal	
	2	Natural wonders of Kerala- Landscapes- backwaters- beaches- hill stations- wild life sanctuaries-	
	3	Classical art forms and traditional practices- temples- heritage sites- house boats- Ayurveda- culinary traditions- Government policies and initiatives- marketing campaigns- DTPC-KTDC-BRDC- TRKL.	
V	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

<u>MAP STUDY</u>

1.Major Monuments in India.

2.Beaches in India

3.Wild life Sancturies in India.

4. Locate Hill stations in India.

Essential Readings:

1. All about Kerala Tourism: Travel Guide,Jayaprakashan K.P, independently published,2022.
2. A vision of India Kerala & Lakshadweep, Swarn Khandpur, Navaneeth Publications, 2007.
3. Fairs and Festivals of India(Andaman & Nicobar Islands,Kerala, Lakshadweep, Pondicherry, Tamil Nadu), Volume 3rd,Dr. Krishna Gopal, M.P. Bezbaruah, Gaya Publishing house,2003.
4. Health Tourism and Health tourism products in Kerala, Dr .Vinod A.S, independently published
5. Sustainable Development of Tourism in Kerala, Issues and Strategies, B.Vijaya Kumar,N. Sam, University of Kerala ,2009.

Suggested Readings:

1.Tourism and Economic Development, Harshit Dwivedi, Pointer publishers,2015.
2.Amazing India: A state by state Guide, Anita Vachharajani, Amit Vachharajani, Bscho, 2009
3. Lakshadweep Dream Islands (Vol 1&2), Harjeet Choudhary,kindle edition, 2020.
4. Andaman Islands in Wonderland,Dr. Tilak Ranjan Bera,Niyogi Books, 2014.
5.The Great Nicobar Island, India's Southern Fortune, Rehan Raza, Bloomsburry India, 2019.
6. Indian Tourism: Diaspora Perspectives, Nimit Chawdhary, Suman Billa& Pinaz Tiwari(Ed), Emerald Publishing limited, 2022.

Assessment Rubrics:

Evaluation Type	**Marks**
End Semester Evaluation	70
Continous Evaluation	30
a)Test Paper-1	
B) Test Paper -2	
C) Assignemnt	
d) Seminnar	
e) Book/Article Review	
f) Viva-Voce	
g) Field Report	
Total	**100**

COURSE TITLE: UNDERSTANDING INDIAN ARCHEOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	**DSC**	100-199	KU2DSCHIS112	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		2	30	70	100	2

Course Summary: After the completion of the Programme, the student should be able to familiar with major developments in human history, including basic sciences and technologies with the help of archaeological sources. Analyse different archaeological theories. Attain basic archaeological skills such as how to locate, record, investigate and analyse archaeological sites and data and be familiar with distinct vocabulary of archaeology. Apply principles of relative and absolute dating and chemical treatment and preservation of archaeological finds.Students would be able to understand evolution of archaeological explorations and excavations in India and Kerala.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Familiar with major developments in human history, including basic sciences and technologies with help of archaeological sources	R	F	Instructor-created exams / Quiz
CO2	Analyse different archaeological theories	An	C	Practical Assignment
CO3	Attain basic archaeological skills, such as how to locate, record investigate and analyse archaeological sites and data, and be familiar with distinct vocabulary of archaeology	U	C	Seminar Presentation / Group Tutorial Work
CO4	Apply principles of relative and absolute dating and chemical treatment and preservation of Archaeological finds	An	P	Instructor-created exams / Home Assignments
CO5	Understand the evolution of archaeological explorations and excavations in India and Kerala	C	M	Instructor-created exams / Quiz

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content

Content for classroom transactions

Module	Unit	Content	Hrs
I	**Introduction to Archaeology**		**15**
	1	Definition- Scope-basic Concepts – artefacts – features- eco-facts, formation of Mount or site or Tell, Assemblage, Industry, culture	
	2	Processes of formation of sites- approaches and theories: Antiquarianism-	
	3	Scientific archaeology- three age system- processual approaches- Post processual approaches- behaviouralism- Marxist perspectives	

Suggested readings specific to the module.

1. Chakrabarti.D.K(1999) India : An Archaeological History, Oxford University Press
2. K.V.Raman,Principles and Methods of Archaeology,Parthajan,Madras,1986
3. Dyson, Stephen.L(1987) Processual Archaeology and the Radical Critique in Current Anthropology, Vol.28, No.4, The University of Chicago Press
4. D.P.Aggarwal,The Archaeological History of India,1985
5. White ,Nancy,Introduction to Archaeology,South Florida,2000
6. Ucko.PJ,(Ed)Theory in Archaeology-a world perspective,Routledge,London,1995
7. Sharer.R.J and Wendy Ashmore (1979) Fundamentals of Archaeology, The Benjamin publishing Company, London
8. Linda Ellis(Ed),Archaeological Method and Theory:An Encyclopaedia,Garland Publishing,Newyork and London,2000
9. Upinder Singh, A History of Ancient and Early Medieval India : From the Stone Age to 12th Century, Pearson, 2009
10. Schiffer,Advances in Archaeological Method and Theory,Vol.I,NewYork,Academic

Module	Unit	Content	Hrs
II	**Field archaeology in India**		**15**

	1	Techniques of exploration – Use of maps and remote sensing data- Cartography- Survey methods, desktop survey- Site survey- arial survey-Geophysical survey	
	2	Methods of excavation- Sondage and vertical/Stratigraphical excavation – horizontal and quadrant methods- general field procedures-drawing and illustrations- top plans, section plans- drawings of antiquities	
	3	Photographic documentation- Site or trench note book-data sheet- label- daily reports and final report- Preservation of artefacts: bone, shell, stone, textiles, metals, wood, ceramics – relative and absolute dating methods- carbon 14- dendrochronology - thermoluminiscence- Seriation.	

Suggested readings specific to the module

1. Cloud.D.W(2014), Archaeological Dating Methods
2. Ben.J.Wilson, Methods of Trench Excavation, Forgotten Books
3. Balme.J and Alistair Paterson (eds)(2014). Archaeology in practice, Willey, Blackwell, UK
4. Arthur Brinton Carson, General Excavation Methods, 2012.
5. Drewett, Peter.L(1999) Field Archaeology : An introduction, UCL Press, London
6. Dean.J.S(1978) Independent Dating in Archaeological Analysis in M.B.Schiffer (ed) Advances in Archaeological Method and Theory, Vol.I, New York: Academic
7. Peter Drewett, Field Archaeology : An introduction
8. Philip Barker, Techniques of Archaeological Excavation, Routledge,1993.
9. RJC Atkinson, Field Archaeology
10. Valentin.D.and S.Vasiliev,New Methods of Dating in Archaeology in journal on Methods and Applications of Absolute Chronology,Geochronometria,Vol.23
11. Thomas.R.Hester,Harry.J.Shafer,Kenneth.L.Feder,Field Methods in Archaeology,Routledge

Module	Unit	Content	Hrs
III	**Development of Archaeological Research in India**		**15**
	1	Establishment of Asiatic Society of Bengal- Alexander Cunningham- Lord Curzon- John Marshal- Mortimer wheeler- Robert Bruce Foote	
	2	R.D. Banerjee- Dayaram Sahni- V.S.Wakankar - B.B.Lal- H.D.Sankalia	
	3	Archaeological Survey of India	

Suggested readings specific to the module

1. Dilip.K.Chakrabarti,India: An Archaeological History,Oxford University

Press,1999

2. Dilip.K.Chakrabarti, A history of Indian Archaeology: From the Begining to 1947,Munshiram Manoharial Publishers,1988
3. Upinder Sigh, Archaeological Discovery of Ancient India, the Early Archaeologists and the beginning of Archaeology.
4. V.K.Jain, Prehistory and Protohistory of India, D.K.Print world, New Delhi.
5. Devika Caiapa,India through Archaeology:Excavating History

Module	Unit	Content	Hrs
IV	**Archaeological excavations and explorations in Kerala**		**14**
	1	Excavations under the department of archaeology – Babington-find spots of Roman coins- megalithic sites- Fawcett	
	2	Edakkal – excavations of B.K.Thapar	
	3	Recent excavations at Pattanam- Excavations at Anakkara	
V	**Teacher Specific Module**		5
		➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Suggested readings specific to the module

1. Rajan Gurukkal and Raghavan Varier, Cultural History of Kerala,Vol.I Department of Cultural publicarions, Government of Kerala, Thiruvananthapuram,1999
2. Rajendran.P, Unraveling the Past Archaeology of Keralam and the Adjacent Regions in South India, heritage Publishers,New Delhi,2018
3. Dr.P.J.Cherian and Dr Jaya Menon,Unearthing Pattanam Histories,Cultures and Crossings edited by Arundhathi Chowdhary,KCHR,NewDelhi
4. .P.Shajan,Selvakumar.V,P.Radhika,K.P.Rajesh,Archaeological excavation at the megalithic site of Anakkara,Palakkad district,Kerala,South India:A Preliminary report of 2008
5. Rajan Gurukkal and Raghava Varier,History of Kerala Pre historic to the

Present,Orient Blackswan Private Limited,2018

6. P.J.Cherian(ed)Perspectives on Kerala History,KCHR,Thiruvananthapuram,1999
7. Babington.J,Prehistoric Antiquities.Tran,Lit.Soc.of Bombay,1823
8. Fawcett,Notes on the rock carvings in the Edakkal cave Wayanad India Antiquary,Bombay ,1901
9. Robert Bruce Foote,The Foote Collection of Indian Pre historic and proto historic Antiquities-Notes on their ages and distribution,Madras,1916
10. New light on Kodakkals of Malabar. Indian Archaeology-New Perspectives,Perambra,1982
11. Rajendran.P,Prehistory of Keralam In Handbook on Keralam(Ed)Madhava Menon,Trivandrum,2000
12. Sathyamurthy .T,The Iron Age in Keralam:A Reprt on Mangad Excavation,Directorate of Archaeology,Government of Kerala,1992

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

Michels.J.W.(1972). Dating Methods in Annual Review of Anthropology,Vol.I

H.D.Sankaila, Pre History and proto History of India and Pakisthan : Suggest Readings

Ben.J.Wilson, Methods of Trench Excavation, Forgotten Books

Arnold.J.B (1981), Remote Sensing in Underwater Archaeology in International Journal of Nautical Archaeology

Arthur Brinton Carson, General Excavation Methods, 2012.

Philip Barker, Techniques of Archaeological Excavation, Routledge,1993

Valentin.D and S.Vasiliev,(2004), New Methods of Dating in Archaeology in Journal on Methods and Applications of Absolute Chronology, Geochronometria, Vol.23

Assessment Rubrics:

Evaluation Type	**Marks**
End Semester Evaluation	70
Continous Evaluation	30
a)Test Paper-1	
B) Test Paper -2	
C) Assignemnt	
d) Seminnar	
e) Book/Article Review	

f) Viva-Voce	
g) Field Report	
Total	**100**

COURSE TITLE: WORLD FROM IRON AGE TO MEDIEVAL TIMES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	201-299	KU3DSCHIS201	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description:

The course is designed to provide knowledge about the world from Iron age Civilizations to Medieval times so that students may comprehend various state structures, their contributions to society and culture, and the effects thesesystems had on subsequent generations of society. It examines the sociopolitical and economic trends in mediaeval Central Asia, West Asia, and East Asia in addition to the European state and civilization throughout that time. The course would give students an overview of the intellectual and scientific exchanges that occurred during the Middle Ages between the East and the West.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1.	Aquatinted with the contributions of Greeco- Roman Civilisations to World Civilisation	U
2.	Understand the arguments around periodization in history	C
3.	Examine critically the idea that the Middle Ages were a "dark age."	An
4.	Acquire knowledge about medieval achievements in science and education	U
5.	Students will examine changes and crisis during middle ages	E
6	comprehensive understanding various political, economic and cultural developments in medieval West Asia	Un

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔			✔			
CO 2		✔			✔		
CO 3			✔				✔
CO 4			✔			✔	
CO 5	✔			✔			
CO6		✔			✔		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	**UNIT**	**DESCRIPTION**	**HOURS**
1	**Iron Age Civilisations**		**14**
	1	Ancient Greek- Rise and growth of city states – Atheniandemocracy- Pericles- Persian Wars- Peloponnesian Wars -Spartan militarism – Evolution of political institutions – Legacy of Greek civilization	
	2	Ancient Rome- Rise of Rome –Punic Wars - Roman Republic –Struggle of Orders - Principiate - Triumvirates- Julius Caesar and Augustus Caesar- Pax Romana – Legacy of Roman Civilization	

II	**Transition from ancient world to the medieval world; Europe after the collapse of Rome**		**16**
	1	Byzantine empire- Imperial system- Legal System Carolingians – Charlemagne and Medieval Europe	
	2	Spread of Christianity: Papacy	

	3	Germanic Invasions and emergence of Feudalism: Interactions of Germanic tribes with settledpeoples-	
III	**Feudal Europe**		**16**
		Concept of Feudalism	
		Origin and Development- features - changes in feudal Europe- Technology- Demography	
		Manorial system -end of feudalism- Crusades and its impact	
IV	**Medieval West Asia**		**14**
	1	The Emergence of Islam - The Establishment Caliphate – The Abbasid Caliphate of Arabia- political, social economic life during Abbasids	
	2	Umayyad's of Spain – social and political organisation	
	3	The Ottomans- economic, political and social changes	
V	Teacher Specific module		**5**
	Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

Essential Readings Suggested to Module-1

1. Benns F. Lee: Europe Since 1914
2. Carr E.H., International Relations between the two World Wars.
3. Corwall R.D.: World History in 20th Century, Longman, London, 1976.
4. Dev Arjun and Indira Dev, History of the World, Orient Black Swan, Delhi,2009.
5. Gaddis John Lewis (1972) The United States and the Origins of the Cold War, 1941- 1947 Columbia University Press
6. Gooch V.P., History of Modern Europe.
7. Grant and Temperley, Europe in the 19th and 20 centuries.
8. Grosvenor, Edwin A Contemporary History of the World New York and Boston T.Y Crowell & Co. 1899
9. Hazen, Modern Europe

Essential Readings Suggested to Module-2

1. Corwall R.D.: World History in 20th Century, Longman, London, 1976.
2. Dev Arjun and Indira Dev, History of the World, Orient Black Swan, Delhi,2009.
3. Gaddis John Lewis (1972) The United States and the Origins of the Cold War, 1941- 1947 Columbia University Press
4. Gooch V.P., History of Modern Europe.
5. Grant and Temperley, Europe in the 19th and 20 centuries.

6. Grosvenor, Edwin A Contemporary History of the World New York and Boston T.Y Crowell & Co. 1899

Essential Readings Suggested to Module-3

1. Dev Arjun and Indira Dev, History of the World, Orient Black Swan, Delhi,2009.
2. Gaddis John Lewis (1972) The United States and the Origins of the Cold War, 1941- 1947 Columbia University Press
3. Gooch V.P., History of Modern Europe.
4. Grant and Temperley, Europe in the 19th and 20 centuries.
5. Grosvenor, Edwin A Contemporary History of the World New York and Boston T.Y Crowell & Co. 1899
6. Hazen, Modern Europe

Essential Readings Suggested to Module-4

1. Carr E.H., International Relations between the two World Wars.
2. Corwall R.D.: World History in 20th Century, Longman, London, 1976.
3. Dev Arjun and Indira Dev, History of the World, Orient Black Swan, Delhi,2009.
4. Gaddis John Lewis (1972) The United States and the Origins of the Cold War, 1941- 1947 Columbia University Press
5. Gooch V.P., History of Modern Europe.
6. Grant and Temperley, Europe in the 19th and 20 centuries.
7. Grosvenor, Edwin A Contemporary History of the World New York and Boston T.Y Crowell & Co. 1899

Suggested Readings:

1. Kennedy, Paul The Rise and Fall of the Great powers Economic Change and Military Conflict from 1500-2000 (1987), stress on economic and military factors
2. Ketelbey, C.D.M A history of Modern Times
3. Osterhammel, Jurgen: The transformation of the world: A Global History of the nineteenth Century (2015)
4. Porter, Andrew Ed.: The Oxford History of the British Empire Volume III: The Nineteenth century (2001)

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	

e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		**100**

COURSE TITLE: SOCIAL FORMATIONS IN EARLY INDIA (EARLIEST TIMES TO MAURYAN

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	201-299	KU3DSCHIS202	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: This paper provides an in-depth exploration of the civilization aculture of Ancient India spanning from the earliest archaeological evidence to the Age of Mouryas. Students can examine key historical events , religious and philosophical traditions , artistic achievements and societal structure that shaped ancient India history.

Course Prerequisite:NIL

Course Outcomes:

CO NO	Expected Outcome	Learning Domains
1	Comprehensive understanding of chronology in Ancient India from Prehistory to Mourya period.	K, R.
2	To understand various religious and philosophical traditions of ancient India including Hinduism, Jainism and Buddhism and their impacts on society , culture and governance	U
3	Awareness of contemporary relevance of ancient Indian history including its impacts on modern Indian society, culture, politics, and religious practices.	E
4	Students will enhance their critical thinking skills through the analysis and interpretations of primary sources, archaeological evidence and scholarly investigation of ancient Indian history.	An
5.	Apply historical concepts and principles to analyse contemporary issues or events through a historical lens.	A

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		

CO4			✓				✓
CO5			✓			✓	

COURSE CONTENTS

Content for Classroom transactions

Module	Unit	Content	Hrs
I	**Reconstructing Ancient Indian History- Sources and Interpretations**		**14**
	1	Survey of Sources of Ancient India	
	2	Historiography,Romila Thappar, R.S. Sharma, D.N Jha,R,C, Majumdar, H.C, Ray Chaudhari	
	3	Political Geography of ancient India	

Suggested Readings:

1. Agarwal .D.P, The Archaeology of India,Select books & Aakar books,2021
2. Jain V.K, Jha, D,N, Prehistory and protohistory of India :An Appraisal- Paleolithic , Non Harappan, Chalcolithic cultures, No 7, D K Print world Ltd, 2006.
3. D.K .Bhattacharya,An Outline of Indian Prehistory, PALAKA Prakashan,1991
4. Andrew Robinson,The Indus:Lost Civilizations, Reaktion Books,2021
5. Jane Mcintosh,The Ancient Indus Valley, ABC Clio 2007.

II	**Early History of India**		**16**
	1	Pre history – Palaeolithic- Mesolithic- Neolithic and Chalcolithic cultures	
	2	Harappan civilization- origin- extent-features- social and political organization- trade- craft- art- script- decline theories	
	3	Early and later vedic period- society- economy- polity- religion- literature-PGW culture.-culture comparison.	

<u>Suggested Readings</u>

1.R.S. Sharma, Looking for the Aryans, Orient Longman publishers ,Delhi1995.

2.A.L.Basham, The Wonder that was India, Pan Macmillan India,2004.

3.Singh Upinder, A History of Ancient and Early Medieval India from stone age to Early medieval India,Pearson Education, 2024

III	**Political Formations in India**		**16**
	1	Socio-economic, political changes in the 6th century BC	
	2	Jainism- Buddhism-Causes of origin- Doctrines-spread- Buddhist Jainist councils-Literature- decline – Contributions to Indian culture	
	3	Political formations-Expansion of agriculture- Mahajanapadas- Ganasanghas and their administration- NBPW culture- Reason for the rise of Magadha- Haryanka- Sisunaga- Nanda Dynasties	

Suggested Readings

1.R.S.Sharma, Material Culture and social formations in Ancient India, Macmillan Publishers, Delhi, 1985

2.Romila Thappar , Early India from the Beginning to 1300, University of California Press, 2004.

3.Susan Huntington, The Art of Ancient India Buddhist, Hindu, Jain,Motilal Banarasi dass,2014.

4. Uma Chakravarthi, The social Dimensions of Early Buddhism, Munshiram Manoharlal Publishers,1996.

IV	**Emergence of Mauryan State:-**		**14**
	1	Iranian and Macedonian invasions- Impact of Alexander's invasion	
	2	Mauryan state Formation- Sources-Lineage- Administration- Nature- Society and Economy- religion- Asokas Dhamma policy and its significance- Edicts of Asoka- Art- architecture- Decline	
V	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

Suggested Readings:

1. Romila Thappar, Asoka and the Decline of the Mouryas,Oxford University Press, 1997
2. Irfan Habib , Vivekanand Jha, A People's History of India 5, Mouryan India, Tulika Books, 2022.
3. Romila Thappar, The Mouryas revisited, K.P. Bagchi & Co,1987
4. Romila Thappar, Early India from the origins to A.D. 1300, penguin India,2003

Map Study

1. Pre Historic sites in India
2. .Indus valley sites
3. 16 Mahajanapadas
4. Major sites of Asokan edicts.

Suggested Readings

1. Majumdar R.C, &Pusalkar A.D.(ed), The History a culture of Indian people, Vol.1&II Bharathiya Vidya Bhavan , eight Edition, 2018.
2. Dilip. K. Chakravarthi, India an Archaeological History (2nd Edition) , Oxford University press, 2009.
3. D.D. Kosambi- Culture and Civilisation of Ancient India in Historical Outline,Vikas Publishing House Pvt Ltd, May 1997.
4. D.N Jha- Ancient India in Historical Outline, Manohar Publishers and Distributors,2012.
5. H.D. Sanghalia, Pre history and protohistory of India and Pakistan,Bombay University Press ,1990.

Assessment Rubrics:

Evaluation Type	**Marks**
End Semester Evaluation	**70**
Continuous Evaluation	**30**
a)Test Paper-1	
b)Test paper-2	
c)Assignment	
d)Seminar	
e)Book/Article Review	
f)Viva-Voce	
g) Field Report	
Total	**100**

COURSE TITLE: HISTORY OF TRADE AND COMMERCE IN INDIA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	201-299	KU3DSCHIS203	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	1	30	70	100	2

Course Summary: This paper helps the students to understand the History of Trade and Commerce in India. It would enable students to understand origin and development of trade and commerce through ages.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To introduce the students to the meaning and definition of trade and commerce	R	F	Instructor-created exams / Quiz
CO2	To explore the origin and development of trade and commerce in India.	An	C	Practical Assignment / Observation of Practical Skills
CO3	To understand Major trade centers in India.	U	C	Seminar Presentation / Group Tutorial Work
CO4	To recognize and analyze the historical importance of Trade and Urbanisation	An	P	Instructor-created exams / Home Assignments
CO5	To develop a critical and analytical understanding of Colonial Trade	C	M	Instructor-created exams / Quiz
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		

CO4			✔				✔
CO5			✔			✔	

Course Content

Content for Classroom transactions

Module	Unit	Content	Hrs
I	**Origin and Development of Trade and Commerce**		**13**
	1	Meaning and Definition of Trade and Commerce	
	2	Origin and development- first Urbanisation- Harappan Trade – second urbanisation- Mauryan Period – Trade and Commerce in Gupta Period	
	3	Major Trade Centres in ancient India– Trade and Urbanisation in ancient India	

Suggested readings specific to the module.

Shereen Ratnagar,Encounters: Theb Westerly Trade of Harappan Civilization,Delhi,1981

The Ancient Indus Valley:New Perspectives (ed.)Jane Mclntosh,U S A,2008

Rita.P.Wright,The Ancient Indus: Urbanism,Economy,and Society, Newyork,2010

Vasanth Shinde,Rita P.wright ,The Harappan Civilization :A Contemporary Perspective,

1.R.S.Sharma.Economic History of Early India, New Delhi,2012

2.Romila Thaper, Asoka and the decline of of Mauryas,OUP India1997

3.R.E.M.Wheeler,Indus Civilization,New Delhi,1968

4.The Classical Age,R.C.Majumdar,Bombay,1970

5.Upinder Singh, A History of Ancient and Early Medieval India,,New Delhi,2016.

Module	Unit	Content	Hrs
II	**Medieval Trade and Commerce**		**16**
	1	Beginning of the Arabian trade- trade and Commerce in Sultanate Period	
	2	Trade and Commerce during the Mughals – Major Trade Centres	

	3	Trade and Urbanisation during medieval India	

Suggested readings specific to the module

1. Shireen Moosvi ,The Economic History of India 1200-1500, New Delhi,1987

2. Ashin Das Gupta,The Indian Merchant and the Decline of Surat:C.1700-1750, Bombay,1963

3 John E Richard.The Mughal Empire,England,19934.

Module	Unit	Content	Hrs
III	**Unit III : Trade and Commerce during Colonial Period**		**16**
	1	Coming of Europeans- Portuguese traders - Dutch- East India Companies- British occupation of India	
	2	Major Trade Centres during the early Europeans	
	3	Trade and Urbanisation Under Colonialism	

Suggested readings specific to the module

1. K.N Chaudhari ,The Trading world of the Indian Ocean ,1500-1800, New York,1990

2. Thirthankar Roy,The Economic History of India 1857- 1947, New York,2011

3. Dharma Kumar and Meganand Desai,The Cambridge Economic History of India:Vol.5c.1757-1970,United Kingdom,1982

4. Ruby Maloni, Trade and Empir in Western India1784-1806, United Kingdome,1999

5. Aditya Mukharjee**,**Imperialism ,Nationalism,and the Making of the Indian Capitalist Class1920-1947, Delhi,2002

Module	Unit	Content	Hrs
IV	**Impact of Colonialism on Trade and Commerce in India**		**15**
	1	Economic impact of the British rule-Mercantilism- trade policies	
	2	Deindustrialization of India- decline of cities- emergence of new cities- impact upon trade and commerce	
	3	Commercialization of agriculture and impact upon trade and commerce- decline of old markets and emergence of new markets- impact	
V	**Teacher Specific Module**		5

	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Suggested readings specific to the module

1. K.N Chaudhari ,The Trading world of the Indian Ocean ,1500-1800, New York,1990

2. Thirthankar Roy,The Economic History of India 1857- 1947, New York,2011

3. Dharma Kumar and Meganand Desai,The Cambridge Economic History of India:Vol.2c.1757-1970,United Kingdom,1982

4. Ruby Maloni, Trade and Empir in Western India1784-1806, United Kingdome,1999

5. Aditya Mukharjee**,**Imperialism ,Nationalism,and the Making of the Indian Capitalist Class1920-1947, Delhi,2002

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

Motichandra:*Trade and Trade Routes in Ancient IndiaCulcutta, NewDelhi,1977*

D.N.Jha,ed,*Feudal Social Formation in Early India,New Delhi,1987*

R.Champakalakshmi, *Trade,Ideology, and Urbanisation: South India 300 B C to AD 1300,New Delhi,1996.*

Srivastava.B, *Trade and Commerce in Ancient India*,New Delhi,1968

Pius Melekandathil ,*The Indian ocean in the Making of Early Modern India,2016*

Shireen Moosvi,,*The Economy of the Mughal Empire, Delhi ,1987*

Satish Chandra,Medieval India,New Delhi,1997

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	

c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE TITLE: EXPLORING INDIA'S CULTURAL HERITAGE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
3	DSC	201-299	KU3DSCHIS204	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Summary: This course will introduce students to the rich and diverse cultural heritage of India and they will learn about the various aspects of Indian culture, such as its languages, religions, art, architecture, music, dance, cuisine, and customs. It would also explore the history, geography, and diversity of India, and how its culture has been shaped by various internal and external influences over the millennia. Students will also examine the challenges and opportunities for preserving and promoting India's cultural heritage in the modern world.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*
CO1	To introduce the students to the diversity and richness of Indian culture and heritage.	U
CO2	To explore the various aspects of Indian culture and heritage, such as art, literature, philosophy, religion, architecture, music, dance, and theatre.	An
CO3	To appreciate the contributions of India to world civilization and culture.	E
CO4	To recognize and analyze the historical and contemporary influences on Indian culture and heritage	An
CO5	To develop a critical and analytical understanding of the contemporary issues and challenges faced by Indian culture and heritage.	C

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content

Content for Classroom transactions

Module	Unit	Content	Hrs
I		**INTRODUCTION TO INDIAN CULTURE AND HERITAGE**	**13**
	1	Definition and concept of culture and heritage	
	2	Features and characteristics of Indian culture and heritage, Unity and diversity in India	
	3	Relationship between tourism and cultural heritage	
	4	Society in India through ages- Ancient period- Varna and Jati, family and marriage in India, caste system, Position of women in Ancient India	
	5	Brief introduction to the History of India (Ancient, Medieval and Modern period)	
II		**ART AND LITERATURE OF INDIA**	**16**
	6	Development and evolution of Indian art and literature	
	7	Major forms and styles of Indian art and literature: Sculpture: Gandhara School and Mathura School of Art, Dance,Ritual arts and customs, Sculpture, Folk arts, Handicraft etc.,	
	8	Regional and linguistic variations in Indian art and literature, Languages	
	9	Influences and interactions of Indian art and literature with other cultures	
III		**PHILOSOPHY AND RELIGION OF INDIA**	**16**
	10	Origin and growth of Indian philosophy and religion	
	11	Major schools and systems of Indian philosophy and religion, Concepts and doctrines of Indian philosophy and religion	
	12	Religions of India, Hinduism, Buddhism, Jainism, Sikhism, Islam, Christianity etc.	
	13	Relevance and application of Indian philosophy and religion in modern times, Pilgrimages, Religious Festivals	
IV		**ARCHITECTURE AND MUSIC OF INDIA**	**15**
	14	History and development of Indian architecture and music traditions	
	15	Features and elements of Indian architecture and music	
	16	Types of Indian architecture, Hindu Temple Architecture, Buddhist Architecture, Medieval Architecture, Colonial Architecture etc.,	
	17	Genres of Indian Music Traditions: Classical: Carnatic, Hindustani, Folk Traditions	
V		**Teacher Specific Module**	5
		➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Essential Readings for Module-1

Upinder Singh, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson

Harle, J.C. (1994). The Art and Architecture of the Indian Subcontinent. Pelican History of Art (2nd ed.). Yale University Press.

Michell, George, (1977) The Hindu Temple: An Introduction to its Meaning and Forms, 1977, University of Chicago Press

Michell, George (1990), The Penguin Guide to the Monuments of India, Volume 1: Buddhist, Jain, Hindu, 1990, Penguin Books

Nilsson, Sten (1968). European Architecture in India 1750–1850. London: Faber and Faber.

Rowland, Benjamin, The Art and Architecture of India: Buddhist, Hindu, Jain, 1967 (3rd edn.), Pelican History of Art, Penguin

Satish Chandra, Medieval India: From Sultanat to the Mughals- Mughal Empire, -

RS Sharma, India's Ancient Past

Neeraj Agarwal, Tourism and Cultural Heritage of India

SP Gupta and Lal Krishna, Cultural tourism in India - Museums, Monuments and Arts

Essential Readings for Module-2

Upinder Singh, A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century, Pearson

Harle, J.C. (1994). The Art and Architecture of the Indian Subcontinent. Pelican History of Art (2nd ed.). Yale University Press.

Michell, George, (1977) The Hindu Temple: An Introduction to its Meaning and Forms, 1977, University of Chicago Press

Michell, George (1990), The Penguin Guide to the Monuments of India, Volume 1: Buddhist, Jain, Hindu, 1990, Penguin Books

Nilsson, Sten (1968). European Architecture in India 1750–1850. London: Faber and Faber.

Rowland, Benjamin, The Art and Architecture of India: Buddhist, Hindu, Jain, 1967 (3rd edn.), Pelican History of Art, Penguin

Essential Readings for Module-3

Harle, J.C. (1994). The Art and Architecture of the Indian Subcontinent. Pelican History of Art (2nd ed.). Yale University Press.

Michell, George, (1977) The Hindu Temple: An Introduction to its Meaning and Forms, 1977, University of Chicago Press

Michell, George (1990), The Penguin Guide to the Monuments of India, Volume 1: Buddhist, Jain, Hindu, 1990, Penguin Books

Nilsson, Sten (1968). European Architecture in India 1750–1850. London: Faber and Faber.

Rowland, Benjamin, The Art and Architecture of India: Buddhist, Hindu, Jain, 1967 (3rd edn.), Pelican History of Art, Penguin

Essential Readings for Module- 4

Michell, George, (1977) The Hindu Temple: An Introduction to its Meaning and Forms, 1977, University of Chicago Press

Michell, George (1990), The Penguin Guide to the Monuments of India, Volume 1: Buddhist, Jain, Hindu, 1990, Penguin Books

Nilsson, Sten (1968). European Architecture in India 1750–1850. London: Faber and Faber.

Rowland, Benjamin, The Art and Architecture of India: Buddhist, Hindu, Jain, 1967 (3rd edn.), Pelican History of Art, Penguin

Satish Chandra, Medieval India: From Sultanat to the Mughals- Mughal Empire, -

RS Sharma, India's Ancient Past

Neeraj Agarwal, Tourism and Cultural Heritage of India

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE TITLE: HISTORY OF INDIAN NATIONAL MOVEMENT

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	DSC	200-299	KU3DSCHIS205	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: This course aims to provide the students the knowledge on Indian National Movement from 1885 to 1947. It involves a detailed study of the complex historical context of the latter nineteenth century that led to the making of Indian nationalism and the early phase of Indian national movement. It starts with the development of 'middle class' nationalism in India, the birth of INC, the moderate phase of Indian national movement, its strategies and contributions. The further development of Indian National Movement in the 20th century, the influence of International Events on it and the changes in British Indian administration is also included. Development of mass national movement, the works of non-congress organisations and administrative reforms in the 20th century is also touched. The birth and development of communalism and its aftermath on Indian National Movement is also highlighted in this syllabus.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	**Understanding the rise and growth of Indian National Movement in its various Phases.**	U
2	**Understanding the important administrative reforms in the 20th century in British India.**	U
3	**Analysing the role and contributions of different sections of Indian People in Indian National Movement.**	An
4	**Identifying the role and contributions of nationalist leaders towards Indian National Movement.**	A
5	**Explaining the international events that affects the course of Indian National Movement.**	An

5	**Developing democratic sense: the course equips the students to develop a strong democratic sense.**	C
6	**Create a strong feeling against communal ideology and other anti-national elements.**	C
7	**Nurture a strong feeling of Nationalism and secularism among the students after assimilating the legacy of Indian National Movement.**	C

****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***

Mapping of Course Outcomes to PSO

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			
CO6		✓			✓		
CO7		✓		✓			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	DESCRIPTION	HOURS
1	**Development of Nationalism in India.**	13
	Emergence of Nationalism – Formation of Indian National Movement –The Moderate Phase.	
	Partition of Bengal -the rise of extreme nationalism- Swadeshi Movement.	
	Formation of Muslim League – Surat Split- Minto – Morley reforms	

2	**Towards Mass Movement**	15
	First World War and Indian National Movement – Ghada Party	
	Home Rule Movement – Lucknow session of INC -Mahatma Gandhi and Early satyagrahas.	
	Mont ford reforms – Rowlat act – Jalian Walabagh Tragedy	

3	**From Non-Co Operation to Civil Dis disobedience.**	16
	Khilafat Non – Cooperation Movement – Swarajist Party.	
	Revolutionary Movements from 1924 to 1931.	
	Simon Commission – Nehru Report – Bardoli Satyagraha.	
	Civil Dis obedience Movement – Round Table Conferences – Poona Pact.	
	Emergence of Trade Union Movements – Socialist Ideas- CSP – AIKS.	

4	**Moving Towards Freedom.**	16
	Government of India act of 1935 – congress ministries.	
	National Movement and Second World War – Cripps Mission – Quit India Movement- Subhash Chandra Bose and INA.	
	Rise and Growth of Communalism in India – Jinnah and Two Nation Theory.	
	Post second world war developments – RIN Mutiny – Mount Battern Plan – Indian Independence	

5	**Teacher Specific Module**	5	
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

Essential Readings for Module-1

BipanChandra, *Modern India*

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

----------, *Nationalism and Colonialism in Modern India,* New Delhi.1966.

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

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

Sumit Sarkar, *Modern India 1885 – 1947,* Pearson India Education Services, 1982/2014.

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

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

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

Tara Chand, *History of Freedom Movement in India*

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

K N Panikkar, *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*, London: Anthem Press, 2002.

Amales Tripathi & Amitava Tripathi, *Indian national Congress and the struggle for freedom, 1885-1947*, New Delhi: Oxford University Press, 2014.

Essential Readings for Module-2

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

Sumit Sarkar, *Modern India 1885 – 1947,* Pearson India Education Services, 1982/2014.

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

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

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

Tara Chand, *History of Freedom Movement in India*

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

K N Panikkar, *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*, London: Anthem Press, 2002.

Essential Readings for Module-3

BipanChandra, *Modern India*

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

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

Sumit Sarkar, *Modern India 1885 – 1947,* Pearson India Education Services, 1982/2014.

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

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

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

Tara Chand, *History of Freedom Movement in India*

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

Essential Readings for Module-4

Sumit Sarkar, *Modern India 1885 – 1947,* Pearson India Education Services, 1982/2014.

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

Shekhar Bandyopadyay, *From Plassey to Partition: A History of Modern India*
Anil Seal, *The Emergence of Indian Nationalism, Competition and Collaboration in the Late 19th Century*
Tara Chand, *History of Freedom Movement in India*
D.N. Dhanagare, *Peasant Movements in India*
K N Panikkar, *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*, London: Anthem Press, 2002

Suggested Readings:

R.P. Dutt, *India Today*
B.R. Nanda, *Mahatma Gandhi: A Biography*
Satyabrata Rai Chowdhury, *Leftist Movements in India: 1917-1947*
G.Aloysius, *Nationalism without a Nation in India*
Sanjay Joshi, *The Middle Class in Colonial India*
Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London: Verso, (1983) 2006.
Mehrotra, S R. *The Emergence of the Indian National Congress*, New Delhi: Rupa, 2004.
Sanjay Joshi (ed), *The Middle Class in Colonial India*, New Delhi: Oxford University Press.
Maulana Abulkalam Azad, *India Wins Freedom*, Bombay: Orient Blackswan, 1959/1988.
Sucheta Mahajan, *Independence and Partition: The Erosion of Colonial Power in India*, New Delhi: Sage, 2000.
Jawaharlal Nehru,.*An Autobiography*, New Delhi: Penguin, 1997.
Mahatma Gandhi, An Autobiography or *The story of My experiment with Truth*, Ahemedabad.

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		**100**

COURSE TITLE- UNDERSTANDING HISTORY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	DSC	200-299	KU3DSCHIS206	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2 Hours

Course Description: History is one of the major social science disciplines**.** This course intends to familiarize the students the fundamental aspects of History as an academic discipline. It explores meaning, nature and perception on history over times. It will familiarize the students with di fferent varieties of history and frame works in history writing. It also explores how historians establish historical facts, traces historical contexts from the facts, how the historian uses different types of sources for historical writing etc. the relationship between history and other social science discipline and how the interface enriches history writing is also included.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understanding the meaning, Nature and Importance of History: Learning the meaning of history overtimes and identifying the value of history at present.	U
2	Understanding the different types of history: learning the different nature of human activities and development of different types of history.	U
3	Analysing the role of sources in historical writing: Identifying different types of sources and its relevance in history writing.	An
	Identifying the needs and importance of history in development society.	A
4	Evaluating certain fundamental issues in history. After Studying the importance of facts, the role of objectivity and causation in history.	E

5	Developing historical sense: the course equips the students to develop historical perspective.	C
6	Situate History among other social science disciplines and distinguish the key aspects of their interface,	E

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSO

	PSO1	PSO2	PSO3	PSO4	PSO 5	PSO 6	PSO 7
CO 1		1	2				
CO 2	1	1					
CO 3	1		2				
CO 4			2	2	3		
CO 5		1		2			
CO6					3		

COURSE CONTENTS

Contents for Classroom Transaction:

Module	Unit	Content	Hrs
I	**Introduction to History**		**13**
	1	Meaning of History.	
	2	Definitions of History	
	3	Nature, Scope and use of History – Value of History.	
	4	Kinds of History – Political, Social, Economic, Intellectual, Gender, Local and Oral History – Changing Perspectives	
II	**Constructing History**		**15**
	1	Past and History.	
	2	Treasures of the Past – Sources and its Categories	
	3	Archaeological, Archival, Literary, Museum, Visual, Memory, Oral Sources.	
III	**Issues in History**		**16**
	1	Facts and Its Significance.	
	2	Objectivity in History	
	3	Causation in History	
	4	Interdisciplinary Approach	
IV	**History and Social Sciences**		**16**
	1	History and Allied Disciplines – Archeology, Epigraphy, Numismatics, Literature, Folklore and Place names.	
	2	History and Social Sciences	
	3	Development of Social Sciences – History and Economics, Political Sciences, Sociology, Anthropology, History and Geography.	
V	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students' interest in the course		

Essential Readings:

1. E H Carr, what is History, Penguin Books, London, 1990.
2. Arther Marwick, The Nature of History, London, 1989.
   The New Nature of History,
3. Robert Daniels, Studying History How and Why, 1981.
4. John Tosh, The Pursuit of History, New Delhi, 2002.
5. Eric Hobswam, On History, 1998.
6. Sreedharan E, A Manual of Historical Research Methodology, Trivandrum, 2007.
7. Sheik Ali B, History its theory and method. Delhi, 1978.
8. R G Colliwood, The Idea of History.
9. Alun Munslow, Deconstructing History, Abhingdon, 1997.
10. Peter Lambert & Philipp Schofield (ed.), Making History, Abhingdon, 2004.

Suggested Readings:

6. John H Arnold, History: *A very Short Introduction*, New Delhi, 2000.
7. Marc Bloch, *The Historians Craft*, 1992.
8. Ludmilla Jordonova, *History in Practice*, London, 2000.
9. Keith Jenkins, *Rethinking History*, New York, 1991.
10. Bonnie G Smith, *The Gender of History: Men, Women and Historical Practice*, 1998.

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE TITLE: HISTORY OF PRE-MODERN KERALA (Earliest Times to 1500 AD)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	201-299	KU4DSCHIS207	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Summary: This paper helps the students to understand the early history of Kerala in the backdrop of different events and issues. This paper would enable students to understand Kerala history chronologically and scientifically. The primary sources suggested for study in the syllabus makes students capable of various ways through which historians read these pieces of evidence from different perspectives in different periods. Modern Kerala is to be examined in the context of the pre-modern Kerala society

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*
CO1	To introduce the students to the diverse types of sources related with Kerala history.	R
CO2	To explore the various types of studies on Kerala History	An
CO3	To understand the pre-history and early human settlements in Kerala	U
CO4	To recognize and analyze the historical importance of political formations in Kerala	An
CO5	To develop a critical and analytical understanding of the decentralised polity in Kerala	C

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content

Module	Unit	Content	Hrs
I		**Sources and Political Geography of Kerala**	**14**
	1	Sources- primary and secondary sources - Traditional sources - Archaeological sources – material remains – inscriptions – coins	
	2	Studies on early Kerala- Fawcett, LA Krishna lyer, Elamkulam PN Kunjan Pillai, Rajan Gurukkal, MGS Narayanan, Raghva Varier, KN Ganesh, Kesavan Veluthat.	
	3	Geographical features of Kerala	

Suggested readings specific to the module.

11. Elamkulam Kunjan Pillai, Studies in Kerala History, Kottayam, National Book Stall, 1970
12. K N Ganesh, Keralathinte Innalakal, State Institute of Languages, Thiruvanadapuram, 2011.
13. Kesavan Veluthat, Brahman Settlements in Kerala, Calicut, 1978.
14. M G S Narayanan Perumals of Kerala, Cosmo Books, Trissur.
15. P J Cherian [ed], Perspectives on Kerala History, KCHR, Thiruvanandapuram, 1999.
16. A Sreedhara Menon, A Survey of Kerala History
17. Raghava Varier & Rajan Gurukkal, Kerala Charithram (Mal), Vallathol Vidyapeedam

Module	Unit	Content	Hrs
II		**Pre-history and early human settlements in Kerala**	**15**
	1	Stone Ages – Neolithic Settlements- Megalithic culture -Tinai Concept- Polity of Tamilakam-Centres and forms of exchange-Migrations	
	2	Buddhist and Jaina influence	
	3	Brahmin migrations and Settlements - Non Brahmin settlements	

Suggested readings specific to the module

12. Kailasapathy, *Tamil Heroic Poetry*.London, 1968
13. Rajan Gurukkal and Raghava Varier, *Cultural History of Kerala, Vol.I*, Dept of Cultural; Publications Government of Kerala, Thiruvanadapuram, 1999.
14. Raghava Varier and Rajan Gurukkal, *Kerala Charithram Vol.I*. Current Books, Kottayam, 2004.
15. P J Cherian [ed], *Perspectives on Kerala History*, KCHR, Thiruvanandapuram, 1999.
16. Gopalakrishnan, P.K. (1991). Keralathinte Samskarika Charithram. Tvm.: Kerala Basha Institute

Module	Unit	Content	Hrs
III		**Unit III : Political Formations**	**15**
	1	Emergence of new power structure –Perumal's of Mahodayapuram	

	2	Polity, society- economy- trade- Jews, Christians and Arabs – Trade guilds	
	3	Evolution of Malayalam language	

Suggested readings specific to the module

1. Kesavan Veluthat, *Brahman Settlements in Kerala*, Calicut, 1978.
2. M G S Narayanan *Perumals of Kerala*, Current Books, Trissur, 2013
3. P J Cherian [ed], *Perspectives on Kerala History*, KCHR, Thiruvanandapuram, 1999
4. R Champakalakshmi , Kesavan Veluthat and T R Venugopal [eds], *State in Premodern Kerala* , Cosmo Books ,Thrisur
5. Rajan Gurukkal and Raghava Varier, Kerala Charithram

Module	Unit	Content	Hrs
IV		**Decentralised Polity**	**16**
	1	Decline of the Perumal rule – Growth of Feudalism Nadus – swaroopams - militia – Ankam – Poithu- Mamankam	
	2	Social stratification – Occupational groups	
	3	role of temples- Devaswam - Brahmaswams-–Temple Sankethams – Marumakkathayam- Janmi system	

5	**Teacher Specific Module**	5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Suggested readings specific to the module

1. MGS Narayanan- Perumals of Kerala, Current Books, Trissur, 2013
2. P J Cherian [ed], *Perspectives on Kerala History*, KCHR, Thiruvanandapuram, 1999
3. *Rajan Gurukkal and Raghava Varier, Cultural History of Kerala, Vol.I, Dept of Cultural; Publications Government of Kerala, Thiruvanadapuram, 1999.*
4. *Rajan Gurukkal and Raghava Varrier,*

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

Addor Ramachandran Nair- Kerala State Gazetteer, Vol-1, Trivandrum, 1986

A. Sreedhara Menon, *A Survey of Kerala History*, DC Books, Kottayam.

B Stein (Ed), *Essays in South India*, Vikas Publications, New Delhi,

Dr.Ajith Kumar [ed], *Archaeology in Kerala: Emerging Trends*, Department of Archaeology, University of Kerala, Thiruvanadapuram, 2012.

Dr.K Sugathan, *Budhamathavum Jathi Vyavasthayum*, Progress Publication Calicut, 2014

K N Ganesh, *Keralathinte Innalakal*, State Institute of Languages, Thiruvanadapuram, 2011.

K N Ganesh, *Lived Spaces in History: A Study in Human Geography in the Context of Sangam Texts,* Studies in History, Volume 25 .Issue 2, August 2009

K N Ganesh,*Malayaliyude Desakalangal*, Raspberry , Calicut 2016

K N Ganesh, *Reflections on Pre- Modern Kerala*, Cosmo Books, Thrisure, 2016.

K N Ganesh, *State Formation in Kerala: A Critical Overview*, ICHR, Bangalore, 2010.

Francis Day- Tha land of Perumals, or Cochin, Its Past and Present, Madras, Gantz Brothers

K S Madhavan, *Primary Producing Groups in Early and Early Medieval Kerala: Production Process and Historical Roots of Transition to Castes [300 -1300 C E]*, Unpublished PhD Thesis, University of Calicut, 2012.

K Sivathamby, *Early South Indian Society and Economy*, Social Scientist Vol.29, 1974.

Kesavan Veluthat and P P Sudhakaran [Eds], *Advances in History*, Calicut .

Kesavan Veluthat, *The Early Medieval in South I*ndia, New Delhi, 2008.

Kesavan Veluthat and Donald Davis Jr. [Eds], *Irreverent History*, Primus Books, NewDelhi,

M G S Narayanan, *Foundation of South Indian History*, Thiruvanadapuram 1975.

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

M P Mujeebu Rehman and K S Madhavan [Eds], *Explorations in South Indian History*, SPCS,Kottayam 2014.

MR Raghava Varier- Jainamatham Keralathil. Kottayam SPCS, 2012

MR Raghava Varier- Keraleeyatha, Charithra Manangal, Kottayam SPCS, 2012

N Athiyaman, *Subsistence Pattern in Early Historic Tamilnadu* , Presidential Address, 25th Annual Session Tamil Nadu History Congress, Dept of History University of Madras, October 2018.

N Sam [ed], *Ilamkulam Kunjanpillayute Therenjeduth Krithikal*,Internatinal Center for Kerala Stuies University of Kerala , Thiruvanadapuram, 2005.

N M Nampoothiri, Malabar Padanangal, State Institute of Language,Thiruvanandapuram,2008.

N M Nampoothiri and P K Sivadas, *Kerala Charithrathinte Nattuvahikal*, DC Books Kottayam, 2009.

P K Balakrishnan, *Jati Vyavasthayum Keralacharithravum* [1983] DCBooks, Kottayam, 2008

Puthussery Ramachandran, *Kerala Charithrathinte Adisthana Rekhakal*, State Institute of Languages, Thiruvanadapuram, 2007.

Raghava Varier, *Keraliyatha Charithra Managal* , Current Books, Kottayam, 1990.

Rajan Gurukkal, 'From Clan and Lineage to Hereditary Occupation to Caste' ,in Deve Nathan [ed], *From Tribe to Caste,*Shimla ,1997.

Rajan Gurukkal, *Mithu, Charithram Samooham*, SPCS , Kottayam , 2013.

Rajan Gurukkal, *Social Formation in Early South India*, OUP, Delhi, 2010.

Rajendran P, *Archaeology of Kerala*, Classical Publishing Company New Delhi, 1989.Sebastian Joseph [ed],*On Present [in/g] History*, C Books, Kottayam, 2017

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE TITLE: PERSPECTIVES ON HISTORIOGRAPHY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	DSC	201-299	KU4DSCHIS208	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: The paper aimed at an elaborate study of the evolution of History as a branch of knowledge, discipline and independent social science. Its main objective is to trace the historiography from Greeco - Roman times to modern period, projecting the qualitative aspects of history, its values, ethics, and its final culmination into a scientific objective study. The study involves methodologies, tools of analysis, approaches and concepts of different times.

Course Outcome:

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Deep understanding of the subject and evolution of historiography.	R	F	Instructor-created exams / Quiz
CO2	Comprehension of concepts, methods, methodology and critical analysis.	An	C	Practical Assignment / Observation of Practical Skills
CO3	Enable the student to approach history as an art, humanity and science.	U	C	Seminar Presentation / Group Tutorial Work
CO4	To have consciousness regarding time, space, locality and attitudes.	An	P	Instructor-created exams / Home Assignments
CO5	To have a proper understanding of the basic currents of History and Historiographyfrom a historical perspective.	C	M	Instructor-created exams / Quiz

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Contents :

Module	Unit	Content	Hrs
I	**Ancient and Medieval historiography**		**14**
	1	Historical traditions of ancient Greeco and Rome	
	2	Ancient - Medieval - Chinese Arab traditions	
	3	The strength and weakness of ancient and Medieval Historiographical traditions	
II	Renaissance and Enlightenment		16
	1	Impact of Renaissance on historical writing- Rene Descartes	
	2	Contributions of Voltaire, Gibbon, Rousseau and Carlyle	
	3	Evolution of scientific methodology	
III	The Nineteenth century Historiography		14
	1	Idealism and Hegel	
	2	Materialism and Marx	
	3	Positivism- Comte, Ranke	
IV	Changing Trends in Historiography		16
	1	View of space time, mentalities – The Annales--Subaltern trends in historical writing	
	2	Structuralism and Post Modernism - Foucault and Derrida	
	3	New Historicism - Marxism in different perspectives	
5	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

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Essential Readings Specific to Module-1

E. Sreedharan, A *Textbook of Historiography 500BC to AD2000*

R.G.Collingwood, *The Idea of History*

G.R. Elton, *The Practice of History*

E.H. Carr, *What is History?*

Arthur Marwick, *New Nature of History*

Marc Bloch, *Historian's Craft*

Shashibushan Upadhyaya, *Historiography in the Modern World*

Vikas Bhattacharya, *An Introduction to Historiography*

Keith Jenkins, *Rethinking History*

Essential Readings Specific to Module-2

E. Sreedharan, A *Textbook of Historiography 500BC to AD2000*

R.G.Collingwood, *The Idea of History*

G.R. Elton, *The Practice of History*

E.H. Carr, *What is History?*

Arthur Marwick, *New Nature of History*

Marc Bloch, *Historian's Craft*

Shashibushan Upadhyaya, *Historiography in the Modern World*

Vikas Bhattacharya, *An Introduction to Historiography*

Keith Jenkins, *Rethinking History*

Essential Readings Specific to Module-3

E. Sreedharan, A *Textbook of Historiography 500BC to AD2000*

R.G.Collingwood, *The Idea of History*

G.R. Elton, *The Practice of History*

E.H. Carr, *What is History?*

Arthur Marwick, *New Nature of History*

Marc Bloch, *Historian's Craft*

Shashibushan Upadhyaya, *Historiography in the Modern World*

Vikas Bhattacharya, *An Introduction to Historiography*

Essential Readings Specific to Module-3

E. Sreedharan, A *Textbook of Historiography 500BC to AD2000*

R.G.Collingwood, *The Idea of History*

G.R. Elton, *The Practice of History*

E.H. Carr, *What is History?*

Arthur Marwick, *New Nature of History*

Marc Bloch, *Historian's Craft*

Shashibushan Upadhyaya, *Historiography in the Modern World*

Suggested Readings:

John Tosh, Pursuit of History

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

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

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

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

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

Assessment Rubrics :

Evaluation Type	**Marks**
End semester evaluation	70
Continuous evaluation	30
a) Test paper – 1	
b) Test paper – 2	
c) Assignment	
d) Seminar	
e) Book/Article review	
f) Viva – voce	
g) Field report	
Total	**100**

COURSE TITLE: TRANSFORMATIONS IN THE MODERN WORLD (15th century to 1815)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	DSC	201-299	KU4DSCHIS209	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Summary: This course helps the students to understand the historical roots that shaped the modern world. The course would familiarise the students about the modern revolutions that heralded the ideals of democracy, liberty, equality and fraternity as well. It further bring forth the manifestation of national spirit in modern Europe and underline how it formed reactionary phenomena like imperialism and colonialism. This course would enable students to develop a critical understanding of First World War and subsequent developments led to totalitarian regimes. Students can develop a thorough understanding of Second World War and see how it changed the course of history after it.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To introduce the intellectual movements that changed the modern world	R	F	Instructor-created exams / Quiz
CO2	To explore the features of Europe in the 19th century.	An	C	Practical Assignment / Observation of Practical Skills
CO3	To understand the structure and dynamics of Imperialism	U	C	Seminar Presentation / Group Tutorial Work
CO4	To recognize and analyse the early political revolutions in the Modern World	An	P	Instructor-created exams / Home Assignments
CO5	To develop a critical and analytical understanding of the developments during 19th century Europe	C	M	Instructor-created exams / Quiz
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7

CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content:

Content for classroom transactions:

Module	Unit	Content	Hrs
I	**Transition from medieval to modern**		**14**
	1	Renaissance – features- Renaissance in various fields	
	2	Reformation – Causes – impact upon the religious life of Europe	
	3	Geographical discoveries- new trade routes- discovery of new world- impact- commercial revolution	

Suggested readings specific to the module.

18. Arjun Dev and Indira Dev, *History of the World*, Orient Blackswan, 2009.
19. Stavrianos, *World Since 1500*, Prentice Hall, 1990.
20. R. R. Palmer, *History of the Modern World*, Knopf, 2002.
21. E. J Hobsbawm, *Age of Revolutions*, Vintage, 1962.
22. James Joll, *Europe Since1870*, Penguin, 1970
23. George Lefebvre, *Coming of the French Revolution*, Princeton, 2005.
24. Andrew Roberts, *Napoleon: A Life*
25. Brian E Vick, *The Congress of Vienna: Power and Politics after Napoleon*.

Module	Unit	Content	Hrs
II	**Intellectual changes and Transformation of Europe**		**16**
	1	Scientific revolution- growth of independent science - Philosophy – art	
	2	Enlightenment - Growth of new ideologies	
	3	Industrial capitalism - Context of modern revolutions	

Suggested readings specific to the module

17. E. J Hobsbawm, *Nation and Nationalism*, Cambridge, 1991.
18. Anthony Wood, *Europe 1815 – 1945*, Longman, 1984
19. R.R. Palmer, *History of the Western World*, McGrow Hill, 1995.
20. J A Johnson,
21. Martin Walker, *The Cold War: A History.*
22. Thomas Pekenham, *The Scramble for Africa: Whiteman's Conquest of the Dark Conquest from 1876 to 1912.*

23. Jonathan Sperber, *The European Revolutions 1848-1851*
24. Vladimir Lenin, *Imperialism: The Highest Stage of Capitalism.*

Module	Unit	Content	Hrs
III	**Political revolutions in the modern world**		**16**
	1	English revolution- struggle between king ang parliament-Glorious revolution	
		American Revolution- colonial background- political and economic issues- Declaration of Independence-American constitution	
	2	French Revolution-intellectual currents-Legacy of the Revolution-art, culture, fashion, music etc	
	3	Napoleon era-Vienna Congress	

Suggested readings specific to the module

6. Hew Strachan, *The First World War.*
7. Margret MacMillan, *The War that Ended Peace: The Road to 1914.*
8. Sean McMeekin, *The Russian Revolution: A New History.*
9. E H Carr, *The Russian Revolution: From Lenin to Stalin, 1917-1929.*
10. Robert S McElvaine, *The Great Depression: America, 1929-1941.*
11. John Kennath Galbraith, *The Great Crash 1929.*
12. Amity Shlaes, *The Forgotten Man: A New History of the Great Depression.*
13. Benjamin Roth, *The Great Depression: A Diary*

Module	Unit	Content	Hrs
IV	**Ideologies in the modern world**		**14**
	1	Capitalism- Socialism- Parliamentary system	
	2	Colonialism and imperialism	
	3	Colonial rivalries	

V	**Teacher Specific Module**	5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Suggested readings specific to the module

6. Richard Overy, *The Interwar Crisis: 1919-1939.*

7. Hannah Arendt, *The Origin of Totalitarianism.*
8. Robert O Paxton, *The Anatomy of Fascism.*
9. Martin Blinkhorn, *Mussolini and Fascist Italy.*
10. Richard Bessel, *Fascist Italy and Nazi Germany: Comparisons and Contrasts*.
11. Richard J Evans, *The Third Reich Trilogy*
12. Ian Kershaw, *Hitler: A Biography*
13. Antony Beevor, *The Second World War.*

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

58. Andrew Roberts, *Napoleon the Great*

59. David G Chandler, *The Campaigns of Napoleon.*
60. Gregor Dallas, *1815: The Roads to Waterloo.*
61. C.M. Cipolla, *Fontana Economic History of Modern Europe*, Barnes and Noble, 1979.
62. Robert A McMahon, *The Cold War: A Very Short Introduction.*
63. Mike Rapport, *1848: The Year of Revolution.*

64. Dane Kennedy, *Colonialism: A Very Short Introduction.*
65. Frantz Fanon, *The Wretched of the Earth*
66. Barbara U Tuchman, *The Guns of August.*
67. G J Meyer, *A World Undone: The Story of the Great War, 1914 to 1918.*
68. Martin Gilbert, *The First World War: A Complete History.*
69. China Mieville, *October: The Story of the Russian Revolution.*
70. S A Smith, *The Russian Revolution: A Very Short Introduction.*
71. E H Carr, *The Bolshevik Revolution 1917-1923.*
72. Dietmar Rothermund (ed.), *The Global Impact of the Great Depression, 1929-1939*
73. Peter Temin (ed.), *The Great Depression and the World Economy 1929-1939.*
74. Michael D Richards, *Twentieth Century Europe: A Brief History.*
75. Martin Kitchen, *Europe Between the Wars.*
76. Benito Mussolini, *The Doctrine of Fascism.*
77. Kevin Passmore, *Fascism: A Very Short Introduction*.
78. John Pollard, *The Fascist Experience in Italy.*
79. Ian Kershaw, *The Nazi Dictatorship: Problems and Perspectives of Interpretation*.

80. Andrew Roberts, *The Storm of War: A New History of the Second World War.*
81. Martin Gilbert, *The Second World War: A Complete History*

Assessment Rubrics :

Evaluation Type	**Marks**
End semester evaluation	70
Continuous evaluation	30
a) Test paper – 1	
b) Test paper – 2	
c) Assignment	
d) Seminar	
e) Book/Article review	
f) Viva – voce	
g) Field report	
Total	**100**

COURSE TITLE: STATE AND SOCIETY IN INDIA (FROM 200 AD TO 1206 AD)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	DSC	201-299	KU4DSCHIS210	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Summary: This paper will introduce the students about the changes in India during the post-Mauryan period. Students will be acquainted with important sources and writings on Indian history between 200AD to 1206 AD. Students will get a clear understanding on the socio-economic changes in the post Mauryan period, especially on the changes related with land system. Students will be familiarised with the decentralised political setup that emereged after the decline of the Mauryan empire.

Course Outcomes

CO	CO Stateme	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand factual knowledge of social and political formations in the post Mauryan period	U		Instructor-created exams / Quiz
CO2	Analyse the socio-economic - political set up during Gupta age	An		Practical Assignment / Observation of Practical Skills
CO3	Explain theories of social formation and feudalism in Indian history	An		Seminar Presentation / Group Tutorial Work
CO4	Make a comparative study on the intellectual and cultural legacy of ancient and early Medieval India	An		Instructor-created exams / Home Assignments
CO5	Locate major centres political and cultural importance in India in the post Mauryan period	A		Instructor-created exams / Quiz
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content

Content for classroom transactions

Module	Unit	Content	Hrs
I		**Sources and Historiography**	**14**
	1	Literary sources- travel accounts	
	2	Inscriptions- Archaeological sources- temples, forts, stupas and coins	
	3	Historiography- V A Smith, R C Majumdar, R S Sharma, Romila Thapar, Upinder Singh, DN Jha, K.A Nilakanta Sastri, A.L Basham	

Suggested readings specific to the module

V A Smith- Early History of India

R C Majumdar- Ancient India

R S Sharma- India's Ancient Past, Indian Feudalism

Romila Thapar- The Penguin History of Early India : From the Origins to AD 1300

Upinder Singh- A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century

DN Jha- Ancient India in Historical Outline

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

A.L Basham- The Wonder that was India

Module	Unit	Content	Hrs
II		**Changes in the Post Mauryan period**	**14**
	1	Decentralized polity- The Shakas, Parthians, Sungas, Sathavahanas– Indo-Greeks Kushanas and Kanishka –	
	2	Administration and Cultural Development	

	3	Different Religion- Bhagavatism, Saivism, Mahayana Buddhism and Hinayana, Culture and art- Mathura and Gandhar Art- Evolution of caste system	

Suggested readings specific to the module

V A Smith- Early History of India

R C Majumdar- Ancient India

R S Sharma- India's Ancient Past, Indian Feudalism

Romila Thapar- The Penguin History of Early India : From the Origins to AD 1300

Upinder Singh- A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century

DN Jha- Ancient India in Historical Outline

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

A.L Basham- The Wonder that was India

Module	Unit	Content	Hrs
III	**Feudal polity**		**16**
	1	Gupta Age- polity economy society and religion- Art and Architecture	
	2	, Regional kingdoms- Vakataka, Harshavardhana. Gurjar-Pratihar, Kalchuris, Chandelas and Parmars	
	3	Social Economic and Cultural Conditions. History of Kashmir – Karkot and Lohar Dynasty	
	4	South India – Rashtrakutas, Cholas, Pallavas and Chalukyas – Socio-economic, Cultural Life, Art and Architecture, Philosophy of Shankrachrya, Status of women, social mobility	

Suggested readings specific to the module

V A Smith- Early History of India

R C Majumdar- Ancient India

R S Sharma- India's Ancient Past, Indian Feudalism

Romila Thapar- The Penguin History of Early India : From the Origins to AD 1300

Upinder Singh- A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century

DN Jha- Ancient India in Historical Outline

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

A.L Basham- The Wonder that was India

Module	Unit	Content	Hrs
IV	**Era of Invasions**		**16**
	1	The Arabs in Sind -Mohammadbin-Qasim, Mohammad Ghazni, Mohammad Ghori	
	2	Cultural trends- Islam- Sufism	
	3	Art and architecture. Literature and Science	
V	**Teacher Specific Module**		5
		➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

<u>Suggested readings specific to the module</u>

V A Smith- Early History of India

R C Majumdar- Ancient India

R S Sharma- India's Ancient Past, Indian Feudalism

Romila Thapar- The Penguin History of Early India : From the Origins to AD 1300

Upinder Singh- A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century

DN Jha- Ancient India in Historical Outline

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

A.L Basham- The Wonder that was India

Assessment Rubrics :

Evaluation Type	**Marks**
End semester evaluation	70
Continuous evaluation	30
a) Test paper – 1	
b) Test paper – 2	
c) Assignment	
d) Seminar	
e) Book/Article review	
f) Viva – voce	
g) Field report	
Total	**100**

COURSE TITLE: HISTORY OF KERALA FROM 15th CENTURY TO EARLY RESISTANCE MOVEMENTS

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	DSC	301-399	KU5DSCHIS301	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: The History of Kerala, especially from the 15th century onwards to the early resistance movements, holds immense importance and significance for several reasons like cultural diversity, trade and commerce, colonial influence, social reforms and movements, resistance against colonialism etc. Overall, studying the history of these particular centuries offers a comprehensive understanding of the region's socio-cultural, economic and political evolution and sheds light on its role in shaping broader historical narratives.

Course Prerequisite: Nil

Course Outcomes:

CO	Expected Outcome	Learning Domains
1	Paper helps to understand the history of Kerala from 15th Century to the Early Resistance Movements.	U
2	Students can analyse the condition of Kerala & advent of Europeans and British occupation also.	An
3	Evaluate the resistance movements in Kerala Chieftains & Rajas and their strategies against foreigners.	E
4	Studying historical incidents encourages critical thinking and analysis of past, enabling to overcome challenges and achieve national goals.	A
5	Studies acquire historical knowledge and play a crucial role in fostering a sense of nationalism among the students.	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs							
	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7
CO1	✔			✔			
CO2		✔			✔		
CO3			✔				✔

CO4			✔			✔	
CO5							

COURSE CONTENTS

Module	Unit	Content	Hrs
I	**Sources and Historiography**		**13**
	1	Primary and Secondary Sources – Traditional Sources; Myths and Legends -Literary Sources; Indigenous and Foreign Accounts – Folklore and Oral History	
	2	Archaeological Sources; Material Remains, Inscriptions, Coins	
	3	Trends in Historiography	

Suggested readings specific to the module

1.Raj P.K.S., Medieval Kerala

2.Varier Raghava and Rajan Giurukkal., Kerala Charithram

3.Varier Raghava . M.R., Madhyakala Keralam.

Module	Unit	Content	Hrs
II	**Advent of Europeans**		**15**
	1	Political Context of Kerala – Portuguese Dutch – French – Their Intervention in Kerala Society	
	2	Conflict between Portuguese and Kozhikode – Kunjali Marakkar	
	3	Battle of Kulachal – Latinization of Kerala Church – Synod of Diampher	

Suggested readings specific to the module

1.Kurup. K.K.N., Keralathile Karshika Samarangal(Malayalam)

2.Kurup. K.K.N., Pazhassi Samarangal

3.Menon Padmanabha. K.P., Kochi Rajya Charithram

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

5.Menon.P.K.K., History of Freedom Movement in Kerala.

Module	Unit	Content	Hrs
III	**British Occupation**		**16**
	1	Establishment of British Colonialism – Anglo – French Rivalry – The Travancore, Cochin and Malabarian Experience	
	2	Attingal Outbreak – Mysorean interlude – Result of Mysore interlude	
	3	Re-ordering of Agrarian Relations – Social Change – Administrative Changes – Transformation in Matriliny – Degeneration of Swaroopam – Impact of British Contacts	

Suggested readings specific to the module

1.K.M Panikkkar., Asia and Western dominance

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

3…… , Kerala History and its Makers

Module	Unit	Content	Hrs
IV	**Resistance Movements**		**16**
	1	Rebellion of the Padinjare Kovilakam Rajas	
	2	Pazhassi Revolt I (1793- 1797) –Pazhassi Revolt II (1800 – 1805)	
	3	Revolt of Veluthampi and Paliyat Achan – Attack on Cochin (1809) Kundara Proclamation – Kurichiya Revolt	
5	**Teacher Specific Module**		5
		➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Suggested readings specific to the module

1.Kurup. K.K.N., Keralathile Karshika Samarangal(Malayalam)

2.Kurup. K.K.N., Pazhassi Samarangal

3.Menon Padmanabha. K.P., Kochi Rajya Charithram

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

Core Suggested Readings

Kurup. K.K.N., Keralathile Karshika Samarangal(Malayalam)

Kurup. K.K.N., Pazhassi Samarangal

Menon Padmanabha. K.P., Kochi Rajya Charithram

Menon Sreedhara. A., A Survey of Kerala History

Menon.P.K.K., History of Freedom Movement in Kerala

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

Panikkar. K.M, History of Kerala

Raj P.K.S., Medieval Kerala

Varier Raghava and Rajan Giurukkal., Kerala Charithram

Varier Raghava . M.R., Madhyamika Keralam

Anandi. T.K.,Malabarile Janakeeya Samarathinte Penvazhikal

Archaeological Survey of India, Monuments of Kerala.

Balan. C (ed) Reflections on Malabar

Cheriyan. PP.J., New Perspectives on Kerala History

Ganesh. K. N., Kerala Samooha Padanangal

Ganesh. K. N., Keralathinte Innalekal

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

K.M Panikkkar., Asia and Western dominance

A. Sreedhara Menon., Survey of Kerala History

……, Kerala History and its Makers.

MAP STUDY

1. Major British Occupation centres in Kerala
2. Key centers of major Resistance Movements
3. Important *nadus* in Medieval Kerala

4. Kingdom's geographical extend and significant locations of events under Marthanda Varma.

Assessment Rubrics:

Evaluation Type	**Marks**
End Semester Evaluation	70
Continous Evaluation	30
a)Test Paper-1	
B) Test Paper -2	
C) Assignemnt	
d) Seminnar	
e) Book/Article Review	
f) Viva-Voce	
g) Exploration of Historical Landmarks	
Total	**100**

COURSE TITLE: DEVELOPMENT OF HISTORIOGRAPHY IN INDIA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	DSC	301-399	KU5DSCHIS302	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Summary: This paper helps the student to understand the history of history writing in India from the ancient period up to the present. It helps to evaluate the process of history writing in India and thereby develops a critical attitude among the students. By studying this paper the student will become capable of analyzing and evaluating any history book with a historical sense And it helps them to check the authenticity and veracity of a book.

Course Outcome5

CO	CO Statement	Cognitive Level	Evaluation Tools Used
CO1	To make the students familiar with history work of historians of different periods, from the ancient to the modern.	R	Instructor/ Conducted Exams
CO2	To familiarize historians of India and their method of writing.	U	Seminars
CO3	To recognize the importance of rereading of history works/historian.	An	Assignments
CO4	To develop a critical and analytical understanding of the process of history writing.	E	Book review
CO5	To evaluate the process of change in the subject matter of history, changes in methodology, introduction of new area of study/research, how the sources could be handled.	E	Debate
CO6	To understand the attitude of different historians towards the past and to evaluate their approaches.	Ap	Discussions/ Exams/ Presentations

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7

CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	
CO 6	✔			✔			

Course Content

Content for classroom transactionS

Module	Unit	Content	Hrs
I	**Historical traditions of Ancient and Medieval India**		**14**
	1	Historical consciousness of ancient and medieval India- Itihasa-Puriana tradition , Historicity of the Puranas- Charitas and Vamsavallis, Kalhana, Banabatta, Atula -Characteristics of ancient historiography	
	2	Sultanate histography, Court historiography, Ziauddin Barani	
	3	Mughal historiography, Abul Fazal- Characteristics of medieval historiography	

Essential Readings

1. E Sreedharan – A Textbook of Historyography (BC 500 – 2000)
2. B Sheik Ali – History: Its theory and method
3. Upinder Singh - A History of Ancient and Early Medieval India
4. R C Majumdar -Ancient India
5. FE Pargitor- Ancient Indian Historical Traditions

Module	Unit	Content	Hrs
II	**Colonial Historiography**		**16**
	1	Imperialist perception- Ethnography and philology, Robert Cardwell, William Jones, Indology Max Muller,	
	2	Evangelicals, Utilitarians-James Mill	
	3	Imperialist contributions in the field of archeology, epigraphy and numismatics	

Essential Readings

1. E Sreedharan – A Textbook of Historyography (BC 500 – 2000)
2. B Sheik Ali – History: Its theory and method
3. Upinder Singh - A History of Ancient and Early Medieval India
4. Minhaj-ul-Siraj- Tabaqat-i-Nasiri

Module	Unit	Content	Hrs
III	**Nationalist historiography**		**16**
	1	Critique of the colonial historiography- Dadabhai Narroji, R C Dutt	
	2	R G Bhandarkar, K P Jayaswal, J N Sarkar, R C Majumdar, K M Panikkar	
	3	South Indian historiography, K A Nilakanta Sastri, T V Mahalingam	

Essential Readings

1. E Sreedharan – A Textbook of Historyography (BC 500 – 2000)
2. B Sheik Ali – History: Its theory and method
3. Upinder Singh - A History of Ancient and Early Medieval India
4. Dr. Suman Siwach and Dr. Dharamveer Saini (Ed)– History and historiography of modern India
5. Sabyasachi Bhattacharya (Ed) – Approaches to History: Essays in Indian Historiography

Module	Unit	Content	Hrs
IV	**New Trends in Indian historiography**		**14**
	1	Subaltern Studies -Gender Studies	
	2	Environmental History - Climatic History -Dalit History, Tribal studies- History of the Marginalized	
	3	Local history writing	
5	**Teacher Specific Module**		5
		➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Essential Readings

1. Ranajit Guha - Subaltern Studies vols
2. Jyoti Prasad Saikia – Gender: Themes and Issues
3. Dr Sariita Kumar - Fundamentals of Environmental Studies
4. B R Ambedkar – Annihilation of Caste

5. Maguni Charan Behra – Tribal studies Emerging Perspectives from History Archeology and Ethanography

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE TITLE: TRANSFORMATIONS IN MODERN WORLD (from 1815 to 1945)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
5	DSC	300-399	KU5DSCHIS303	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description This course helps the students to understand the historical roots that shaped the modern world. The course would familiarise the students about the changes in the Modern World from the beginning of 19th century. It further bring forth the manifestation of national spirit in modern Europe and underline how it formed reactionary phenomena like imperialism and colonialism. This course would enable students to develop a critical understanding of First World War and subsequent developments led to totalitarian regimes. Students can develop a thorough understanding of Second World War and see how it changed the course of history after it.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To introduce the changes in the modern world in the beginning of 19th century	R	F	Instructor-created exams / Quiz
CO2	To explore the nature of nationalism in Europe in the 19th century.	An	C	Practical Assignment / Observation of Practical Skills
CO3	To understand the structure and dynamics of Imperialism	U	C	Seminar Presentation / Group Tutorial Work
CO4	To recognize and analyse the factors that led to the First World War	An	P	Instructor-created exams / Home Assignments
CO5	To develop a critical and analytical understanding of the developments during the inter-war period and see how it led to the Second World War	C	M	Instructor-created exams / Quiz
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content

Content for classroom transactions

I	**EUROPE IN THE 19th CENTURY**		**14**
	1	Nationalism and National States-Rise of Nationalism in Europe-Unification of Italy and Germany	
	2	Challenges to existing political order - Revolutions of 1848	
	3	Imperialism and Colonialism-Scramble for Africa and Asia	

Suggested readings specific to the module.

26. Arjun Dev and Indira Dev, *History of the World*, Orient Blackswan, 2009.
27. Stavrianos, *World Since 1500*, Prentice Hall, 1990.
28. R. R. Palmer, *History of the Modern World*, Knopf, 2002.
29. E. J Hobsbawm, *Age of Revolutions*, Vintage, 1962.
30. James Joll, *Europe Since1870*, Penguin, 1970
31. George Lefebvre, *Coming of the French Revolution*, Princeton, 2005.
32. Andrew Roberts, *Napoleon: A Life*
33. Brian E Vick, *The Congress of Vienna: Power and Politics after Napoleon*.

II	**First World War**		**16**
	1	First World War-Causes and Catalysts of War-Major Powers involved and their alliances- Outbreak of War and Initial strategies- Global dimensions of War	
	2	Impact of War-Post War developments-Paris Peace Conference	
	3	Russian Revolution- Emergence of USSR	

Suggested readings specific to the module

25. E. J Hobsbawm, *Nation and Nationalism*, Cambridge, 1991.
26. Anthony Wood, *Europe 1815 – 1945*, Longman, 1984
27. R.R. Palmer, *History of the Western World*, McGrow Hill, 1995.
28. J A Johnson,

29. Martin Walker, *The Cold War: A History.*
30. Thomas Pekenham, *The Scramble for Africa: Whiteman's Conquest of the Dark Conquest from 1876 to 1912.*
31. Jonathan Sperber, *The European Revolutions 1848-1851*
32. Vladimir Lenin, *Imperialism: The Highest Stage of Capitalism.*

III	**Europe during inter-war period**		**14**
	1	First international organisation- League of Nations	
	2	The Great Depression of 1929-33 and its impact on world	
	3	Emergence of Totalitarian ideologies and states- Fascism in Italy and Nazism in Germany	

- -

Suggested readings specific to the module

14. Hew Strachan, *The First World War.*
15. Margret MacMillan, *The War that Ended Peace: The Road to 1914.*
16. Sean McMeekin, *The Russian Revolution: A New History.*
17. E H Carr, *The Russian Revolution: From Lenin to Stalin, 1917-1929.*
18. Robert S McElvaine, *The Great Depression: America, 1929-1941.*
19. John Kennath Galbraith, *The Great Crash 1929.*
20. Amity Shlaes, *The Forgotten Man: A New History of the Great Depression.*
21. Benjamin Roth, *The Great Depression: A Diary*

IV	**SECOND WORLD WAR**		**16**
	1	Trends in Inter War years —Events leading to II World War-Course	
	2	Impact of II World War	
	3	Collapse of British Empire-new world order.	

5	**Teacher Specific Module**	5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Suggested readings specific to the module

14. Richard Overy, *The Interwar Crisis: 1919-1939.*
15. Hannah Arendt, *The Origin of Totalitarianism.*
16. Robert O Paxton, *The Anatomy of Fascism.*

17. Martin Blinkhorn, *Mussolini and Fascist Italy.*
18. Richard Bessel, *Fascist Italy and Nazi Germany: Comparisons and Contrasts*.
19. Richard J Evans, *The Third Reich Trilogy*
20. Ian Kershaw, *Hitler: A Biography*
21. Antony Beevor, *The Second World War.*

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

82. Andrew Roberts, *Napoleon the Great*

83. David G Chandler, *The Campaigns of Napoleon.*
84. Gregor Dallas, *1815: The Roads to Waterloo.*
85. C.M. Cipolla, *Fontana Economic History of Modern Europe*, Barnes and Noble, 1979.
86. Robert A McMahon, *The Cold War: A Very Short Introduction.*
87. Mike Rapport, *1848: The Year of Revolution.*

88. Dane Kennedy, *Colonialism: A Very Short Introduction.*
89. Frantz Fanon, *The Wretched of the Earth*
90. Barbara U Tuchman, *The Guns of August.*
91. G J Meyer, *A World Undone: The Story of the Great War, 1914 to 1918.*
92. Martin Gilbert, *The First World War: A Complete History.*
93. China Mieville, *October: The Story of the Russian Revolution.*
94. S A Smith, *The Russian Revolution: A Very Short Introduction.*
95. E H Carr, *The Bolshevik Revolution 1917-1923.*
96. Dietmar Rothermund (ed.), *The Global Impact of the Great Depression, 1929-1939*
97. Peter Temin (ed.), *The Great Depression and the World Economy 1929-1939.*
98. Michael D Richards, *Twentieth Century Europe: A Brief History.*
99. Martin Kitchen, *Europe Between the Wars.*
100. Benito Mussolini, *The Doctrine of Fascism.*
101. Kevin Passmore, *Fascism: A Very Short Introduction*.
102. John Pollard, *The Fascist Experience in Italy.*
103. Ian Kershaw, *The Nazi Dictatorship: Problems and Perspectives of Interpretation*.

104. Andrew Roberts, *The Storm of War: A New History of the Second World War.*
105. Martin Gilbert, *The Second World War: A Complete History*

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	

c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE TITLE: STATE AND SOCIETY IN INDIA (1206 -1757 AD)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	DSC	301-399	KU5DSCHIS304	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Summary: The course aims to familiarise the significant events and developments in the history of India with reference to the economic activities, social relations and institutions that existed in medieval India. This paper would enable the students to analysis and explain the formation of secular political values in India. The Course will explore how the aspects of the plurality of India evolved and developed as a blended culture and culminated in cultural synthesis. The course aims to analyse how the systems and institutions in medieval India worked as a linkage effect in subsequent centuries for the foundation of colonial modernity.The study of individual rulers and dynasty are avoided as they are taught in detail at school level.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To introduce the students to the diverse types of sources related with the Medieval period	R	F	Instructor-created exams / Quiz
CO2	To explore the various types of studies on Medieval Indian History	An	C	Practical Assignment / Observation of Practical Skills
CO3	This course will enable the learners to get a deeper understanding of significant events, changes and developments in the history of India during the medieval period	U	C	Seminar Presentation / Group Tutorial Work
CO4	To develop a broader perspective of change and continuity of systems and institutions of the period	An	P	Instructor-created exams / Home Assignments
CO5	To develop the skill of cognition and comparative analysis of various trends, linkages and evolution of plurality and aspects of cultural synthesis	C	M	Instructor-created exams / Quiz
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)				

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content

Content for Classroom Transactions

Module	Unit	Content	Hrs
I	**Sources and Historiography**		**14**
	1	Sources of Delhi Sultanate- Persian Tarikh tradition- vernacular Histories- Sources of Mughal period- Persian literacy culture- translations- court chronicles- Barani- Badauni-Alberuni- Amir Khusrau- Abul Fazal- Vernacular literary traditions	
	2	Memoirs and travelogues – Fernao Nuniz- Nicolo conti- Ibn Batuta- Abdu Rassaq- Domingo Paes	
	3	Historical writings - Jadunath Sarkar -Irfan Habib- Mohammed Habib- Sathish Chandra- - Shireen Moosvi- Athar Ali	

Suggested readings specific to the module.

1. Irfan Habib, The Agaraian systems of Mughal India 1556-1707 Oxford University Press, New Delhi,1999
2. Irfan Habib(edited) Medieval India-I Researches in the history of India 1200-1750 Oxford University Press, New Delhi,1992
3. Irfan Habib(edited) Akbar and his India, Oxford University Press, New Delhi,1992
4. Satish Chandra, History of Medieval India, orient Blackswan Private Limited, New Delhi,2007.
5. Satish Chandra, Medieval India from Sultanate to the Mughals- Mughal empire 1526-1748, published by Ashok Gosain and Ashish Gosain, 2009
6. M.Athar Ali, Mughal India Studies Polity, Ideas Society and Culture Oxford University Press, New Delhi,2006
7. Shireen Moozhvi, People, Taxation and Trade in Mughal India, Oxford University Press, New Delhi,2008
8. Jadunath Sarkar, Shivaji and his Times, Orient Longman Ltd, New Delhi,1973
9. J.L.Mehta, Advanced Study in the History of Medieval India the Mughal Empire Vol.II 1526-1707, Sterling Publishers Private Limited, New Delhi, 1981.
10. Mohammed Habib, Delhi Sultanate and his Times, Irfan Habib (Edited) Oxford University Press, New Delhi,2013.

Module	Unit	Content	Hrs
II	Sultanate Period		16
	1	Central Asian intrusion- Sultanate state and society- Concepts of state- Mameluk Sulthans- Ilthutmish- Balban- Khaljis and Tughalqs- Alaudin Khalji- Muhammed Bin Tughlaq- Firoz shah Tughlaq	
	2	Administrative reforms- Social structure- nobility- Iqta-Mukti system- trade and urbanisation-art-literature	
	3	Decline and disintegration of Delhi sultanate.	

Suggested readings specific to the module

1. Irfan Habib[ed],Medieval India1 Researches in the HiMuMstory of India 1200-1750,Oxford University Press,NewDelhi,1992.
2. Satish Chandra, Medieval India from Sultanate to the Mughals-Mughal Empire(1526-1748)
3. J.L.Mehta,Advanced Study in the History of Medieval India Volume 111 Medieval Indian Society and Culture,Sterling Publishers Pvt Ltd,NewDelhi,1990.
4. Satish Chandra,Essays on Medieval Indian History,Oxford University Press,2003.
5. Sailendra Nath Sen, A Textbook on Medieval Indian History, Primus books, New Delhi,2013.
6. R.C.Majumdar, H.C.Ray Chaudhuri, Kalikinkar Datta, Macmillan An Advanced History of India, Macmillan India Limited, Madras,1946

Module	Unit	Content	Hrs
III	**Mughal State and Society**		**14**
	1	Babar, Humayun, -Shershah- nature of Mughal State	
	2	Akbar-Din-I-Illahi-administration under Akbar-Manasabdari system-jagirdari-zamindari-art and architecture	
	3	Aurangzeb and decline of the Mughals	

Suggested readings specific to the module

1. R.C.Majumdar,H.C.Ray Chaudhuri,Kalikinkar Dutta,Macmillan An Advanced History of India, Macmillan India Limited ,Madras,1946.
2. Satish Chandra,Medieval India From Sultanate to the Mughals Mughal Empire 1526-1748,published by Ashok Gosain and Azzshish Gosain ,2009.
3. Muzaffar Alam, Sanjay Subrahmanyam(Ed.), The Mughal State 1526-1750, Oxford University Press, New Delhi,1998.
4. Shireen Moosvi, People, Taxation and Trade in Mughal India, Oxford University Press, New Delhi,2008.
5. Satish Chandra, History of Medieval India, Orient Blackswan Private Limited, New

Delhi,2007.
6. Irfan Habib, The Agraian System of Mughal India 1556-1707, Oxford University Press, New Delhi,1963.

Module	Unit	Content	Hrs
IV	**Regional Kingdoms**		**16**
	1	Nature and Concept of State-Vijayanagara-Krishnadevaraya-Nayankara system-administration-economy and trade-cultural expressions	
	2	Bahmani -Muhammed Gawan-society and political conditions	
	3	Rise of the Marathas-Sivaji-socio-economic and cultural contributions-disintegration of the Marathas	

5	**Teacher Specific Module**	5
	Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Suggested readings specific to the module

1. Satish Chandra, History of Medieval India, orient Blackswan Private Limited, New Delhi,2007.
2. K.A.Nilakanta Sastri, A History of South India From Pre-historic Times to the Fall of Vijayanagar, Oxford University Press, New Delhi,1955
3. J.L.Mehta, Advanced Study in the History of Medieval India The Mughal Empire Vol.II. 1526-1707, Sterling Publishers Private Limited, New Delhi,1981.
4. J.L.Mehta, Advanced Study in the History of Medieval India Vol.III. Medieval Indian Soceity and Culture, Sterling Publishers Private Limited, New Delhi,1990
5. Satish Chandra, Essays on Medieval Indian History, Oxford University Press, New Delhi,2003
6. Jadunath Sarkar, Shivaji and his Times- Orient Longman Limited, New

Delhi, 1973

7. Robert Sewell, Forgotten Empire, Published by J.Jetley for Asian Educational Services, London,1990

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

Irfan Habib, The Agaraian systems of Mughal India 1556-1707 Oxford University Press, New Delhi,1999

Irfan Habib(edited) Medieval India-I Researches in the history of India 1200-1750 Oxford University Press, New Delhi,1992

Irfan Habib(edited) Akbar and his India, Oxford University Press, New Delhi,1992

Satish Chandra, History of Medieval India, orient Blackswan Private Limited, New Delhi,2007.

Satish Chandra, Medieval India from Sultante to the Mughals- Mughal empire 1526-1748, published by Ashok Gosain and Ashish Gosain, 2009

M.Athar Ali, Mughal India Studies Polity, Ideas Society and Culture Oxford University Press, New Delhi,2006

Shireen Moozhvi, People, Taxation and Trade in Mughal India, Oxford University Press, New Delhi,2008

Jadunath Sarkar, Shivaji and his Times, Orient Longman Ltd, New Delhi,1973

J.L.Mehta, Advanced Study in the History of Medieval India the Mughal Empire Vol.II 1526-1707, Sterling Publishers Private Limited, New Delhi, 1981.

Mohammed Habib, Delhi Sultanate and his Times, Irfan Habib (Edited) Oxford University Press, New Delhi,2013.

Irfan Habib[ed],Medieval India1 Researches in the HiMuMstory of India 1200-1750,Oxford University Press,NewDelhi,1992.

Satish Chandra, Medieval India from Sultanate to the Mughals-Mughal Empire(1526-1748)

J.L.Mehta,Advanced Study in the History of Medieval India Volume 111 Medieval Indian Society and Culture,Sterling Publishers Pvt Ltd,NewDelhi,1990

Satish Chandra,Essays on Medieval Indian History,Oxford University Press,2003.

Sailendra Nath Sen, A Textbook on Medieval Indian History, Primus books, New Delhi,2013.

R.C.Majumdar, H.C.Ray Chaudhuri, Kalikinkar Datta, Macmillan An Advanced History of India, Macmillan India Limited, Madras,1946

R.C.Majumdar,H.C.Ray Chaudhuri,Kalikinkar Dutta,Macmillan An Advanced History of India, Macmillan India Limited ,Madras,1946

Satish Chandra,Medieval India From Sultanate to the Mughals Mughal Empire 1526-1748,published by Ashok Gosain and Azzshish Gosain ,2009

Muzaffar Alam, Sanjay Subrahmanyam(Ed.), The Mughal State 1526-1750, Oxford University Press, New Delhi,1998

Shireen Moosvi, People, Taxation and Trade in Mughal India, Oxford University Press, New Delhi,2008.

K.A.Nilakanta Sastri, A History of South India From Pre-historic Times to the Fall of Vijayanagar, Oxford University Press, New Delhi,1955

J.L.Mehta, Advanced Study in the History of Medieval India The Mughal Empire Vol.II. 1526-1707, Sterling Publishers Private Limited, New Delhi,1981.

J.L.Mehta, Advanced Study in the History of Medieval India Vol.III. Medieval Indian Soceity and Culture, Sterling Publishers Private Limited, New Delhi,1990

Satish Chandra, Essays on Medieval Indian History, Oxford University Press, New Delhi,2003

Jadunath Sarkar, Shivaji and his Times- Orient Longman Limited, New Delhi, 1973

Robert Sewell, Forgotten Empire, Published by J.Jetley for Asian Educational Services, London,1990

Firdos Anwar, Nobility under the Mughals(1628-1658),South Asia Institute,New Delhi branch,Heidelberg University,South Asian S tudies No:XXXV,Manohar Publishers,NewDelhi,2001

Hermann Kulke,The State in India 1000-1700,Oxford University Press,New Delhi,1997

Francois Bernier,Travels in the Mughal Empire AD1656-1668,S.Chand and Co(Pvt.)Ltd,Ram Nagar,New Delhi,1891

Mussafar Alam & Sanjay Subrahmaniam(Edited),The Mughal State 1526-1750,Oxford University Press, New Delhi,1998.

Stanley Lane Poole,Rulers of India Babar, S.Chand and Co, New Delhi,1964.

Mussafar Alam, The crisis of Empire in Mughal North India Awadh and the Punjab 1707-48, Oxford University Press, 1986.

Stanley Lane Poole, Rulers of India Aurangzeb, S.Chand and Co, New Delhi, 1964.

Jadunath Sarkar, House of Shivaji Studies and documents on Maratha History: Royal Period, Orient Longman Limited, New Delhi, 1940.

Jagadish Narayan Sarkar- IAD Oriental Series No.27, New Delhi, 2009.

John.F.Richards, The New Cambridge History of India The Mughal Empire, Cambridge University Press, New Delhi, 1993.

Jadunath Sarkar, Fall of the Mughal Empire, Orient Longman Limited, New Delhi, 1966.

S.Nurul Hasan, Religion, State and Society in Medieval India, edited and introduced by Satish Chandra, Oxford University Press, New Delhi,2005.

M,H.Rama Sharma, The History of the Vijayanagara Empire, The Last Phase, Decline and Disappearance, edited by M.H.Gopal, Popular Prakashan Private Limited, Bombay, 1980.

Douglas.E.Streusand, The Formatiin of the Mughal Empire, Oxford University Press, New Delhi, 1989

Harbans Mukhia, The Mughals of India, Blackwell Publishing, New Delhi, 2004

Shireen Moosvi,(edited) Episodes in the Life of Akbar, National Book Trust, New Delhi,1994

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE TITLE: COLONIAL CHANGES IN INDIA (1757-1857)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	DSC	300-399	KU5DSCHIS305	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: This course examine the profound impact of colonial rule on India. Trace the complex interactions between European powers and Indian society, analyzing economic exploitation, cultural transformation and political upheavels. Gain insights into resurgence movements, resistance movements, socio economic changes,and the eventual path to independence, shaping India's modern identity.

Course Prerequisites: Nil

Course Outcomes:

CO NO	Expected Outcome	Learning Domains
1	Critically evaluate the socio economic and political impacts of colonial rule on India by understanding of key events ,policies and repercussions.	U, E
2	Through comparative studies,learners will discern parallels and distinctions between various colonial regimes and understand imperial strategies .	An
3	Demonstrating proficiency in research , analysis, and interpretation by using primary and secondary sources to uncover diverse perspetives on colonial rule.	A ,An
4	Evaluate the socio reform movements in challenging social injustices, promoting equality,and its legacy in contemporary scenario.	U, E
5	The gradual growth of Nationalism in India,strategies ,tactics and leadership of pre rebellion movemnts and their impact on subsequent national movements	U and An

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content

Content for Classroom Transactions

Module	Unit	Content	Hrs
I	**European Colonization of India**		**14**
	1	East India Companies. English, French, Dutch, Danish companies and their major strong holds-Charter Acts-Regulating and Pitts India Act	
	2	Colonialism- Definition- History- Types- Stages of colonialism-its impact-Writings on Colonialism-R.P Dutt- RC Dutt- Bipan Chandra's view on Colonialism	
	3	Carnatic wars- causes- effects–impacts. Plassey- causes- –course- effects-significance Dual government and its result.-Buxar- cause- course- effects	

Essential Readings:-

1.A History of Colonial India1757to 1947, Himanshu Roy and Jawaid Alam(Ed),Routledge India,2021.

2.Essays on Colonialism, Bipan Chandra, Orient Blackswan, 1999.

3. India Today, Palme Dutt.R,Read Books, 2008.

4. The Carnatic Wars: The Struggle Between England and France for Supremacy in India, Edward J. Rapson, Didactic Press, 2014.

5. Carnatic Wars, Jesse Russel, Ronald Cohn,Book on Demand Ltd,2013.

6. From Plassey to Partition and after, A history of Modern India, Second Edition, Sekhar Bandyopadhyay, Orient Blackswan PVT LTD, 2014.

7. Plassey: The Battle that changed the course of Indian History, Sudeep Chakravarti, Aleph Book Company,2020.

Module	Unit	Content	Hrs
II	**Economic and Administrative Policies**		**16**
	1	Revenue Reforms-De industrialization- commercialisations-Its impact-	

	2	Military history-Anglo Marathas-Anglo Sikh- Anglo Mysore Wars	
	3	Subsidiary alliance – Doctrine of Lapse	

Essential Readings:

1.Indian Economy Under Early British Rule 1757-1857, (People's History of India 25),Irfan Habib, Aligarh Historians Society, 2022

2.The Economic History of India Vol 1&2,Romesh Dutt, Low Price Publications,1994.

3. An Economic History of India 1707-1857, 2nd Edition, Tirthankar Roy, Routlegde,2021.

4.Poverty and Un- British Rule in India,Dadabhai Naoroji,Heritage Publishers,2020.

5.Politics of the British Annexation of India 1757-1857,Michael H, Fisher,OUP India,1997.

Module	Unit	Content	Hrs
III	**Modern Education and Social Reforms in Indian society**		**14**
	1	Reforms of Traditional Education system-Macaulay's Minute-Woods Dispatch	
	2	Reformist movements- Brahma Samaj- Arya Samaj- Rama Krishna Mission-Theosophical society- Prarthana Samaj- Young Bengal Movement- Wahabi Movement-Aligarh Movement – Deoband Movement	
	3	Changes in Indian society	

Essential Readings:

1. History of Education in India under the Rule of the East India Company, B.D.Basu,Low Price publications PVT LTD, 2011.
2. Educatiion in India during British Period, Jagdish Chand,shipra publications, 2007.
3. Socio- Religious Reform Movements in British India1, Kenneth W. Jones, Cambridge University Press, 2006.
4. Social and Religious Reform Movements in Modern India, R.K. Pruthi,Arjun Publishing House,2014.
5. History of the Brahmo Samaj: Volume I Sibnath Sastri, Book on Demand Ltd.2013.
6. Sir Syed Ahmed Khan –Muslim Renaissance Man of India, A.R. Kidwai,Viva Books Originals, 2020.

Module	Unit	Content	Hrs
IV	**Resistance against British**		**16**
	1	Tribal and peasant movements-Revolt of deposed rulers	
	2	1857 Revolt- Nature- Cause –course- result-Leaders and major centres of revolt	
	3	Queen Victoria's proclamation- The act of 1858.	
5	**Teacher Specific Module**		5
		➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Essential Readings

1.The Indian Mutiny of 1857, G.B.Malleson,Rupa&Co,2016

2.India Before revolt of 1857: Modern Indian History,Nayak.M.K, 2021

3. Eighteen Fifty Seven, Surendra Nath sen, Publications Division, 1995.

4 Elementary Aspects of Peasant Insurgency in Colonial India,Ranajit Guha,Duke University Press,1983.

5.Rebellion 1857, a symposium, Puran Chandra Joshi,People's Publishing House, 1957.

6.The Sepoy Mutiny and The Revolt of 1857, R.C. Majumdar, L.G.Publishers Distributors,2021.

Map Study

1.Early European settlements in India.

2.Important centres of prior revolt of 1857.

3.Major sites of 1857 revolt.

4.Princely states annexed under the Doctrine of Lapse.

Suggested Readings

1.Inglorious Empire: What the British did to India,Shashi Tharoor,C.Hurst&Co,March 2017

2.Era of Darkness: The British Empire in India,Shashi Tharoor, GENRIC,2021

3. The East India Company, 1600-1857, Essays on Anglo- Indian connection, William A. Pettigrew and MaheshGopalan, Taylor&Francis, 2016.

4.Macaulay's Essay on Warren Hastings, Thomas Babington Maccaulay, Forgotten Books,2019.

5.Lord Clive: With Introduction and Notes, Thomas Babington Macaulay,forgotten books, 2018.

6. Women and social Reform in Modern India, Sumit Sarkar,Tanika Sarkar,Permenent Black,2011.

7. Social and Religious Reform, The Hindus of British India, Debates in Indian History and society, Amiya P.Sen (Ed), OUP India, 2005.

8.British Paramount and Indian Reanaissance(Vol.IX,X,XI), Bharathiya Vidya Bhavan series,1965.

8.Peasant struggles in India, A.R.Desai,(Ed), OUP, Delhi,1979.

Assessment Rubrics:

Evaluation Type	**Marks**
End Semester Evaluation	**70**
Continous Evaluation	**30**
a)Test paper-1	
b)Test Paper-2	
c) Assignment	
d) Seminar	
e)Book/article Review	
f)Viva-Voce	
g)Field Report	
Total	**100**

COURSE TITLE: SOCIO-POLITICAL AWAKENING IN MODERN KERALA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	**DSC**	300-399	KU6DSCHIS306	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: The course helps the students to understand the history of Kerala from the beginning of 19th century till the formation of Kerala state in 1956. This paper would give a basic knowledge about progressive elements and social forces that shaped the modern Kerala. The course provides a basic framework for the students to understand the historical roots of Kerala's social system and identify the various themes on which research in Kerala History could be undertaken.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	To introduce the students' various sources for the study of Kerala History and how they contribute to reconstruct the past and critically analyse the historical writings of the period.	U & An
2	To develop an understanding of Kerala's encounter with colonial modernity and the impacts of the colonial administrative system in Kerala.	An
3	To develop a deeper understanding of the problem of caste and the various forms of exploitations and the role played by various reformers in the making of modern Kerala	An
4	To assess the nature of political and anti-colonial movements in British Malabar and the princely States of Travancore and Cochin	E
5	To enhance the research skills of the students on various themes in modern Kerala History	A

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔			✔			
CO 2		✔			✔		
CO 3			✔				✔
CO 4			✔			✔	
CO 5	✔			✔			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**Sources and Historiography**	**14**
	1	**Sources**	
		a) Archaeological sources - coins, inscriptions, palaces	
		b) Granthavaris, Manuals - Malabar Manual, Travancore State Manual, Cochin State Manual	
	2	**Beginning of historical writings in 19th century Kerala**	
		Vaikathu Pachu Moothathu, Shangoonny Menon, K M Panikkar, Samuel Mateer, P Sundaram Pillai	

2		**Socio-economic and political developments in 19th Kerala**	**16**
	1	**A brief history of The Kingdom of Travancore**	
		a) Progressive rule of Gowri Lakshmi Bayi, Parvathy Bayi Swathi Thirunal, Sree Mulam Thirunal Rama Varma, Sethu Lakshmi Bai, Chithira Thirunal b) Tenurial Reforms in Travancore c) Plantation agriculture	
	2	**Malabar Under Madras Presidency**	

		a) Formation of Malabar district	
		b) British Land Revenue Policy in Malabar: changes in agrarian structure and tenurial system	
		c)Moplah revolts	
		d)Plantation economy in Colonial Malabar	
	3	**Social Changes**	
		a) abolition of slavery b) legislations in family and inheritance - Madras Marumakkathayam Act c) British reforms in the legal system	

3	**Colonial Modernity and Social Reforms**		**16**
	1	Missionary activities in Travancore, Cochin and Malabar	
		a) LMS – CMS - BEMS - Introduction of modern western education	
		b) Social Movements - Channar agitation – Mukkuti agitation- Kallumala agitation	
	2	Socio- religious Reformers and Movements	
		a) Chattampi Swamikal-Sree Narayana Guru and SNDP Yogam- Ayyankali and Sadhu Jana Pariapalana Sangham - Sahodaran Ayyappan and Sahodara Sangham - V T Bhattathirippad – Yogakshema Sabha - Poikayil Appachan and PRDS – Pandit Karuppan - Mannath Padmanabhan and Nair Service Society - Vakkom Moulavi	
		b) Movements for Temple Entry – Vaikom and Guruvayur Satyagraha -Temple Entry Proclamation	
		c)Women in socio-religious reform movement - Gosha Bahishkaranam -Antharjana Samajam - Parvathy Nenmenimangalam -Arya Pallam	

4	**Kerala and National Movement**		**14**
	1	**Growth of Political Activity and National Movement in Malabar**	
		a) All Kerala Political Conference 1921 b) Malabar Rebellion c) Civil Disobedience Movement – Payyannur Satyagraha d) Quit India agitation	

	2	**Early Political Movements in Travancore**	
		a) Malayali and Ezhava Memorials - Abstention Movement	
		b) Communism in Kerala - Peasant and Labour Movements – Kayyur, Punnapra Vayalar	
	3	**Women in freedom struggle**	
		a) Accamma Cherian - A.V. Kuttimalu Amma - Rosamma Punnoose- Annie Mascarene	

5	**Teacher Specific Module**	**5**
	Directions	
	1. Visit to sites of historical and cultural importance **2. Engaging students with short assignments** **3. PowerPoint presentations** **4. Book reviews and presentations on academic writings on the Kerala History**	5

Suggested readings specific to the module:

Module 1

A. Sreedhara Menon, A Survey of Kerala History, DC Books Kottayam, 2008.

Rajan Gurukkal & Raghava Varier, *History of Kerala :Prehistoric to the Present,* Hyderabad, 2018.

P. J.Cheriyan (ed.), *Perspectives on Kerala History*, Kerala Gazetteers Department, Trivandrum, 1999.

Module 2

G Arunima,*Here Comes Papa: Colonialism and. Transformation of Matriliny in Kerala, Malabar, C. 1850-1940,* Orient Longman, Delhi, 2003.

Margret Frenz, *From Contact to Conquest: Transition to British Rule in Malabar (1790- 1805),* Oxford University Press, Delhi, 2003.

Manu S Pillai, *The Ivory Throne: Chronicles Of The House Of Travancore*, Harper Collins, India, 2016.

P. J.Cheriyan (ed.), *Perspectives on Kerala History*, Kerala Gazetteers Department, Trivandrum, 1999.

P. Radhakrishnan, *Peasant struggles, Land Reforms and Social change in Malabar 1836-1982,* Sage Publications, London 1989

Robin Jeffrey, *Decline of Nair Dominance: Society and Politics in Travancore 1847- 1908*, South Asia Books, Columbia, 1994.

S. Ramanath Aiyar, *The Royal House of Travancore*, Trivandrum, 1904

V V Kunhikrishnan, *Tenancy Legislation in Malabar (1880-1970)*, Northern Book Center, New Delhi, 1993

Module 3

B. Sobhanan (ed), *A History of Christian Missionaries in South India*, Kerala Historical Society, Trivandrum, 1996.

P. Sanal Mohan, *Modernity of Slavery: Struggles Against Caste Inequality in Colonial Kerala*, Oxford University Press, New Delhi, 2015.

P. J.Cheriyan (ed.), *Perspectives on Kerala History*, Kerala Gazetteers Department, Trivandrum, 1999.

M.K. Sanu, Sree *Narayana Guru*, Kottayam, 1978.

Rajan Gurukkal & Raghava Varier, *History of Kerala: Prehistoric to the Present*, Hyderabad, 2018.

T.K.Ravindran, *Asan and social revolution in Kerala: A Study of his Assembly Speeches*, Kerala Historical Society, Trivandrum, 1972.

----------,*Vaikom Sathyagraha and Gandhi*, Sri Narayana Institute of Social and Cultural Development, Trichur, 1975.

Velayudhan Panikkasseri, *Ayyankali Muthal V.T. Vare* (Mal.), Kottayam, 2007.

Prof. S.Sivadasan (ed.), *Renaissance in Kerala: A Revisit*, Thiruvananthapuram, 2021.

Module 4

A K Pothuval, *Keralathile Karshaka Prasthanathinte Charithram*, Kerala Karshaka Sangham, Trichur 1962

K. Madhavan Nair, *Malabar Kalapam*, Calicut, 2002.

K K N Kurup, *Kayyur Riot, Calicut, 1978.*

K. N. Panikkar, *Against Lord and State: Religion and Peasant Uprising in Malabar (1836-1921)*, Delhi, 1989.

P. J.Cheriyan (ed.), *Perspectives on Kerala History*, Kerala Gazetteers Department, Trivandrum, 1999.

P.K. K. Menon, *The History of Freedom Movement in Kerala*, Vol. 1 & 2, Trivandrum, 1972.

S. Ramachandran Nair, Freedom Struggle in Colonial Kerala, Thiruvananthapuram

Suggested Readings:

1. Rajan Gurukkal & Raghava Varier, *History of Kerala: Prehistoric to the Present*, Hyderabad, 2018
2. P.K. K. Menon, *The History of Freedom Movement in Kerala*, Vol. 1 & 2, Trivandrum, 1972.
3. S.Ramachandran Nair, *Freedom Struggle in Colonial Kerala*, Thiruvananthapuram, 2004

4. A. Sreedhara Menon, *A Survey of Kerala History*, DC Books Kottayam, 2008.

5. Margret Frenz, *From Contact to Conquest: Transition to British Rule in Malabar (1790- 1805)*, Oxford University Press, Delhi, 2003

6. P. Sanal Mohan, *Modernity of Slavery: Struggles Against Caste Inequality in Colonial Kerala*, Oxford University Press, New Delhi, 2015.

7. Prof. S.Sivadasan (ed.), *Renaissance in Kerala: A Revisit*, Thiruvananthapuram, 2021.

8. B. Sobhanan (ed), *A History of Christian Missionaries in South India*, Kerala Historical Society, Trivandrum, 1996.

9. P. Radhakrishnan, *Peasant struggles, Land Reforms and Social change in Malabar 1836-1982*, Sage Publications, London 1989.

10. K. N. Panikkar, *Against Lord and State: Religion and Peasant Uprising in Malabar (1836-1921)*, Delhi, 1989.

11. A. Sreedhara Menon, *Kerala History and Its Makers*, S.Viswanathan Printers, Madras, 1990.

12. K K.N.Kurup , Modern Kerala, Delhi, 1988.

13. Manu S Pillai, The Ivory Throne: Chronicles of The House Of Travancore, Harper Collins, India, 2016.

14. P. J. Cheriyan (ed.), Perspectives on Kerala History, Kerala Gazetteers Department, Trivandrum, 1999
15. S. Ramachandran Nair, Social and Cultural History of Colonial Kerala, Thiruvananthapuram, 1999.
16. A. Sreedhara Menon, *Kerala and Freedom Struggle*, D.C. Books, 1997.
17. A. Sreedhara Menon, *Political History of Modern Kerala*, D.C. Books, 2019.
18. Robin Jeffrey, *Decline of Nair Dominance: Society and Politics in Travancore 1847- 1908*, South Asia Books, Columbia, 1994.

19. V V Kunhikrishnan, *Tenancy Legislation in Malabar (1880-1970)*, Northern Book Center, New Delhi, 1993.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	

c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		**100**

COURSE TITLE: RESEARCH IN HISTORY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	**DSC**	300-399	KU6DSCHIS307	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Summary: The Past remains constant, but the writings about the past change. The course entitled 'Method and Writing of History' is meant to familiarise the students about the method of research. Among the social sciences, history is the only discipline which adopts its own method of writing through the use of different sources such as Primary, secondary and tertiary. The course highlights the necessity of evolving a suitable strategy for the writing and documentation. Then course enables to students to analyse critically the source criticism and exposition of a historical fact with ethical and structured manner.

Course Outcomes

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

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content

Content for Classroom transactions

Module	**Unit**	**Content**	**Hrs**
I	**Introduction to research**		**14**
	1	Meaning and method of research- Quantitative and qualitative research	

	2	Inter disciplinary research-	
	3	Research methodology	
II	**Historical research**		**16**
	1	Selection of topic- Sypnosis- Hypothesis - Literature review	
	2	Sources- Primary and secondary	
	3	Digital sources	
III	**Source Criticism**		**14**
	1	Primary sources- Archival,archaeological,oral sources- memory as source	
	2	Criticism on sources- Heuristic	
	3	Hermeneutics	
IV	**Writing and documentation**		**16**
	1	Grouping of facts- Generalization and exposition	
	2	Ethics in historical research-Plagiarism	
	3	Footnotes, Bibliography, Glossary, Appendics, Index- style in History	
5	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course ➢ Initiate the writing og research project		

Essential Readings Specific to Module-1

Ali, Sheik, B, History Its Theory and Method, Laxmi Publications, New Delhi, 2019. *Black, Jeremy and Donald M. MacRaild, Studying History, Palgrave Macmillan, *New York, 2007. Bloch, Marc, The Historian's Craft, Manchester University Press, Glasgow, 2006.
*Burke, Peter (ed.), New Perspectives on Historical Writing, Polity Press, Cambridge, 2001.
*Carr, E. H. What is History, Penguin Books, England, 1990.
*Chandrashekhar, Y.K, Historical Research; Theory and Methods, Swasthik Publications, Delhi, 2012.
*Charlton, Thomas L., and Lois E. Myers, eds. Handbook of Oral History. G-Reference, Information and Interdisciplinary Subjects Ser., 2006. https://doi.org/10.1604/9780759102293.
*Claus, Peter and John Marriott, History An Introduction to Theory, Method and Practice, Routledge, NewYork, 2017.

*Dovring. Folke, History as A Social Science, An Essay on the Nature and Purpose of Historical Studies, Martinds Nijhoff, Netherlands, 1960.
*Feldherr, Andrew and Grant Hardy, The Oxford History of Historical Writing, Oxford University Press, New York, 2011.
*G Iggers, Georg and Q. Edward Wang, A Global History of Modern Historiography, Rutledge, New York,
2013.

Essential Readings Specific to Module-2

Ali, Sheik, B, History Its Theory and Method, Laxmi Publications, New Delhi, 2019. *Black, Jeremy and Donald M. MacRaild, Studying History, Palgrave Macmillan, *New York, 2007. Bloch, Marc, The Historian's Craft, Manchester University Press, Glasgow, 2006.
*Burke, Peter (ed.), New Perspectives on Historical Writing, Polity Press, Cambridge, 2001.
*Carr, E. H. What is History, Penguin Books, England, 1990.
*Chandrashekhar, Y.K, Historical Research; Theory and Methods, Swasthik Publications, Delhi, 2012.
*Charlton, Thomas L., and Lois E. Myers, eds. Handbook of Oral History. G-Reference, Information and Interdisciplinary Subjects Ser., 2006. https://doi.org/10.1604/9780759102293.
*Claus, Peter and John Marriott, History An Introduction to Theory, Method and Practice, Routledge, NewYork, 2017.

Essential Readings Specific to Module-3

*Carr, E. H. What is History, Penguin Books, England, 1990.
*Chandrashekhar, Y.K, Historical Research; Theory and Methods, Swasthik Publications, Delhi, 2012.
*Charlton, Thomas L., and Lois E. Myers, eds. Handbook of Oral History. G-Reference, Information and Interdisciplinary Subjects Ser., 2006. https://doi.org/10.1604/9780759102293.
*Claus, Peter and John Marriott, History An Introduction to Theory, Method and Practice, Routledge, NewYork, 2017.
*Dovring. Folke, History as A Social Science, An Essay on the Nature and Purpose of Historical Studies, Martinds Nijhoff, Netherlands, 1960.
*Feldherr, Andrew and Grant Hardy, The Oxford History of Historical Writing, Oxford University Press, New York, 2011.

Essential Readings Specific to Module-4

*Chandrashekhar, Y.K, Historical Research; Theory and Methods, Swasthik Publications, Delhi, 2012.
*Charlton, Thomas L., and Lois E. Myers, eds. Handbook of Oral History. G-Reference, Information and Interdisciplinary Subjects Ser., 2006. https://doi.org/10.1604/9780759102293.
*Claus, Peter and John Marriott, History An Introduction to Theory, Method and Practice, Routledge, NewYork, 2017.
*Dovring. Folke, History as A Social Science, An Essay on the Nature and Purpose of Historical Studies, Martinds Nijhoff, Netherlands, 1960.
*Feldherr, Andrew and Grant Hardy, The Oxford History of Historical Writing, Oxford University Press, New York, 2011.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE TITLE: EXPLORING THE CONTEMPORARY WORLD HISTORY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	**DSC**	300-399	KU6DSCHIS308	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Summary: This course helps the students to understand the political manifestations in the contemporary world. This course would enable students to develop a critical understanding of various issues in the contemporary world. The course would familiarise the students about the basic concepts in contemporary world politics. The course would integrate the theory and practice in world politics. Further, the course, would underline the harmonious link between the regional political issues with the global scale.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To introduce basic concepts in world history	R	F	Instructor-created exams / Quiz
CO2	To explore the functioning of various regional and international organisations.	An	C	Practical Assignment / Observation of Practical Skills
CO3	To understand the structure and forms of political developments in contemporary world	U	C	Seminar Presentation / Group Tutorial Work
CO4	To recognize and analyse the regional manifestations of political developments	An	P	Instructor-created exams / Home Assignments
CO5	To develop a critical and analytical understanding of various issues in the contemporary world.	C	M	Instructor-created exams / Quiz
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content

Content for Classroom Transactions

Module I: BASIC CONCEPTS:

Understanding contemporaneity- Decolonization-Neo colonialism- Globalization-Human rights-Technological Revolutions-Terrorism and Global security-environmental challenges-Bipolarity-Unipolarity-Multi polar world-Global Health Challenges-End of History-Clash of civilizations

Suggested readings specific to the module.

34. Agwani M.S., *Contemporary West Asia* (1995).
35. Calvorressi Peter : *World Politics Since 1945*
36. Fanon. F : *The Wretched of the Earth*
37. Hobsbawm. E.J : *The Age of Extremes*
38. Ketelby.C.D.M : *A History of the World in Modern Time*

Module II: POST WORLD WAR DEVELOPMENTS

Scars of the Second World War- UNO-conferences led to the formation of UNO- Structure of UNO-success and failures- Cold War-super powers in International Relations- Containment of Communism - Marshal Plan. Truman Doctrine – Military Alliances- NATO-SEATO- Baghdad Pact-Warsaw Pact-Cominform -Eastern Europe-End of Cold war - Emergence of Communist China - Korean war - Vietnam war - Cuban missile crisis - Decline of USSR and the end of Cold War.

Suggested readings specific to the module

33. Jussi M Hanhimaki, *The United Nations: A Very Short Introduction.*
34. Brian Urquhart, *The United Nations: Reality and Ideal.*
35. Eric Schaefer, *UNO: The Complete History and Strategy Guide*
36. Martin Walker, *The Cold War: A History.*
37. Robert A McMahon, *The Cold War: A Very Short Introduction.*

Unit III : REGIONAL ISSUES

Decolonization in Asia, Africa and Latin America- Apartheid and forces against the unity of African nations- South Africa-ANC-West Asian Crisis- Israel-Palestine question- The PLO-Israel agreement

of 1995 - Saddam Hussain in Iraq- Gulf Wars -Intervention of USA in Iraq - Fall of Saddam Hussain- Taliban in Afghanistan.

Suggested readings specific to the module

22. Frantz Fanon, *The Wretched of the Earth.*
23. Jan C Janson and Jurgen Osterhammel, *Decolonization: A Short History.*
24. Vijay Prashad, *The Darker Nations: A People's History of the Third World.*
25. Linda Tuhiwai Smith, *Decolonizing Methodologies: Research and Indigenous Peoples.*
26. Marc Lynch, *The New Arab-Wars: Uprisings and Anarchy in the Middle East*

Unit IV : ISSUES IN THE CONTEMPORARY WORLD

New International Economic Order- Post Cold War Era- Oil politics- Multi National Companies Towards a war free world- Disarmament conferences and treaties- - GATT, WTO – IMF- triumph of capital and agony of the developing countries-NAM-BRICS-G-7, G 20, Shanghai Cooperation Organization (SCO), European Union (EU), ASEAN-

Suggested readings specific to the module

22. H W Singer and S M Sharma, *The New International Economic Order: A Reappraisal.*
23. Mohammed Ayoob, *New International Economic Order.*
24. Paul Rogers, *The Nuclear Disarmament Debate: A Guide to the Issues.*
25. Michael E O'Hanlon, *The Future of Disarmament.*
26. S D Muni and Arijit Mazumdar, *Non-Aligned Movement: The Dynamics of the Intra-Block Cooperation.*

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

106. Agwani M.S., *Politics in the Gulf,* New Delhi, 1984.
107. Ahmad Talmiz, *Reform in the Arab World* (2005).
108. Antonio George, *The Arab Awakening*
109. Armajani Yayha, *Middle East: Past and Present*
110. . Binder Leonard, *The Ideological Revolution in the Middle East*.
111. Brown Laniel, *Rethinking Tradition in Modern Islamic Thought*.
112. Cleveland W.L., *A History of Modern Middle East*.
113. Cobban H., *Palestine Liberation Organization*
114. Esposito J.L. (Ed.), *The Oxford Encyclopedia of Modern Islamic World*.
115. Esposito John L., *Voices of Resurgent Islam.*
116. Fischer S.N., *A History of Middle East*
117. Fisher S.N., *Middle East: A History*

118. Hawrani Albert, *A History of the Arab People*, London, 1996.
119. Hiro Dilip, *Inside the Middle East*, London, 1982
120. . Lenczowiski George, *The Political Awakening in the Middle East*
121. . Leonard B., *The Study of the Middle East*
122. Lowis Bernard, *The Middle East the West*
123. MacDonald D., *Palestine and Israel*
124. Majeed Akhtar, *Encyclopaedia of West Asia.*
125. Raymond Aron : *Peace and War*
126. Smith Antony : *Nationalism*
127. Majeed Akhtar, *West Asia: An Introduction*
128. Peretz Don, *The Middle East Today*.
129. Said Edward, *The Question of Palestine*, London, 1978.
130. Sharabi Hisham, *Nationalism and Revolution in the Arab World*
131. Ania Loomba : *Colonialism/Post Colonialism*
132. Arrighi : *The Long 20th Century*
133. Breeher. M : *The New States of Asia*
134. Calvorressi Peter : *World Politics Since 1945*
135. Carr. E.H : *Between the Two World Wars*
136. Fanon. F : *The Wretched of the Earth*
137. John Lewis Gaddis, *The Cold War: A New History.*
138. Joseph Smith, *The Cold War: 1945-1991.*
139. Martin K Sattler, *The Cold War: Causes, Major Events, and Beyond.*
140. Yegor Gaider, *Collapse of an Empire: Lessons for Modern Russia.*
141. Serhii Plokhy. *The Last Empire: The Final Days of the Soviet Union.*
142. Fleming. D.F : *Cold war and Origins*
143. Hall G.D.H. : *A History of South-East Asia Halle*
144. . L.J : *The Cold War As History*
145. Hobsbaum. E.J : *The Age of Extremes*
146. Ketelby.C.D.M : *A History of the World in Modern Time*
147. Raymond Aron : *Peace and War*
148. Seaman. L.C : *From Vienna to Versailles*
149. s Smith Antony : *Nationalism*
150. Vinacke Harold. M : *A History of Far East in Modern Times*
151. Young Robert. J.C : *Post Colonialism*

152. Pierre Razoux, The Iran -Iraq War.

153. Ari Shavit, *My Promised Land: The Triumph and Tragedy of Israel.*

154. Rashid Khalidi, *The Iron Cage: The Story of the Palestinian Struggle for Statehood.*

155. Efraim Karsh and Inari Rautsi, *Saddam Hussein: A Political Biography.*

156. Ahmad Rashid, *Taliban: Militant Islam, Oil and Fundamentalism in Central Asia*.

157. Peter Marsden, *The Taliban: War, Religion and the New Order in Afghanistan.*

158. Inez Butler (ed.), *Non-Aligned Movement: History, Movement and Significant Achievements.*

159. T J Chandrachoodan, *BRICS and the New American Imperialism*.

160. Michal Lubina and Marcin Kaczmarski (ed.), *The Shanghai Cooperation Organization: A Multidisciplinary Exploration.*

161. Chris Bickerton, *The European Union: A Citizen's Guide.*

162. John McCormick, *The European Union: Politics and Policies*.

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE TITLE: INDIA-MAKING OF A NATION (1858-1947)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	DSC	300-399	KU6DSCHIS309	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: India is a nation in the making. This course aims to provide the students the knowledge on Indian National Movement from 1885 to 1947. It involves a detailed study of the complex historical context of the latter nineteenth century that led to the making of Indian nationalism and the early phase of Indian national movement. It starts with the development of 'middle class' nationalism in India, the birth of INC, the moderate phase of Indian national movement, its strategies and contributions. The further development of Indian National Movement in the 20th century, the influence of International Events on it and the changes in British Indian administration is also included. Development of mass national movement, the works of non-congress organisations and administrative reforms in the 20th century is also touched. The birth and development of communalism and its aftermath on Indian National Movement is also highlighted in this syllabus.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	**Understanding the rise and growth of Indian National Movement in its various Phases.**	U
2	**Understanding the important administrative reforms in the 20th century in British India.**	U
3	**Analysing the role and contributions of different sections of Indian People in Indian National Movement.**	An
4	**Identifying the role and contributions of nationalist leaders towards Indian National Movement.**	A
5	**Explaining the international events that affects the course of Indian National Movement.**	An

5	**Developing democratic sense: the course equips the students to develop a strong democratic sense.**	C
6	**Create a strong feeling against communal ideology and other anti-national elements.**	C
7	**Nurture a strong feeling of Nationalism and secularism among the students after assimilating the legacy of Indian National Movement.**	C

****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***

Mapping of Course Outcomes to PSO

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔			✔			
CO 2		✔			✔		
CO 3			✔				✔
CO 4			✔			✔	
CO 5	✔			✔			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	DESCRIPTION	HOURS
1	**Development of Nationalism in India.**	14
	Emergence of Nationalism – Formation of Indian National Movement –The Moderate Phase.	
	Partition of Bengal -the rise of extreme nationalism- Swadeshi Movement.	
	Appearance of Communal Feeling -Formation of Muslim League – Surat Split.	
	Minto – Morley reforms.	

2	**Towards Mass Movement**	16
	First World War and Indian National Movement – Ghadre Party	
	Home Rule Movement – Lucknow session of INC -Mahatma Gandhi and Early satyagrahas.	
	Mont ford reforms – Rowlat act – Jalian Walabagh	

3	**From Non-Co Operation to Civil Dis disobedience.**	14
	Khilafat Non – Cooperation Movement – Swarajist Party.	
	Revolutionary Movements from 1924 to 1931	
	Simon Commission – Nehru Report – Bardoli Satyagraha.	
	Civil Dis obedience Movement – Round Table Conferences – Poona Pact	
	Emergence of Trade Union Movements – Socialist Ideas- CSP – AIKS	

4	**Moving Towards Freedom.**	16
	Government of India act of 1935 – congress ministries.	
	National Movement and Second World War – Cripps Mission – Quit India Movement- Subhash Chandra Bose and INA	
	Rise and Growth of Communalism in India – Jinnah and Two Nation Theory	
	Post second world war developments – RIN Mutiny – Mount Battern Plan – Indian Independence	
5	**Teacher Specific Module**	5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Essential Readings Specific for Module-1

BipanChandra, *Modern India*

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

----------, *Nationalism and Colonialism in Modern India,* New Delhi.1966.

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

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

Sumit Sarkar, *Modern India 1885 – 1947,* Pearson India Education Services, 1982/2014.

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

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

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

Tara Chand, *History of Freedom Movement in India*

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

K N Panikkar, *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*, London: Anthem Press, 2002.

Amales Tripathi & Amitava Tripathi, *Indian national Congress and the struggle for freedom, 1885-1947,* New Delhi: Oxford University Press, 2014.

Essential Readings Specific for Module-2

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

Tara Chand, *History of Freedom Movement in India*

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

K N Panikkar, *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*, London: Anthem Press, 2002.

Amales Tripathi & Amitava Tripathi, *Indian national Congress and the struggle for freedom, 1885-1947,* New Delhi: Oxford University Press, 2014.

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

Essential Readings Specific for Module-3

BipanChandra, *Modern India*

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

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

Sumit Sarkar, *Modern India 1885 – 1947,* Pearson India Education Services, 1982/2014.

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

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

Essential Readings Specific for Module-4

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

Tara Chand, *History of Freedom Movement in India*

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

K N Panikkar, *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*, London: Anthem Press, 2002.
Amales Tripathi & Amitava Tripathi, *Indian national Congress and the struggle for freedom, 1885-1947*, New Delhi: Oxford University Press, 2014.
Shekhar Bandyopadyay, *From Plassey to Partition: A History of Modern India*

Suggested Readings:

R.P. Dutt, *India Today*
B.R. Nanda, *Mahatma Gandhi: A Biography*
Satyabrata Rai Chowdhury, *Leftist Movements in India: 1917-1947*
G.Aloysius, *Nationalism without a Nation in India*
Sanjay Joshi, *The Middle Class in Colonial India*
Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London: Verso, (1983) 2006.
Mehrotra, S R. *The Emergence of the Indian National Congress*, New Delhi: Rupa, 2004.
Sanjay Joshi (ed), *The Middle Class in Colonial India*, New Delhi: Oxford University Press.
Maulana Abulkalam Azad, *India Wins Freedom*, Bombay: Orient Blackswan, 1959/1988.
Sucheta Mahajan, *Independence and Partition: The Erosion of Colonial Power in India*, New Delhi: Sage, 2000.
Jawaharlal Nehru,.*An Autobiography*, New Delhi: Penguin, 1997.
Mahatma Gandhi, An Autobiography or *The story of My experiment with Truth*, Ahemedabad.

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		**100**

COURSE TITLE: INDIA SINCE INDEPENDENCE (1947 TO PRESENT)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	**DSC**	300-399	KU6DSCHIS310	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course outcomes:
CO1: Define the fundamental principles of Indian Constitution and its adherence to human rights and citizenship
CO2: Realise the values of multicultural society and engage in activities that guides to cultural harmony and national integration
CO3: Identify the cardinal principles of India's foreign policy
CO4: Realise the challenges of India as a nation and develop strategies and programs to overcome it.

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Module	**Unit**	**Content**	**Hrs**
I	**Independence and reconstruction challenges**		**16**
	1	Indian ministry- Constitution- Jawaharlal Nehru's vision- Planned mixed economy- Five year plans- Socialist pattern of society- Foreign policy - NAM-India and her neighbors	
	2	Formation of linguistic states- Education and cultural bodies- NCERT, UGC, ICSSR, ICCR,I CHR- Development of science and technology-Indian atomic energy commission, DRDO	
	3	Lal Bahadur Sastri-War with Pakistan(1965)-Tashkant agreement	
II	**Emerging issues- Reforms of Indira Gandhi**		**14**

	1	Nationalisation of banks,oil companies,general insurance,Greeen revolution-Cancellation of Privy purse-	
	2	Nuclear policy-Foreign policy- Indo-Pak war 1971 - Shimla agreement- JP movement- Emergency separatist tendencies - Kashmir,Punjab,Assam,	
	3	movements of the marginalised women, Dalit & tribal issues- Environmental issues - Chipko movement- Narmada bachao Andolan	
III	**Regional identities and political realignment**		**16**
	1	Regional parties-DMK,Akali Dal - Telugu desam-	
	2	Politics of populism- Janata govt under Morarji Desai- Second term of Indira Gandhi-	
	3	Vision of Rajiv gandhi-Technology mission-Realignment of political forces- V.P Singh Mandal commission	
IV	**India in the age of Liberalisation**		**14**
	1	Narasimha Rao and A.B Vajpeyee period- Liberalization,Privatization and Globalization- Impact on Indian economy	
	2	Rise of Fundamentalism- Challenges to Indian democracy- Kargil war 1999	
	3	Scientific progress- Economic development	
5	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

Essential Readings

*A.R. Desai, Rural Sociology in India, Popular Prakashan, Bombay, 1969.
*AchinVinaik and Rajeev Bhargava, Understanding Contemporary India: Critical Perspective, Orient Blackswan, 2010.
*Alice Thorner and Sujata Patel, Bombay, Mosaic of Modern Culture, Oxford University Press, 1995.
*AmartyaSen, The Argumentative Indian: Writings on Indian History, Culture and
*Appadurai, Domestic Roots of India's Foreign Policy, 1947-1972. New Delhi: Oxford University Press, 1979.

*BalrajPuri, Kashmir: Insurgency and After, Orient Longman, 2008.
*Bates, Crispin, and SubhoBasu, The Politics of Modern India since Independence, *Routledge/Edinburgh South Asian Studies Series, 2011.
*BimalJalan, ed., The Indian Economy: Problems and Prospects, New Delhi, 1989.
*Bipan Chandra, Essays on Contemporary India, Har-Anand Publication, New
*Bipan Chandra, et al (ed) India after Independence, New Delhi: Penguin Books, 1999
*Bipan Chandra, Mridula Mukherjee and Aditya Mukherjee, India Since Independence, Penguin Books, New Delhi, 2008.
*Christophe andAnilPratinav, India's First Dictatorship: The Emergency, 1975-1977, Harper Collins, 2021.
*David Ludden, ed., Contesting the Nation, University of Pennsylvania Press, Philadelphia, 1996.
*Dhankar. N, Education in Emerging Indian Society, APH Publishing Corporation, New Delhi, 2010.
*Durga Das Basu- Introduction to the Constitution of India, LexisNexis, New Delhi, 2015.
*Engineer, Asghar Ali, Communal Riots in Post-Independence India, Sarigam Books, Hyderabad, 1984.
*Francis R. Frankel, India's Political Economy 1947-77, Oxford University Press, New Delhi, 1978.
*Jawaharlal Nehru, Glimpses of World History, Penguin India, 2004.
*Jawaharlal Nehru, The Discovery of India, Penguin India, 2008.
*Joseph Stiglitz, Globalization and Its Discontents- Penguin Books, UK, 2002.

*JoyaChatterji, The Spoils of Partition: Bengal and India, 1947- 67, Cambridge: Cambridge University Press, 2007.
*K.N. Panikkar, The Concerned Indian's Guide to Communalism, Penguin Books, New Delhi, 2003.
*Kapila, Uma, Indian Economy Since Independence, Academic Foundation, 2009.
*KuldipNayar, India After Nehru, Vikas Publishing House, New Delhi, 2000.
*KuldipNayar, Emergency Retold, Konark Publishers, 2013.
*McCartney, Matthew, India The Political Economy of Growth, Stagnation and the State, 1951-2007, 2009.
*Mushirul Hasan, Legacy of A Divided Nation: India's Muslims From Independence to Ayodhya, Routledge, 2019.
*Naomi Klein- No Logo: No Space, No Choice, No Jobs, Fourth Estate, 10 Anniversary edition, 2010
*NeeraChanhoke and Praveen Priyadarshi, eds, Contemporary India: Economy, Society, Politics, Pearson, New Delhi, 2009.
*ParthaChatterjee, Wages of freedom Fifty Years of the Indian Nation-state, Oxford University Press, 1998.
*Paul R. Brass, The Politics of India Since Independence, Cambridge University New Delhi, 1992. Press,
*Rajni Kothari, Politics in India, New Delhi: Orient Longman, 1970.
*RamchandraGuha, India After Gandhi: The History of the World's Largest Democracy, Picador, New Delhi, 2008.
*Sambaiah Gundimeda, Dalit Politics in Contemporary India, Routledge, 2016.
*ShashiTharoor, India from Midnight to the Millennium, Aracade Publishing, New Delhi.
*SudiptaKaviraj, ed., Politics in India, Oxford University Press, 1997.
*Sunil Khilnani, The Idea of India, Penguin Books, New Delhi, 2004.
*T.V. Sathyamurthy, ed., Region, Religion, Caste, Gender and Culture in Contemporary India, Oxford University Press, 1996.

*TanikaSarkar, Hindu Wife, Hindu Nation: Community, Religion and Cultural Nationalism, Hurst and Co., London, 2001.
*Vinita Damodaran and Maya Unnithan, Post-Colonial India History Politics and Culture, Manohar, 2000...

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		**100**

COURSE TITLE": SELECTED **THEMES AND ISSUES IN WORLD HISTORY**

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	DSC	401-499	KU7DSCHIS401	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: Themes and Issues in World History is a course that challenges students to think critically about the complexities and challenges of our shared human experience. By exploring key issues in global history, students gain insights into the factors that have shaped societies and civilizations over time. Ultimately, this course prepares students to engage thoughtfully with the world around them and to make informed decisions as global citizens.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1.	Students will gain a comprehensive understanding of the major events, movements, and themes of the 20th-century world history.	U
2.	Understand the impact of major historical events on the present-day world	E
3.	Analyze the role of power, politics, and culture in shaping historical events	An
4.	Evaluate different perspectives on controversial historical topics	E
5.	Develop critical thinking skills through the examination of primary and secondary sources	A

****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			
CO6		✓			✓		

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1	**Themes and Issues in the 19th Century**		**14**
	1	Colonialism -meaning, definitions- Important writings on Colonialism	
	2	Economic Revolutions and changes- Industrial revolution- capital accumulation- capitalist expansion- impact	
	3	The Agrarian Revolution- The agricultural capitalism	

2	**New trends and Ideas:.**		**16**
	1	Utilitarianism- Laissez-faire	
	2	Socialism and Communism	
	3	Chartism and working class movements in Europe in the 19th and 20th centuries	
3	**Colonialism and Decolonization**		**14**
	1	European Imperialism- Subsequent Struggles for Independence -The Impact of Colonial Rule	

	2	The Emergence of New States- Asia, Africa, and the Middle East	
4	**Civil Rights Movements and Technological Advancements**		**16**
	1	African American Civil Rights Movement	
	2	The Struggle for Women's Rights	
	3	Advancements in Technology in the 20th Century -Invention of automobile to the development internet- new medias- impact upon society, culture, and economy	

5	Teacher Specific Module Classroom Activity: Analyzing Primary Sources	**5**
	Directions	
	To engage students in exploring the issues in world history II: A valuable classroom activity would be to analyze primary sources from this period. Divide students into groups Provide them with documents such as letters, newspaper articles, speeches, or photographs from the Industrial Revolution, imperialism, world wars, or totalitarian regimes. Encourage students to critically examine the primary sources, consider the perspectives of the individuals involved, and reflect on the social, political, and cultural implications of the events discussed.	5

Essential Readings:

7. Benns F. Lee: Europe Since 1914
8. Carr E.H., International Relations between the two World Wars.
9. Corwall R.D.: World History in 20th Century, Longman, London, 1976.
10. Dev Arjun and Indira Dev, History of the World, Orient Black Swan, Delhi,2009.
11. Gaddis John Lewis (1972) The United States and the Origins of the Cold War, 1941- 1947 Columbia University Press
12. Gooch V.P., History of Modern Europe.
13. Grant and Temperley, Europe in the 19th and 20 centuries.
14. Grosvenor, Edwin A Contemporary History of the World New York and Boston T.Y Crowell & Co. 1899
15. Hazen, Modern Europe

Suggested Readings:

5. Kennedy, Paul The Rise and Fall of the Great powers Economic Change and Military Conflict from 1500-2000 (1987), stress on economic and military factors
6. Ketelbey, C.D.M A history of Modern Times
7. Osterhammel, Jurgen: The transformation of the world: A Global History of the nineteenth Century (2015)
8. Porter, Andrew Ed.: The Oxford History of the British Empire Volume III: The Nineteenth century (2001)

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		**100**

COURSE TITLE: SELECTED THEMES AND ISSUES IN INDIAN HISTORY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	**DSC**	400-499	KU7DSCHIS402	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: The course familiarize the students with different themes and issues related with Indian History from early period to modern period. It helps for getting a comprehensive understanding of the different areas of Indian History. Scholarly opinions on different issues and themes will help students for making an analytical study on Indian History This course provides an analytical study of the different issues related with Indian History.. It introduces students to a thematic study of the main aspects of Indian History.

Course Outcomes

No.	**Upon completion of the course the graduate will be able to**	**Cognitive Level**
1	Understand the important themes and Issues in Indian History	Un
2	To develop the critical understanding of various debates and themes related to Indian History	An
3	To aware about the different perceptions and perspectives in Indian historical writings related to important themes and debates	K
4	Critically evaluate the different approaches of various debates.	E
5	Explain students perception on important themes and debates in Indian history	C

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content
Content for Classroom Transactions

I	**The Aryan Debate**		**12**
	1	The Aryan Problem- original abode and migration theories -The term "Aryan' language or race'	14
	2	The Aryan Invasion Theory- for and against-Archeological , Linguistic and genetic Evidence for the *Aryans*- --The Aryans and the Harappans - - Aryans and Dravidians	
	3	Arguments of Trautman, R S Sharma, Colin Renfrew, Romila Thapar,J P Mallory, George Erdoss	
II	**Debate on Indian Feudalism**		**16**
	1	Early Theories on Pre-Modern India-Village Community and the Asiatic Mode of Production-Hydraulic state – Karl Wittfogel-concept of feudalism in Indian context- land ownership, land grants	
	2	Indian Feudalism'- Theories of D.D.Kosambi and R.S.Sharma- , B.N.S.Yadava, D.N.Jha and others	
	3	Criticisms of Indian feudalism theories- D.C.Sarkar, Harbans Mukhia, -B.D.Chattopadhyaya, Ranabir Chakravarti	
III	**Debate on nature of state in Medieval India**		**14**
	1	State under the Sultanate- structure, functions, State under the Mughals-structure, functions -Arguments for Theocratic state - Jizia-pilgrim tax, forcible conversion, relationship with caliph- Arguments for non- religious and secular state , context of collection of - offer of offices to non- Muslims, relationship with regional kingdoms	
	2	W. H. Moreland -, Agrarian System of Moslem India Religion, State, and Society in Medieval India: Collected Works of S. Nurul Hasan Stephen Blake,M. Athar Ali,Dr. I. H. Qureshi Douglas Streusand John F. Richards Herman Kulke- The State in India, 1000-1700deas and Institutions in Medieval India–Radhika Seshan Satish Chandra, Medieval India: From Sultanat to the Mughals	
IV	**Debate on Indian Partition**		**16**
	1	Role of the British - Role of the Muslim League- - Role of Congress	
	2	Views of B. R. Ambedkar , , Jawaharlal Nehru, Rajendra Prasad, G.D. Khosla, Rammanohar Lohia, Maulana Azad,	

		Theories on Partition	
5	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

Essential Readings

1.Aloka Parashar, Subordination and Marginal Groups in Early India, OUP, N.Delhi

2. Edwin Bryant, The Quest for the Origins of Vedic Culture: The Indo-Aryan Migration Debate, OUP, India
3. Edwin Bryant, Laurie L. Patton, The Indo-Aryan Controversy: Evidence and Inference in Indian History, OUP, N. Delhi
4. Gregory L. Possehl The Indus Civilization: A Contemporary Perspective
5. Jonathan Mark Kenoyer Ancient Cities of the Indus Valley Civilization Paperback – 21 September 1998
6. Marshall P. J. The Eighteenth Century in Indian History : Evolution or Revolution? OUP, N. Delhi.
7. Muzaffar Alam and Sanjay Subramanyam, The Mughal State, 1526-1750, OUP, N. Delhi
8. Richard Eton, India's Islamic Tradition, OUP, N. Delhi
9. Thomas Trautmann, The Aryan Debate , OUP, N. Delhi

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE TITLE: SELECTED THEMES AND ISSUES IN KERALA HISTORY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	DSC	400-499	KU7DSCHIS403	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: The course is intended to provide a summative account of the contemporary history of Kerala. It explores the formation of the first ministry, its deliberations, reforms, and dismissal. It traces the political experiments, constitutional developments, and economic changes. It portrays new socialmovements and their profound influence on Kerala society. Recent issues and challenges help to create an awareness to tackle the present scenario

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understand the geographical location of Kerala	U
2	Analysing the factors for the orgin of the concept of Malayali identity	An
3	Evaluate the impact of modern Governmental reforms on Kerala society	E
4	Criticaaly understand the various arguments on the political formations of modern Kerala	An
5	Able to understand the contemporary problems faced by Kerala society	A & C

****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔			✔			
CO 2		✔			✔		
CO 3			✔				✔
CO 4			✔			✔	
CO 5	✔			✔			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1	**Introduction: how to define *' Malayali '***		**14**
	1	An outline of Geographical history of Kerala	
	2	Formation of the Malayali identity	
	3	Development of Malayali identity	

2	**State formation in Kerala**		**16**
	1	Debate on State formation in Kerala	
	2	Early political formations to the Modern State	
	3	Debates ion the formation of modern state of Kerala	

3	**Some other issues and themes**		**14**
	1	Tribal , Women and Issues of the Marginalized – nature of movements for the empowerment of tribal. Women and marginalised	
	2	Religion, Caste and Renaissance- relevance of new social movements	
	3	Debates over Land Reforms-Gainers and Losers	

4	**A discussion on Kerala model**		**16**
	1	Concept of Development-A reappraisal- various perspectives	
	2	Concept of Kerala Model and Development- It's Features	
	3	Criticism of Kerala Model of Development	

5	**Teacher Specific Module**	**5**
	Directions	
	Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	5

Essential Readings:

Suggested Readings:

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	**70**

Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		**100**

SELECTED THEMES AND ISSUES IN SOUTH INDIAN HISTORY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	**DSC**	400-499	KU7DSCHIS404	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Summary: This course helps to understand the themes and issues related with ealry South Indian History. It also explores the political structures, societal norms, religious practices, and cultural achievements of early South India. This course enhances the knowledge of the students about the political, social, economic, art, literature of south India in the pre-modern period.

Course Outcomes:

No.	**Upon completion of the course the graduate will be able to**	**Cognitive Level**
CO-1	Identify the different type of sources for the History of SouthIndia	An
CO-2	Analyse South Indian Polity in the pre-modern period	An
CO-3	Examine features of socio-economic Transformation in South India.	An
CO-4	Evaluate the contribution pre-modern South Indian in the field of art, architecture and literature	E
CO-5	Understand the Religious Traditions of Early SouthIndia	U

R-Remember, U-Understand, Ap-Apply, An-Analyse, E-Evaluate, C-Create

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		

CO4			✔				✔
CO5			✔			✔	

Course Content

Content for classroom transactions

Module	Unit	Content	Hrs
II	**Sources and South Indian Historiography**		**14**
	1	Literary sources- Tamil Anthologies- archaeological- Megaliths- inscriptions, coins- foreign accounts- travelogues	
	2	Interpretations on South Indian History- S Krishna Swamy Iyyenkar, Neelakanda Sastri- TV Mahalinkam, BA Saletore- Burton Stein, Noborou Karashima, Chempakalakshmi and others	
	3	Geographical features of South India	
II	**Debates on the Tamil anthologies**		**16**
	1	Early Tamil works- structure	
	2	debates on existence of Sangam- etymology, chronology, debate on power structure	
	3	Society, culture during the age of Tamil Anthologies	
III	**Debates on nature of South Indian States**		**14**
	1	Soth Indian States-Chola, Chera, Pandya	
	2	Debates on nature of polity- Centralisation theory- Segmentary State theory- integrated polity- different opinions	
IV	**Nature of Economy and Society in South India**		**16**
	1	Expansion of plough agriculture – rise of non-cultivating intermediaries	
	2	Migrations and settlement – infiltration of ideas and institutions – contradiction in economy and society	
	3	The Kalabhra problem	

5	**Teacher Specific Module**	5

	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Essential Readings

1. Stein, Burton (1960). *Economic functions of a Medieval South Indian temple.* Journalof Asian Studies.
2. Rao, B. K. Gururaja (1972). *Megalithic Culture in South India.* University ofMysore.
3. C. Meenakshi (1977). *Administration and social life under the Pallavas,* Madras:University of Madras.
4. Pillai, K. K. (2008). *A Social History of the Tamils*, Chennai: MJP Publishers.
5. S. Krishnasamy, Aiyangar (2018). *Beginnings of South Indian History*, CBHPublications.
6. Gurukkal, Rajan (2010). *Social Formations of Early South India*, New Delhi: OxfordUniversity Press.
7. Sastri, K. A. N. (1975). *A History of South India*, New Delhi: Oxford UniversityPress.
8. Karashima, Noboru (2009). *South Indian Society in Transition-Ancient to Medieval.* New Delhi: Oxford University Press.
9. Karashima, Noboru (2014). *A Concise History of South India – Issues andInterpretations.* New Delhi: Oxford University Press.
10. Karashima, Noboru (2001). *South Indian History and Society.* India: OxfordUniversity Press.
11. Iyengar, Srinivasa P.T. (2001). *History of the Tamils: From the Earliest Times to 600 A.D.* Delhi: Asian Educational Services.
12. Sastri, Ramaswami (2002). *History of the Tamils: The People, Their History andCulture*, New Delhi: Cosmo Publications.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	**70**
Continuous Evaluation	**30**
a) Test Paper- 1	

b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE TITLE: POSTMODERN TRENDS IN HISTORICAL WRITING

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	**DSC**	400-499	KU7DSCHIS405	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Summary: Students taking this course will get a knowledge to some of the most important works, arguments,and conflicts related to contemporary and postmodern culture. The focus of the course is the rise of postmodernist culture in 1960's and examining its similarities and differences from modernist society. Through the study of postmodernist texts it looks at how contemporary and postmodern society has changed our perceptions of time, space, and history. Students will also discuss currentuses of the term 'postmodern and challenges to postmodern ideas since the 1990s.

After successful completion of this course students should be able to:

CO1: Examine modernism and postmodernism in relation to one another critically.

CO2: Analyse and comment critically on a variety of modernist and postmodernist theoretical discussions.

CO3: Acquaint with the terms and classifications needed to comprehend the modern social context

CO4: Review some works of the post-structural and postmodern thinkers

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content

Content for Classroom transactions

Module	**Unit**	**Content**	**Hrs**

I	**Theorizing Modern World**		**14**
	1	Approaches and varieties to History; World systems Theory – Immanuel Wallenstein Global perceptions	
	2	History and Classical Social theory - History of Mentalities and Emotions - The History of everyday life	
	3	Historical Anthropology - New Historicism- New Social History - Cultural History – Gender Studies- Jurgen Habermas	
II	**Structuralism and Post structuralism**		**16**
		Basics of Historical theory and methods: Eurocentric's and critique of modernity	
		Structuralist critics and Linguistic Turn - Louis Althusser and Structural Marxism- Ferdinand Sassure- Levi- Strauss - Pierre Bourdieu	
		Post Structuralism and Deconstructive Criticism; Jacques Derrida - Roland Barthes- Michel Foucault - Hayden White - Gilles Deleuze and Felix Guttari	
III	**Postmodernism**		**14**
	1	From Modern to Postmodern - What is Postmodernism	
	2	Celebration of heterogeneity, relativismFragmentation	
	3	Postmodern criticism; Jean Francois Lyotard - Hayden White, Keith Jenkins- Jean Baudrillard - Daniel Bell	
IV	**Post Colonialism**		**16**
	1	Post Colonialism; Postcolonial thought	
	2	Edward Said- Frantz Fanon- Gayatri ChakravortySpivak- Homi K.Bhabha	
5	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

References

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Aram Veeser, The New Historicism, Routledge, 2016.

Alex Callinicos, Making History, Agency, Structure, and Change in Social Theory, Brill, London.

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Anthony Giddens. 1977. Central Problems in Social Theory, Hutchinson. London.

Antonio Gramsci. 1996. Prison Notebooks. Columbia University Press.

Arthur Marwick. The New Nature of History, Oxford University Press.

Aram Veeser, The New Historicism, Routledge, 2016.

Aron V Cicourel, ed., Advances in Social Theory and Metodology,Routledge, 2014

Bhaba, H, Location of Culture, London : Routledge, 1994.

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Burk, Peter. (1990). The French Historical Revolution: The Annales School 1929-1989, U.K., Polity Press.

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. Collingwood, R.G.The Idea of History, London, Oxford, pp. 50-120, 1977

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Paul, London, 1981.

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Derrida, Jacques, Of Grammatology, Trans. Gayatri Chakravorty Spivak, Baltimore: John Hopkins University Press, 1975.

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Easthope, Antony and Mc Gowan, Kate (Eds.), A Critical and Cultural Theory Reader, Buckingham: Open University Press, 1999.

Edward Said. 2001.Orientalism. New Delhi: Penguin India.

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Hayden White, Metahistory: The Historical Imagination in Nineteenth Century Europe, John Hopkins University Press.

Marwick Arthur, The New Nature of History: Knowledge, Evidence,Language. (Houndmills: Palgrave, 2001).

Munslow, A, Deconstructing History.

Hoy, David Couzens. (1986). Foucault: A critical Reader, Blackwell, Oxford.

Jean-Francois Lyotard. 1986. The Postmodern Condition: A Report on Knowledge.Manchester University Press.

Joyce, Patrick. (1991). "History and Postmodernism", Past and Present, Vol. 133, No. 1, PP. 204-209.

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J. Habermas, The Theory of Communicative Action 2 vols. Heinemann, London.

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Nancy Partner and Sarah R I Foot, The Sage Hand book of Historical theory, Sage,2013

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Peter Barry, Beginning Theory:An Introduction to Literaryand Cultural Theory

Pierre Bourdieu. 1977.Outline of a Theory of Practice, Cambridge: CUP

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Young, Robert J.C. Postcolonialism: An Historical Introduction, Oxford UniversityPress, 2001

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

Methods and Practices of Local History Writing

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	**DSC**	400-499	KU8DSCHIS406	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course description: This course gives an outline on the method and practices of writing local history. Students get acquainted with different areas of local history. Course gives a detailed description on the origin and growth of local history in different parts of the world and especially in India. The course also gives attention to familiarise the students with different writings that paved the way for the development of local history. This course also speaks on the different sources and techniques of local history writing.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understanding about local history and global history	U
2	Remembering the contributions of British in the writing of local history	R
3	Analyses the contributions of Kerala historians in the writing of local history	An
4	Evaluate the different sources for writing local history	E
5	Conduct research on local history	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔

CO5			✔			✔	

Course Content

Content for Classroom transactions

Module	Unit	Content	Hrs
I	**Meaning of Local History**		**14**
	1	Global history- concept of Local history-	
	2	Meaning- different approaches – social history	
	3	Origin and development of local history writing	
II	**Development of Local History Writing in India**		**16**
		British writing of manuals, surveys and reports- study on Indian villages- Thomas Munro, Mark Wilks, Henry Maine	
		Regional / local history in Nationalist historiography	
		Gandhian Gram swaraj	
III	**Developments in Kerala**		**16**
	1	Manuals by British- works of Christian missionaries- Herman Gundert	
	2	Shangunny Menon - Padmanabha Menon- Travancore Archaeological series, Kerala Society papers- studies on Mosshakavamsakavya- KV Subrahmnya Iyyer, MGS Narayanan	
	3	Study of place names- VVK Valath - Rajendran Vilakkudi- recent trends- KN Ganesh,MR Ragha Varier, MGS Narayanan, KN Panikkar, Michael Tharakan - KKN Kurupp- J Devika and others	
IV	**Methods and Practices in Local History**		**14**
	1	Importance of field research	
	2	Micro historical study- oral history- folklore- interviews- surveys	
		Use of modern technologies in local history	
	Teacher Specific Module		5

	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Essential Readings:

C,Balan(ed),Kasaragod Samoohavum Charithravum

CA Innes, Malabar Gazatteer

Herman Gundert, Kerala Pazhama, History of Malabar

J Devika- Surviving in Contemporary Kerala: Reflections from Recent Research in a Fisher Village

KA Neelakanda Sastri, The Cholas

KN Ganesh, Socio-cultural Processes and Livelihood Patterns at Tirurangadi- A Micro Historical Study,

KP Padmanabha Menon, Cochi Rajya Charithram

Marc Bloch, 'French Rural History, An Essay on its Basic Characteristics

Mark Wilks- Native state of Mysore

Mahatma Gandhi, Hind Swaraj

RC Majumdar, Corporate Life in Ancient India

Radhakumud Mukherjee, Local Government in Ancient India

Rajendran Vilakkudi, Kerala sthalanamakosam

Shangunny Menon , History of Travancore

W.G. Hoskins, Making of the English Landscape.

William Logan, Malabar Manual

VVK Valath, Keralathile Shala charithrangal

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	**70**
Continuous Evaluation	**30**
Test Paper-1	

b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE TITLE: HISTORY OF INDIAN OCEAN TRADE

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	**DSC**	400-499	KU8DSCHIS407	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Summary*:* The Indian Ocean is believed to have trading involving shipping as early as 1500 BC. It became a central route and the dominant means of trade from about 800-1500CE. The Ocean is situated in the middle of Africa, Asia, and Australia. Many cultures and nations surround the area and as goods are desired from one nation to another. The Indian Ocean was and continues to be an important means to transport those resources from one area to another. The sharing of ideas and thoughts spread as the goods between nations were shared.

No.	**Upon completion of the course the graduate will be able to**	**Cognitive Level**
1	Understand the importance of Indian ocean trade through ages	U
2	Make a review in the trade relations during the ancient period	E
3	Analyses the impact of Europeans upon Indian Ocean trade	An
4	Make an evaluative study on the changes that took place in the Indian ocean trade through ages	E
5	Locate the major centers of Indian ocean trade	C

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content

Content for Classroom transactions

Module	Unit	Content	Hrs
I	**Sources on Indian Ocean Trade**		**16**
	1	Primary and Secondary- Iron Age remains - Coins - artefact Literary sources- Role of Marine Archaeology- *Geography - Periplus - Pliny -Strabo- Indicopleustes*	
	2	Winds and Routes	
	3	Indian Ocean and Early Trade relations- Indus-Mesopotamian trade	
II	**Trade during classical era-(4th century BCE-3rd century CE)**		**14**
	1	Indo - Roman Trade- Jewish traders	
	2	Early Historic Ports of Deep South - Muziris - Arikamedu - Kaveripattanam	
	3	Oceanic Silk routes	
III	**European intrudes on the Indian ocean trade (1498)**		**16**
	1	Arrival of Europeans-Portuguese, Dutch, Spaniards, French and English -	
	2	Trade and European hegemony	
	3	Politics of traders on the Kerala coast.	
IV	Trade and Exchange as livelihood and Cultural Exchange		**14**
	1	Technological exchange- Ideological and religious exchanges -	
	2	Exchange of commodities & culture	
	3	Trade-economy-cultural exchange	
5	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

References:

1. A. Wink, 'From the Meditterranean to the Indian Ocean: Medieval History in Geographic Perspective', Comparitive Studies in Society and History (July, 2002) pp.416-445.

2. R. Hall, Empires of the Monsoon: A History of the Indian Ocean and its Intruders (London, 1996)

3. H. Louis Gates, Jr., Wonders of the African World (New York, 1999)

4. *Winds of Spices: Essays on Portuguese Establishments in Medieval India with Special Reference to Cannanore,* KS Mathew, J Varkey, Institute for Research in Social Sciences and Humanities.

5. Amitabha Mukherjee, 1999, *Studies in India's Maritime Trade Through The Ages*,Institute of Historical Studies, Calcutta.

6. K. N. Choudhuri, Trade and Civilization in the Indian Ocean: An Economic History from the Rise of Islam to 1750 (Cambridge, 1985)

7. A. Reid, Southern Asia in the Age of Commerce, 1450-1680, Volume One: The Lands belowthe Winds (New Haven & London, 1988)

8. M. Adas, "High" Imperialism and the "New" History (Washington 1993

9. Begley, Vimala, 1996, *The Ancient Port of Arikamedu, (New Excavations and Researches 1989-1992).*De Ecole Francaise D'extreme-orient, Pondicherry.

10. Champakalakshmi, R. 1996, *Trade, Ideology and Urbanization in South India 300 BC to AD 1300*, Oxford University Press, New Delhi.

11. Soundararajan, K.V., 1994, *Kaveripattinam Excavations 1963-73(A Port city on the Tamil Nadu Coast)*, Archaeological Survey of India, New Delhi

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE TITLE: HISTORY OF INDIAN EPIGRAPHY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	**DSC**	400-499	KU8DSCHIS408	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Summary: This course helps the students to understand the importance of epigraphy in the history of India. An awareness of inscriptions is of prime importance in the study of India's ancient past and in political manifestations in the contemporary world. This course would enable students to develop a critical understanding of how India's ancient past is being created with the help of epigraphic evidences. Students can understand the importance of inscriptions in south Indian history. Such exercises would help students to pursue epigraphist as their profession.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To introduce the scripts and languages of ancient India	R	F	Instructor-created exams / Quiz
CO2	To explore the important inscriptions issued by the major rulers of ancient and medieval India.	An	C	Practical Assignment / Observation of Practical Skills
CO3	To understand the epigraphists of India and their contributions	U	C	Seminar Presentation / Group Tutorial Work
CO4	To recognize and analyse the important inscriptions and copper plates of south India.	An	P	Instructor-created exams / Home Assignments
CO5	To develop a critical and analytical understanding of inscriptions in the writing of Indian history.	C	M	Instructor-created exams / Quiz

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✓			✓			
CO3		✓			✓		
CO4			✓				✓

CO5			✔			✔	

Module	Unit	Content	Hrs
I	**UNDERSTANDING EPIGRAPHY**		**14**
	1	Introduction to Indian Epigraphy- History and Epigraphy- Meaning and scope	
	2	Scripts and languages of Ancient India	
	3	Origin and development of writing- materials used: clay tablets- stone-metals-leather-cadjan leaves	

Suggested readings specific to the module.

39. Roger S Bagnall and Arthur W Johnston, *Epigraphy: Ancient Inscriptions, Codes and History.*
40. D C Sircar, *Indian epigraphy*, Motilal Banarsidas Publications
41. *Introduction to Indian epigraphy* –GS Gai central institute of Indian languages-mysore
42. Richard Salmon, *Indian epigraphy*
43. Solomon Richard, *Indian Epigraphy* (*A Guide to the Study of Inscriptions in Sanskrit,Prakrit and other IndoAryan Languages*), New Delhi,1998

Module	Unit	Content	Hrs
II	**Selected inscriptions of ancient India**		**16**
	1	Study of select epigraphic records of Ancient India - Harappan script	
	2	Asokan edicts- -major rock edicts I, II, III, IV, V, VI-Pillar edict VII and other minor edicts Sohgaura and Mahastan inscription	
	3	Hathigumpha stone inscription-Nasik inscription of Gautamiputra Satakarni-ara inscription of Kanishka III-Junagarh inscription of Rudradama- Allahabad Pillar inscription of Samudragupta-Aihole inscription of Pulakesin II	

Suggested readings specific to the module

38. *Epigraphia Indica* and *Record of the Archaeological Survey of India*, (English, unknown) Publisher: Nabu Press.
39. Dani, A.H., (Indian edition,1986) *Indian Paleography*.
40. *Select Inscriptions Bearing on Indian History and Civilization*, Calcutta
41. Sivaramamurthi, (1952), *Indian Paleography and South Indian Scripts*, Bulletin of the
42. Madras Govt. Museum, Vol.III, no.4
43. Dani, A.H., (Indian edition,1986) *Indian Paleography.*

Module	Unit	Content	Hrs
III	**Selected inscriptions of south India**		**14**
	1	Uttaramerur inscription-Thiruvalangadu copper plate- Talagunda inscription-Tanjavur temple inscription	
	2	Inscriptions of Raja Raja Chola I- Velvikudi inscription-Kurumathur inscription- Plate.	
	3	Vazhappalli copper plate -Mampalli copper plate- Paliyam copper plate-Tharisapalli Copper plate-Theruvelagadu plates–Veeraraghava Pattayam-Velvikudi Cheppedu-Tharisapalli Copper plate-Jewish Copper	

Suggested readings specific to the module

6. Dr. N. Sam, (2004) *Keralathile Pracheena Lipi mathrikakal* (Mal), ,Thiruvananthapuram
7. Burnell, A.C (1874), *Elements of South Indian Paleography*
8. Mahadevan, Iravatham (2003) *Early Tamil Epigraphy*, Harvard University
9. Sivaramamurthy, C. *Indian Epigraphy and South Indian Scripts*
10. Gopinatha Rao, T.A., *Travancore Archaeological Series*, Vol.I&II.

Module	Unit	Content	Hrs
IV	**Epigraphical studies: personalities and centres**		**16**
	1	Major advances in epigraphy-James Prinsep-J F Fleet- Dr E Hultzsch-James Burgess-Rao	
	2	Bahadur Venkayya, K V Subrahmanya Aiyar- Dr. B Chhabra- D C Sircar- Dr. G S Gai-R Narasimhachari- Gopinatha Rao -R Shamasastry-M G S Narayannan- MR Raghava Varier	
	3	Major epigraphic study centres in India-Epigraphical Society of India-Archaeological Survey of India (ASI)-Mysore Archaeological Survey of India (MASI)-Deccan College, Pune-Bhandarkar Oriental Research Institute	
5	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

Suggested readings specific to the module

5. K V Ramesh, Studies in Indian Epigraphy.
6. Patrick Olivelle, *James Prinsep: Biographical Essays.*
7. Ojha,G.H (1894), *Bharatiya Prachinalipimala* (hindi)
8. Pandey, Raj Bali (1952*), Indian Paleography*, Varanasi

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

16. J.F.Fleet : *Historical and Literary Inscriptions*. (Pali, Sanskrit and Old Canaries Inscriptions) (Imperial Gazetter of India, Volume-II, Chapter-I, Oxford, 1908)
17. Burgess : *Tamil and Sanskrit Inscriptions*, Madras, 1886.
18. *Epigraphia Carnatica*, Relevant Volumes
19. Heras, Rev.H, *Proto-Indo Mediterranean*, Bombay, 1953
20. Upasak.C.S.(1960), *The History and Paleography of the Mauryan Brahmi Script*,
21. Nalanda
22. Subramanian, T.N ((1966), *Pantaithamil Eluttukal*, (Tamil), Madras.
23. Buhler, G (1896) *Indische Paeographie* (Eng.Tr. J.F.Fleet in Indian Antiquary,
24. Vol.xxxiii, 1904
25. Heras, Rev.H, *Proto-Indo Mediterranean*, Bombay, 1953
26. Mahalingam, T.V., (1954) *Early South Indian Paleography*, Madras university
27. Ojha,G.H (1894), *Bharatiya Prachinalipimala* (hindi)
28. RaghavaVarier, M.R (1998), *Social Roots of the Early Indian Paleography*
29. Dr. N. Sam, (2004) *Keralathile Pracheena Lipi Mathrukakal*(mal), ,Thiruvananthapuram
30. Subramanian, T.N ((1966), *Pantaithamil Eluttukal*, (Tamil), Madras.

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE CODE: HISTORY OF EDUCATION IN INDIA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VIII	DSC	400-499	KU8DSCHIS409	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: The paper aimed at giving a comprehensive analysis regarding the evolution of Indian education system in a historical perspective. The study focus on the difference between the traditional and modern education system in India and the policies adopted under colonial government as well as government of India. The study also projects the changed scenario in education in a globalized context.

Course Outcome:

CO	Expected Outcome	Learning Domains
1	A deep understanding of the Education system of India.	U
2	Enable to analyse the colonial education and the changes thereafter	An
3	Able to differentiate the different system of education	E
4	Develop a historic overview regarding the education and growth of education in Indian through eyes	C

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Contents:

Content for classroom transactions

Module	Unit	Content	Hrs
I	**Education in Indian Context**		**14**
	1	Indigenous system of education -.	
	2	European intervention - early efforts - missionaries -	
	3	Orientalist – agencies	
II	**Evolution of modern Education System**		**16**
	1	Early British reforms- Charter act of 1813 - Macaulays Minutes 1835 - Woods Dispatch - Hunter report	
	2	Gandhian ideas on education - vocational education	
	3	Overview of Indian education in the pre-independence period	
III	**Democratisation of education**		**14**
	1	Reforms in higher education - post independence period -	
	2	Radhakrishnan Commission - Kothari Commission	
	3	Role of UGC - Zakir Hussain commission	
IV	**Changes in the globalized world**		**16**
	1	IT oriented education - National Literacy Mission	
	2	Educational reforms of Rajiv Gandhi - Technical education - Sarva Shiksha Abhiyan	
	3	Female education - education of the marginalized	
5	**Teacher Specific Module**		5
		➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Essential Readings

Suresh Chandra Ghosh, *The History of Education in Modern India ,1757-2012*

Das B N, *History of Education in India*

Naik JP , Nusullah Syed , *History of Education in India 1800-1973*

Rao Parimala V, *New Perspectives in the History of Indian Education*

Eapen K A , *A Church Missionary Society and Education in Kerala*

Mohammed Ali K T, *The Development of Education among the Mappilas of Malabar 1800-1965.*

Alok Mukherjee , *This Gift of English : English Education and the formation of Alternative Hegemonies in India*

APARNA BASU ,*The Growth of Education and Political Development in India, 1898-1920.*

M K Gandhi, *Towards New Education*

S P ,Claude , Dr,Akhilesh *Landmarks in Indian Education*

Albert, E Colin *Education for national development*

B T Cully, *English Education and the Origin of Indian Nationalism*

Grace George , *Missionary Activity and the Syrian Christians of Kerala in Brian-Holmes*.(Ed)Education policy and the Mission schools -Case studies from the British Empire

S R James and Mayhew Arther, *Develpoment of Education System in India*

Micheal P K Tharakan, *Socio Economic factors in Educational Development : The Case of 19th century Travancore.*

Assessment Rubrics :

Evaluation Type	**Marks**
End semester evaluation	70
Continuous evaluation	30
a) Test paper – 1	
b) Test paper – 2	
c) Assignment	
d) Seminar	
e) Book/article review	
f) Viva – voce	
g) Field	
Total	**100**

RESEARCH PROJECT

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VII	DSC	400-499	KU8RPHHIS401	12	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	NA

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

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

 Selection of the topic shall be in consultation with the teacher concerned.

 The Department shall arrange the supervising teacher.

 Project shall be prepared by students individually or in groups consisted of not more than five students.

 Proper style of references (either footnotes or endnotes) followed by Indian History Congress) and Select bibliography should be used

 The project report shall be around **30 pages** word processed in **12 point font** (**double spaced**) in **A4 size paper**.

40

Project Evaluation

Evaluation of the project report will be done on the basis of Mark System. The evaluation process will have two components:
1) Internal Assessment by supervising teacher (10 Marks)
2) External Evaluation by external examiner appointed by the university (40 Marks)

Components of Internal and External Assessment of the Project Report

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

DISCIPLINE SPECIFIC ELECTIVE COURSES

"COURSE CODE": DEVELOPMENTAL HISTORY OF KERALA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	DSE	300-399	KU5DSEHIS301	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: The course is designed to familiarise students with major issues and themes related with Kerala History. It aims for a theoretical discussion on these issues and themes. In addition to discussion on state formation the course describes about some of the major developmental issues of Kerala like the issue of working class marginalised etc. The course also familiarise students with some popular movements that helped for the development of Kerala such as literacy movement, library movement etc.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Identify the various facets of the development of Kerala after the formation of the state	U
2	Figure the problems and challenges of development in contemporary Kerala	R
3	Undertake research projects on any aspects of contemporary history of Kerala	A
4	Demonstrate thorough understanding of the historiography of the subject.	U
5	Locate the major issues with the development of Kerala	C

****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔			✔			
CO 2		✔			✔		
CO 3			✔				✔
CO 4			✔			✔	
CO 5	✔			✔			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1	**Political formation of modern Kerala**		**14**
	1	Formation of Modern Kerala State	
	2	First General Elections – Government under EMS - Major reforms: Education and Land Reforms- Liberation struggle	
	3	Coalition politics, Formation of political fronts	

2	**Kerala model of development**		**16**
	1	Migrations: Peasant migration to Malabar - Migration to Gulf , Europe and USA	
	2	Growth of Service Sectors	

	3	Kerala model of development - Advantages and disadvantages - Criticism of Kerala model	
	4	Working class movements	
	5	Kerala Literacy Movement – Library Movement	

3	**Development, Sustainability and Resistances**		**14**
	1	Development Crisis in Kerala	
	2	Silent Valley issue - Mavoor Rayons - Endosulfan issues- Plachimada struggle	
		a) Western Ghats - Madhav Gadgil & Kastoorirangan Reports - Social and economic realities	
		b) Tribal land alienation and Adivasi land rights questions - Muthanga Episode	

4	**Globalization experiences of Kerala**		**16**
	1	Impact of globalization on Kerala Economy	
		a) Decline of agrarian and industrial sectors	
	2	Growth of tourism and related Issues	
		a) Cultural transition- from *chayakada* to fast food centers, from *palacharaku kada* to shopping malls	
	3	Migrants workers as labor force in Kerala	

5	**Teacher Specific Module**	**5**
	Directions: Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Essential Readings:

A. Balakrishnan Nair, Landmarks in the Administration of Kerala, Indian Institute of Public Administration, Thiruvananthapuram, 1996.

Abraham Vijayan, Caste, Class and Agrarian Relations in Kerala, Reliance, 1998.

AmeetParameswaran, Performance and the Political: Power and Pleasure in Contemporary Kerala, 2017

B.A Prakash and Prabhakaran Nair, Kerala's Development Issues in the New Millennium, Serials Publications, New Delhi,2008.

B.A. Prakash (ed.), Kerala's Economic Development: Issues and Problems, Sage, New Delhi,1999.

B.A. Prakash, Kerala's Economy, Performance, Problems and Prospects, Sage, 1994.

Biplab Das Gupta, TheNaxalite Movement, Bombay, 1970.

C.C. Kartha (ed.), Kerala Fifty Years and Beyond, Gautha Books, Thiruvananthapuram, 2007.

Cherian Philip, KaalNoottandu (Mal.), NBS, 2010.

D R Mankekar, Red Riddle of Kerala, Bombay,1965.

E M S Namboodiripad, How I Became A Communist, Trivandrum,1976.

E M S Namboodiripad, Kerala Society and Politics: An Historical Survey, New Delhi, 1950.

E M S Namboodiripad, The National Question in Kerala,Bombay,1952.

Elizabeth Joseph et.al.,'Tea Plantation Labor, Munnar through the lens of Political Ideology', EPW Vol.50, 2015

H.D. Malaviya, Kerala: A Report to the Nation, People's Publishing House,1958.

J. Devika, Engendering Individuals: The Language of Re-forming in TwentietCentury Kerala,, Orient Longman,Hyderabad,2007.

Jafar, K. Education, Migration and Human Development, Kerala experience, Rawat Publications, Delhi,2018

Joseph Tharamangalam (ed.), Kerala: The Paradoxes of Public Action and Development, Orient Longman, New Delhi, 2006.

K. Raman Pillai (ed.),KeralaRashtreeyathinteAnderdharakal (Mal.),State Institute of Languages,Thiruvananthapuram,2000

K. Suryaprasad, Article 356 of Constitution of India: Promise and Performance, Kanishka Publishers, New Delhi,2001.

K. V. Velayudhan, Economic Development of Kerala: Retrospect and Prospect, Rainbow Book House, Chengannur, 2010.

K.E. Varghese, Socio-Economic Change in Kerala, Delhi, 1982. K.K. George, Limits to Kerala's Development, Thiruvananthapuram,1993.

K.P. Vijayan, PathrangalVichithrangal (Mal.) K.V. Joseph, Migration and Economic Development of Kerala, New Delhi, 1988.

M.A. Oommen, A Study of Land Reforms in Kerala, New Delhi,1975. M.A. Oommen, Kerala Economy Since Independence, New Delhi, 1979.

M.A. Oommen, Land Reforms and Socio-Economic Change in Kerala, Madras, 1971.

N E Balaraman, A History of the Communist Party of India, Ernakulam, 1967.

N. K. Jayakumar (ed.), Kerala Legislature: Yesterday and Today, Secretariat of the Kerala Legislature, Thiruvananthapuram,2001.

P. P. Pillai (ed.), Agricultural Development in Kerala, New Delhi, 1981.

P. Radhakrishnan, Peasant Struggle, Land Reforms and Social Change in Malabar 1836-1988, New Delhi, 1989.

P. Surendran, The Kerala Economy, Development Problems and Prospects, Vrinda1Publications, Delhi.1999.

PanmanaRamachandran Nair (ed.), Kerala SamskaraPadhanangal (Mal.) 2 Vols, Current Books,Kottayam,2013.

ParayilGovindan (ed.), Kerala: The Development Experience: Reflections on Sustainability
and Replicability, Zed Books,London,2000.

PattamG.Ramachandran,KeralaRashtreeyamNoottandinteCharithraPathangalil(Mal.),Sah ith
yavedi,Thiruvananthapuram,2006.

Planning Commission, Government of India, Kerala Development Report, Academic Foundation, New Delhi,2008.

R Ramakrishnan Nair, How the Communist came to Power in Kerala, Trivandrum, 1965.

R. Ramakrishnan Nair, Constitutional Experiments in Kerala, Thiruvananthapuram, 1964.

Rajagopalan, Kerala Mathrukakkappuram (Mal.),State Institute of Languages, Thiruvananthapuram,2000

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	**70**

Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		**100**

COURSE TITLE: ENVIRONMENTAL HISTORY OF INDIA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	**DSE**	300-399	KU5DSEHIS302	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Outcomes: students should be able to:

4	Expected Outcome	Learning Domains
1	Understand the concept of environment and importance of environmental history	U
2	Explain human interactions with environment and depletion of natural resources	E
3	Assess the dynamic role of environmental movements in India	An
4	Develop an attitude and awareness to protect the natural environment of the country	C
5	Understand the environmental issues of the country and contributed to sustainabledevelopment activities.	R
6	Realize the humble beginning of the human beings and their peaceful coexistence withthe nature.	R

7	Develop a holistic approach to nature and come out with practical suggestion toovercome natural disasters and calamities	C

Course Contwnt

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	
CO6							
CO7	✔			✔			

Course Content

Content for Classroom Transactions

Module	Unit	Content	Hrs
I	**Environment: Concepts and Theories**		**14**
	1	Environment- Ecology- Why Environmental History? - Global Environmental History- Richard Grove and Green Imperialism-Alfred Crosby and Ecological Imperialism	
	2	UNO and environment- Stockholm Declaration - Earth Summits	
	3	Indian approach to Environmentalism- Gandhian thought on environment- Gadgil- Guha theses	
II	**Pre-Colonial Mode of Resource Consumption in India**		**16**
	1	Physical Changes during Pleistocene- Pleistocene vegetation and animal life- Diffusion of Humanspecies- Neolithic Revolution and diffusion of Fauna- Climate and the Indus Civilization -	
	2	Forestand wildlife (1500BC to 700 AD) – Medieval India; Physical environment	

	3	Agriculture in medieval India-Forest and wild life in Medieval India- Famines and Epidemic	
III	**Colonial Encounters with Environment in India**		**16**
	1	Colonial transformations; New Fuels, Energy Sources and Natural Impact -Transformation of Landscapes ; Transforming Rivers - Water management -Science and imperialism -	
	2	Botany and Empire- Migration of Communities- Colonial exploitation of natural resources – deforestation - ship building – Railways – Agricultural transformations- Reservation of forests and Forest Acts -	
	3	Colonial intervention and resistance by peasants and Tribal peoples -Industries and EnvironmentalPollution- Diseases and Famine	
IV	**Encounters with Environment after Independence**		**14**
	1	Displacement and development - Slum, Pollution- Green revolution – Industrialization- Global warming	
	2	Environmental Movements; Chipko - Naramada Bachao Andolan - anti nuclear movements - Silent valley	
	3	Movement from below; Kallen Pokkudan and Kandal cultivation -Mayilamma and Plachimada - Chaliyar agitation	
5	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

Essential Readings:

Agrawal et.al, A Textbook of Environment**.**

Alfred W. Crosby, Ecological Imperialism: the biological expansion of Europe

Amelia Moore, The Anthropocene: A Critical Exploration, Environment and Society , Vol. 6 (2015), pp. 1-3.

Amita Baviskar, In the Belly of the River: Tribal Conflicts over Development in the Narmada Valley

Behringer, W. (2010). A Cultural History of Climate, Cambridge: Polity Press.

Beinart, William and Lotte Hughes. (2009). Environment and Empire, Oxford: Oxford University Press

Bhardwaj, Asmita. (2010). "From Green Revolution to the Gene Revolution in India', in McNeill, John et.al. Environmental History: As if nature Existed, Oxford & New York: Oxford University Press, pp.186-208.

Brooke, John L. (2014). Climate Change and the Course of Global History: A Rough Journey, New York: Cambridge University Press

Carson, Rachel. (1962). Silent Spring, Cambridge, Mass.: Riverside Press.

David Arnold and Ramachandra Guha, Nature, Culture and Imperialism, Oxford University Press, New Delhi, 1995.

Dipesh Chakrabartt, The Climate of History in a Planetary Age, University of Chicago Press.

Dipesh Chakarabarty, The Climate of History: Four Theses. University of Chicago Press, 2020.

Donald Worster, (Ed.) The Ends of the Earth: Perspectives of Modern Environmental History

Donald. Worster, (Fall 1982). "World without Borders: The Internationalizing of Environmental History", Environmental Review, 6, pp.8-13.

Erach Bharucha, Textbook of Environmental Studies

Eugene P. Odum, Fundamentals of Ecology, New York.1971

Gadgil, D.R,The Industrial Evolution of India in Recent Times-1860-1939,

Oxford University Press, Bombay, 1971.

Guha, Ramchandra. 2000. Environmentalism: A Global History, New York: Longman

Grove, Richard. (1995). Green Imperialism: Colonial Expansion, Tropical Island Edens

and the Origins of Environmentalism, 1600-1860, Cambridge: Cambridge University

Press

Hughes, Donald J. (2006). What is Environmental History?, London: Polity Press

Irfan Habib, Man and Environment: The Ecological History of India, Tulika

Books, 2010.

John Robert McNeill, The Great Acceleration: An environmental History of the

Anthropocene since 1945, Belknap Press,2016.

John Robert McNeill and Alan Roe, Global Environmental History, Rutledge,

2013.

J. Donald Hughes, Three Dimensions of Environmental History, Environment

and History , August 2008, Vol. 14, No. 3

Joyeeta Gupta, Growth, the Environment, and Development in theAnthropocene, Current History, Vol. 114, No. 775

Kiran B. Chhokar, Understanding Environment.

K. Sivaramakrishnan, Statemaking and Environmental Change in Colonial Eastern India, Stanford University Press, 1999.

K. Sivaramakrishnan, Science, Environment and Empire History: Comparative

Perspectives from Forests inColonial India, Environment and History , February 2008, Vol. 14, No. 1 (February 2008), pp.41-65.

Laxman D. Satya, Medicine Disease and Ecology in Colonial India: The Deccan Plateau in the 19th century, Manohar, 2009.

Linda Nash, Writing Histories of Disease and Environment in the Age of the Anthropocene, Environmental History, Vol. 20, No. 4 (October 2015), pp. 796-

804.

Mahesh Rangarajan and K. Sivaramakrishnan, India's Environmental History: A Reader, (two volumes), Orient Blackswan, New Delhi, 2013

Ramachandra Guha, The Unquiet Woods.

----------, Environmentalism- A Global

historyRibbentrop. B, Forestry in British India,

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

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

McNeill, J.R. (2000). Something New under the Sun. An Environmental History of

theTwentieth Century, London: Penguin,

M. N. Moorthy, etc. al, Economics of Water Pollution, Oxford University Press, 2000.

Rob Nixon, Slow violence and Environmentalism of the Poor, Harvard University PressCambridge, Massachusetts, 2012.

Samir Dasgupta, Understanding the Global Environment,

S.N. Chary, Environmental Studies

S.P. Misra, et.al., Essential Environmental

Studies.Stebbing E.P The Forest of India, Vol.

11. Sangreiya, K.P, Forests and Forestry

Sebastian Joseph,Cochin Forests and the British Techno ecological

Imperialismin India, Primus, 2016

S. Fernardez and Kulkarni (Ed), Towards a New Forest Policy: Peoples Rights

andEnvironmental Needs.

Stebbing EP,The Forests in India, Vol II, Lane, 1923.

S. Sankar, P.C. Anil and M. Amruth, Criteria and Indicators for Sustainable

Plantation Forestry in India, Center for International Forestry Research

(2000).Vandana Shiva, Staying Alive: Women, Ecology and Development.

Vandana. Shiva (1991). The Violence of the Green Revolution: Third World Agriculture,Ecology and Politics, Penang: Zed books, pp.171-93

Vandana Swami, Environmental History and British Colonialism in India: A Prime PoliticalAgenda, The New Centennial Review, 2003, Vol. 3, No. 3,

Assessment Rubrics:

Evaluation Type	Marks

End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

COURSE TITLE: REVOLUTIONS IN THE MODERN WORLD

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	**DSE**	300-399	KU5DSEHIS303	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: It drawing lessons for the present and study provides insights that are relevant to contemporary challenges and struggles for social and political change. Modern Revolutions hold immense significance in historical studies for several reasons like transformation of societies, ideological shift, impact on global politics and innovation in tactics and strategies. This paper also discuss the valuable perspectives on the dynamics of change and enduring quest for freedom, equality and justice. Over all, by examining the successes, failures and complexities of past revolutions, scholars and policymakers can glean valuable lessons for addressing current issues and shaping future trajectories.

Course Prerequisite: Nil

Course Outcomes:

CO	Expected Outcome	Learning Domains
1	Paper helps to understand the significance of revolutions in History.	U
2	Analyse the major causes of various revolutions and its course and results	An
3	Evaluate various aspects such as social structures, political systems, economic policies and cultural norms.	E
4	Aware of the contributions and perspectives of leaders.	C
5	It can be apply across disciplines to deepen the understanding of societal change, power dynamics and the complexities of human behavior.	A

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

COURSE CONTENTS

Module	Unit	Content	Hrs
I	**Protest against Autocratic Rule**		**16**
	1	Revolution- concept- meaning- different types of revolutions- political revolutions- concept	
	2	English Revolution of 1688 – Background – Struggle between King and Parliament –James I- Charls I – Petition of Rights – Civil War – Commonwealth – Bill of Rights.	
	3	American War of Independence – Colonisation of North America – Pilgrim Fathers - Migration to 13 Colonies – Sugar Act , Navigation Act, Townshend Acts – Boston Massacre and The Boston Tea Party – Continental Congress – George Washington – Thomas Jafferson – Declaration of Independence – Impact	

Suggested readings specific to the module

1. E.J Hobsbawn., Age of Revolution
2. Bruce Bliver Jr. The American Revolution
3. H.A.L. Fisher, History of Modern Europe
4. B. V.Rao, History of Europe, 1450- 1815
5. Eveline Cruickshanks, The Glorious Revolution: British History in Perspective

Module	Unit	Content	Hrs
II	**New Consciousness of Liberty and Democracy, Equality or French Revolution and its Repercussion**		**14**
	1	French Revolution;– Crisis of Ancient Regime, Political Developments, Role of Philosophers; Voltaire, Rousseau, Montesquieu – Intellectual Currents	
	2	Oath of Tennis Court – Fall of Bastile – Social Classes – Jacobians and Jirondists – Reign of Terror	
	2	Declaration of Human Rights – Legacy of the Revolutions.	

Suggested readings specific to the module

1. Albert Soboul., Understanding the French Revolution
2. R. R Palmer., History of Modern World
3. Leo Gershoy., The French Revolution and Napolean

4. George Rude., The Crowd in the French Revolution

Module	Unit	Content	Hrs
III	**Russian Revolution and Socialist and Working Class Movement Experiments in Socialism**		**14**
	1	Tzarist Russia – Revolution of 1905 – February and March Revolution – Kerensky Government – Mensheviks and Bolsheviks	
	2	Lenin and Bolsheviks Revolution – Civil War and War communication (1918 – 1921)	
	3	Programme of Socialist Construction –NEP – Significance of the Revolution	

Suggested readings specific to the module

1. S.A Smith., The Russian Revolution: A Very Short Introduction
2. E. H Carr, The Bolshevik Revolution
3. E.J Hobsbawn., Age of Revolution

Module	Unit	Content	Hrs
IV	**Chinese Socialist Revolution**		**16**
	1	China and Western Power – Opium War – Taiping Rebellion – Boxer Rebellion – Hundred Years Reform	
	2	Nationalism and Anti- colonial Feelings – Sun-Yat-Sen and Formation of the Republic – Chiang-Kai-Shek – May 4th Movement	
	3	Chinese Communist Party – Mao-Tse-Tung and New Democracy – Long March – Japanese Aggression – Civil War – Formation of Communist Republic of 1949 – Formation of Peoples Republic pf China – China in the World Context.	
5	**Teacher Specific Module**		5
		➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Suggested readings specific to the module

1. R. R Palmer., History of Modern World

2. John King Fair Bank., China A New History

Core Suggested Readings

Albert Soboul., Understanding the French Revolution

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

Bruce Bliver Jr. The American Revolution

E. H Carr, The Bolshevik Revolution

Immanuel Hsuisi, Rise of Modern China

H.A.L. Fisher, History of Modern Europe

Arjun Dev & Girish Misra., Contemporary World History

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

R. R Palmer., History of Modern World

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

E.J Hobsbawn., Age of Revolution

E. J Habsbawn., Industry and Empire

E.J Habsbawn., Age of Capital

E.J Habsbawn., How to Change the World

Eveline Cruickshanks, The Glorious Revolution: British History in Perspective

Albert Soboul., Understanding the French Revolution

George Rude., The Crowd in the French Revolution

Jacob Bronoski., Western Intellectual Tradition

John King Fair Bank., China A New History

K.M Panikkar., Asia and Western Dominance

Leo Gershoy., The French Revolution and Napolean

Nicholas V. Riasanovsky, A History of Russia Vol.2: Since 1855.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	70
Continous Evaluation	30

a)Test Paper-1	
B) Test Paper -2	
C) Assignemnt	
d) Seminnar	
e) Book/Article Review	
f) Viva-Voce	
Total	**100**

COURSE TITLE: GENDER AND SOCIETY IN INDIA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	**DSE**	300-399	KU6DSEHIS305	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description : The paper aimed at an understanding of the concept of gender in Indian historical context and perspective. The objective of the study is to convince the learners the gender disparities and to point out how the gender feminist studies helped to have a change in the attitudes and outlook of the society. The study include the difference between gender and feminist studies, major contributors to the study, women involvement in national movement and social reform activities. Such a study enable the students to have a comprehensive and critical analysis of the theoretical and conceptual issues in the gender studies.

Course Outcome :

1. To have a capability to differentiate gender and feminist studies.
2. Proper insight to the evolution, theory and practice.
3. To acquaint with major writers, and the basic themes and concepts in a context of caste and patriarchy.
4. To have a proper understanding of the social issues and major barriers that the Indian women faced during the past.
5. Help to know the evolution of socio - political and environmental studies related to gender

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

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Course Contents:

Content for classroom transactions

Module	Unit	Content	Hrs

I	**Concept of Gender**		**14**
		Multidimensional arguments - Themes and concepts	
		Evolution of gender studies	
		Indian context	
II	**Understanding gender and feminist studies**		**16**
	1	Movements - Social constraints -	
	2	Concept of caste and class	
	3	Public sphere	
III	**Socio-religious reform movements**		**16**
	1	National movement and independent women movements	
	2	Feminist literature - Women writers - Subaltern perspectives	
	3		
IV	**Gender-postmodern viewpoints**		**14**
	1	Environmental, political, reformative legislative interventions	
	2	Politicisation of gender - black feminism	
	3		
5	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

Essential readings :

Simon de Bouver*, The Second Sex*

V. Geetha, *Gender*

----------, *Patriarchy*

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

Gerda Lerner, *The Creation of Patriarchy*

Stephanie Coontz & Petal Henderson (Eds.), *Women's Work, Men's Property: The Origins of Gender and Class*

Uma Chakravarti, *Gendering Caste through a Feminist Lens*

---------- , *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient India'*

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

---------- , *The Violence of Green Revolution*

M. N. Srinivas (Ed.), *Caste: Its Twentieth Century Avatar*

Leela Dube, *Anthropological Explorations in Gender*

Bina Agarwal*, A Field of One's Own: Gender and Land Rights in South Asia*

Pratiksha Baxi, *Public Secrets of Law: Rape Trials in India*

Sharmila Rege, Writing *Caste/ Writing Gender: Reading Dalit Women's Testimonies*

Vijaya Ramaswamy, *Walking Naked: Women, Society and Spirituality in South India*

Sharmila Rege, *"Dalit Women Talk Differently: A Critique of 'Difference' and Towards a Dalit Feminist Standpoint Position", Economic and Political Weekly, Vol. 33, No.44 (Oct. 31 - Nov. 6,1998)*

Gopal guru, *"Dalit women Talk Differently, Economic and Political Weekly, Vol. 30, No. 41/42 (Oct. 14-21, 1995)*

Assessment Rubrics:

Evaluation Type	**Marks**
End Semester Evaluation	70
Continuous Evaluation	30
a)Test Paper-1	
b)Test Paper-2	
c) Assignment	
d) Seminar	
e) Book/Article Review	
f) Viva-Voce	
g) Field Report	
Total	**100**

COURSE TITLE: SCIENCE, TECHNOLOGY AND SOCIETY IN ANCIENT INDIA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	**DSE**	300-399	KU6DSEHIS306	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: The course explores the history of the development of science and technological advances in ancient India. It focuses on scientific and technological traditions and its advancement in ancient India. Students will engage with a variety of sources to understand the contributions of Indian civilization to fields such as mathematics, astronomy, metallurgy, medicine, and more

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	To introduce the contributions of India in the field of science and technology	Remember & Understand
2	To inculcate respect for India's traditional knowledge system	Analyse
3	To synthesize interdisciplinary perspectives from history, archaeology, science and technology to develop a holistic understanding of the scientific and technological achievements of ancient India and their significance in global history.	Evaluate

4	To analyze the cultural, philosophical, and religious influences that shaped scientific inquiry and technological innovation in ancient India	Analyse
5	To evaluate the impact of ancient Indian scientific and technological innovations on modern knowledge systems, including their influence on contemporary practices in mathematics, astronomy, medicine, and architecture.	Evaluate

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1		**Introduction to Science and Technology in Ancient India**	**14**
	1	**Understanding 'Science and Technology'**	
		a) Define the term 'Science'	
		b) Define the term 'Technology'	
		c) relation between science and religion in ancient India	
	2	**Sources for the study of Science and Technology**	
		a) Archaeological Sources -Stone age technology	
		b) Literary Sources – Vedic and Vedanta	
	3	**Influence of Indian Science on other cultures/areas**	

2	**Science and Technology in Harappan Civilization**	**16**

	1	**Introduction to Harappan Civilization** -Origin, Extent Important Harappan cities -Harappa -Mohenjo-Daro -Town Planning in Harappan Civilization - drainage system	
	2	Architecture – Great Bath, Granary	
	3	Agriculture and Irrigation – Water Management System	
	4	Metallurgy–Bronze, Lost Wax Technique, The Bronze statue of 'Dancing Girl'	
	5	Pottery, bead making and jewellery	
	6	Harappan Weights and measures	

3	**Developments in Different Branches of Science**		**16**
	1	**Development of Mathematics**	
		a) Geometry, algebra, arithmetic	
		b) Sulvasutra - Baudhayan, Manava, Apastamba, Katyayana, Yativrsabha	
	2	**Development of Astronomy**	
		a) Contributions of Aryabhatta and Varahamihira –Panchanga	
	3	**Development of Indian Medicine and health**	
		a) Ayurveda – contributions of Jivaka – Sushruta – Charaka-Yoga	
	4	**Development of Chemistry and alchemy**	
		a) Contributions of Acharya Nagarjuna	

4	**Technological Development in Ancient India**		**14**
	1	**Agriculture**	
		a) origin and development b) crops cultivated- traditional practices of cultivation	
	2	**Pottery**	
		a) origin and development	
		b) different types of pottery	
	3	**Architecture and engineering in ancient India**	

		a) Silpasastra b) Developments during Vedic and Post-Vedic period, Buddhist Stupa, Viharas, Chaityas	
	4	**Metallurgy** a) Iron and steel technology- Iron Pillar of Delhi b) Wootz steel	

	Teacher Specific Module	**5**
	Directions	
	1. Visit to sites of historical and cultural importance **2. Engaging students with short assignments** **3. Preparing and presenting PowerPoint Presentations** **4. Organizing debates** **5. Book reviews and presentations on academic writings on the topic**	**5**

Essential Readings Module - 1

J . B. S.Haldane, *Science and Indian Culture,* New Age Publishers Pvt. Ltd., Calcutta, 1965

H. D. Sankalia, *Stone Tools, Their Techniques, Names and Functions*, Poona, 1964.

S.N. Sen, '*Influence of Indian Science on other Culture Areas'*, Indian Journal of History of Science (IJHS), 1970.

Amita Ray and Dilip K Chakrabarthi, '*Studies in ancient Indian Technology and Production: A Review'*, in Journal of Economic and Social History of the Orient, Vol. XVIII, June 1975

Module 2

D.P. Agrawal, *Harappan Technology and its Legacy*, Rupa & Infinity Foundation, New Delhi, 2009

D.P.Sharma (ed.), *Science and Metal Technology of Harappans*, Delhi, 2012.

Kuppuram.G., K.K.Kumudhamani, *History of Science and Technology in India*, 12 Vols., Delhi, 1990.

Mahesh Singh, & Brij Bhushan Srivastava, *Science and Technology in Ancient India*, New Delhi, 2011.

D.P. Agrawal, and A. Ghosh, (eds.)., *The Copper- bronze Age in India*, Munshiram Manoharlal, New Delhi, 1971.

D. P. Agrawal, *Ancient Metal Technology and Archaeology of South Asia (A Pan-Asian Perspective*), Aryan Books International, New Delhi, 2000.

Module 3

A.K. Bag (ed.), *History of Technology in India*, Vol. 1: *From Antiquity to c. 1200 AD*, Indian National Science Academy, New Delhi, 1997.

B.D. Chathopadhyaya, A *History of Science and Technology in Ancient India*, Kolkata, 1986.

D.M. Bose, S.N. Sen, and B.V. Subbarayappa ,(Eds.), *A Concise History of Science in India*, Indian National Science Academy, New Delhi, 1971.

Debiprasad Chattopadhyaya, (Ed.), *Studies in the History of Science in India* (2 Vols.). Editorial Enterprises, New Delhi, 1982.

Kuppuram.G., K.K.Kumudhamani, *History of Science and Technology in India*, 12 Vols., Delhi, 1990.

Mahesh Singh, & Brij Bhushan Srivastava, *Science and Technology in Ancient India*, New Delhi, 2011.

P. Ray, *History of Chemistry in Ancient and Medieval India*, Indian Chemical Society, Calcutta, 1956.

B Datta and A N Singh, *History of Hindu Mathematics: A source book*, Parts 1 and 2 (single volume), Asia Publishing House, Bombay, 1962.

B.V. Subbarayappa, ed., *Chemistry and Chemical Techniques in India*, Project of History of Indian Science, Philosophy and Culture, & Centre for Studies in Civilizations, New Delhi, vol. IV, part 1, 1999

H.C.Bhardwaj, *Aspects of Ancient Indian Technology*, Munshiram Manoharlal, New Delhi, 1979.

D. Frawley, *Planets in the Vedic literature*, Indian Journal of History of Science,1994.

Module 4

Anirudha Roy and S.K.Bhaghchi, *Technology in Ancient and Medieval India*, Sundeep, 1986.

B.D. Chathopadhyaya, *A History of Science and Technology in Ancient India*, Kolkata, 1986.

R. Shrivastava, *Mining and Metallurgy in Ancient India*, Munshiram Manoharlal, New Delhi, 2006.

Vibha Tripathi, *History of Iron Technology in India: From Beginning to Pre-Modern Times*, Rupa & Infinity Foundation, New Delhi, 2008.

H.P. Francfort, *Evidence for Harappan irrigation system in Haryana and Rajasthan*, The Eastern Anthropologist, 1992.

Essential Readings:

1. H. D. Sankalia, *Stone Tools, Their Techniques, Names and Functions*, Poona, 1964.

2. Kuppuram.G., K.K.Kumudhamani, *History of Science and Technology in India*, 12 Vols., Delhi, 1990
3. Mahesh Singh, & Brij Bhushan Srivastava, *Science and Technology in Ancient India*, New Delhi, 2011.
4. D.P.Sharma (ed.), *Science and Metal Technology of Harappans*, Delhi, 2012.
5. D.P. Agrawal, *Harappan Technology and its Legacy*, Rupa & Infinity Foundation, New Delhi, 2009
6. A.K. Bag (ed.), *History of Technology in India*, Vol. 1: *From Antiquity to c. 1200 AD*, Indian National Science Academy, New Delhi, 1997
7. B.D. Chathopadhyaya, *A History of Science and Technology in Ancient India*, Kolkata, 1986.
8. D.M. Bose ,S.N. Sen, and B.V. Subbarayappa ,(Eds.), *A Concise History of Science in India*, Indian National Science Academy, New Delhi, 1971.
9. H.C.Bhardwaj, *Aspects of Ancient Indian Technology*, Munshiram Manoharlal, New Delhi, 1979.
10. Anirudha Roy and S.K.Bhaghchi, *Technology in Ancient and Medieval India*, Sundeep, 1986.
11. A.K. Bag (ed.), *History of Technology in India*, Vol. 1: *From Antiquity to c. 1200 AD*, Indian National Science Academy, New Delhi, 1997.

Suggested Readings:

1. Debiprasad Chattopadhyaya, (ed.), *Studies in the History of Science in India* (2 Vols.). Editorial Enterprises, New Delhi, 1982.
2. P. Ray, *History of Chemistry in Ancient and Medieval India*, Indian Chemical Society, Calcutta, 1956.
3. B Datta and A N Singh, *History of Hindu Mathematics: A source book*, Asia Publishing House, Bombay, 1962.
4. B.V. Subbarayappa, ed., *Chemistry and Chemical Techniques in India*, Project of History of Indian Science, Philosophy and Culture, & Centre for Studies in Civilizations, New Delhi, vol. IV, part 1, 1999.
5. D. Frawley, *Planets in the Vedic literature*, Indian Journal of History of Science, 1994.
6. Vibha Tripathi, *History of Iron Technology in India: From Beginning To Pre-Modern Times*, Rupa & Infinity Foundation, New Delhi, 2008.

7. H.P. Francfort, *Evidence for Harappan irrigation system in Haryana and Rajasthan*, Eastern Anthropologist, 1992.

8. R. Shrivastava, *Mining and Metallurgy in Ancient India*, Munshiram Manoharlal, New Delhi, 2006.

9. S.N. Sen, '*Influence of Indian Science on other Culture Areas'*, Indian Journal of History of Science (IJHS), 1970.

10. Amita Ray and Dilip K Chakrabarthi, *'Studies in ancient Indian Technology and Production: A Review'*, in Journal of Economic and Social History of the Orient, Vol. XVIII, June 1975.

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		**100**

COURSE TITLE: HISTORY OF INDIAN ARCHEOLOGY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	**DSE**	300-399	KU6DSEHIS307	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Summary: After the completion of the Programme, the student should be able to familiar with major developments in human history, including basic sciences and technologies with the help of archaeological sources. Analyse different archaeological theories. Attain basic archaeological skills such as how to locate, record, investigate and analyse archaeological sites and data and be familiar with distinct vocabulary of archaeology. Apply principles of relative and absolute dating and chemical treatment and preservation of archaeological finds.Students would be able to understand evolution of archaeological explorations and excavations in India and Kerala.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Familiar with major developments in human history, including basic sciences and technologies with help of archaeological sources	R	F	Instructor-created exams / Quiz
CO2	Analyse different archaeological theories	An	C	Practical Assignment
CO3	Attain basic archaeological skills, such as how to locate, record investigate and analyse archaeological sites and data, and be familiar with distinct vocabulary of archaeology	U	C	Seminar Presentation / Group Tutorial Work
CO4	Apply principles of relative and absolute dating and chemical treatment and preservation of Archaeological finds	An	P	Instructor-created exams / Home Assignments
CO5	Understand the evolution of archaeological explorations and excavations in India and Kerala	C	M	Instructor-created exams / Quiz
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content

Content for classroom transactions

Module	Unit	Content	Hrs
I	**Introduction to Archaeology**		**14**
	1	Definition- Scope-basic Concepts – artefacts – features- eco-facts, formation of Mount or site or Tell, Assemblage, Industry, culture	
	2	Processes of formation of sites- approaches and theories: Antiquarianism	
	3	Scientific archaeology- three age system- processual approaches- Post processual approaches- behaviouralism- Marxist perspectives	

Suggested readings specific to the module.

11. Chakrabarti.D.K(1999) India : An Archaeological History, Oxford University Press
12. K.V.Raman,Principles and Methods of Archaeology,Parthajan,Madras,1986
13. Dyson, Stephen.L(1987) Processual Archaeology and the Radical Critique in Current Anthropology, Vol.28, No.4, The University of Chicago Press
14. D.P.Aggarwal,The Archaeological History of India,1985
15. White ,Nancy,Introduction to Archaeology,South Florida,2000
16. Ucko.PJ,(Ed)Theory in Archaeology-a world perspective,Routledge,London,1995
17. Sharer.R.J and Wendy Ashmore (1979) Fundamentals of Archaeology, The Benjamin publishing Company, London
18. Linda Ellis(Ed),Archaeological Method and Theory:An Encyclopaedia,Garland Publishing,Newyork and London,2000
19. Upinder Singh, A History of Ancient and Early Medieval India : From the Stone Age to 12th Century, Pearson, 2009
20. Schiffer,Advances in Archaeological Method and Theory,Vol.I,NewYork,Academic

Module	Unit	Content	Hrs
II	**Field archaeology in India**		**16**

	1	Techniques of exploration – Use of maps and remote sensing data- Cartography- Survey methods, desktop survey- Site survey- arial survey-Geophysical survey	
	2	Methods of excavation- Sondage and vertical/Stratigraphical excavation – horizontal and quadrant methods- general field procedures-drawing and illustrations- top plans, section plans- drawings of antiquities	
	3	Photographic documentation- Site or trench note book-data sheet- label- daily reports and final report- Preservation of artefacts: bone, shell, stone, textiles, metals, wood, ceramics – relative and absolute dating methods- carbon 14- dendrochronology - thermoluminiscence- Seriation.	

Suggested readings specific to the module

12. Cloud.D.W(2014), Archaeological Dating Methods
13. Ben.J.Wilson, Methods of Trench Excavation, Forgotten Books
14. Balme.J and Alistair Paterson (eds)(2014). Archaeology in practice, Willey, Blackwell, UK
15. Arthur Brinton Carson, General Excavation Methods, 2012.
16. Drewett, Peter.L(1999) Field Archaeology : An introduction, UCL Press, London
17. Dean.J.S(1978) Independent Dating in Archaeological Analysis in M.B.Schiffer (ed) Advances in Archaeological Method and Theory, Vol.I, New York: Academic
18. Peter Drewett, Field Archaeology : An introduction
19. Philip Barker, Techniques of Archaeological Excavation, Routledge,1993.
20. RJC Atkinson, Field Archaeology
21. Valentin.D.and S.Vasiliev,New Methods of Dating in Archaeology in journal on Methods and Applications of Absolute Chronology,Geochronometria,Vol.23
22. Thomas.R.Hester,Harry.J.Shafer,Kenneth.L.Feder,Field Methods in Archaeology,Routledge

Module	Unit	Content	Hrs
III	**Development of Archaeological Research in India**		**14**
	1	Establishment of Asiatic Society of Bengal- Alexander Cunningham- Lord Curzon- John Marshal- Mortimer wheeler- Robert Bruce Foote	
	2	R.D. Banerjee- Dayaram Sahni- V.S.Wakankar - B.B.Lal- H.D.Sankalia	
	3	Archaeological Survey of India	

Suggested readings specific to the module

6. Dilip.K.Chakrabarti,India: An Archaeological History,Oxford University

Press,1999

7. Dilip.K.Chakrabarti, A history of Indian Archaeology: From the Begining to 1947,Munshiram Manoharial Publishers,1988
8. Upinder Sigh, Archaeological Discovery of Ancient India, the Early Archaeologists and the beginning of Archaeology.
9. V.K.Jain, Prehistory and Protohistory of India, D.K.Print world, New Delhi.
10. Devika Caiapa,India through Archaeology:Excavating History

Module	Unit	Content	Hrs
IV	**Archaeological excavations and explorations in Kerala**		**16**
	1	Excavations under the department of archaeology – Babington-find spots of Roman coins- megalithic sites- Fawcett	
	2	Edakkal – excavations of B.K.Thapar	
	3	Recent excavations at Pattanam- Excavations at Anakkara	
5	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

<u>Suggested readings specific to the module</u>

13. Rajan Gurukkal and Raghavan Varier, Cultural History of Kerala,Vol.I Department of Cultural publicarions, Government of Kerala, Thiruvananthapuram,1999
14. Rajendran.P, Unraveling the Past Archaeology of Keralam and the Adjacent Regions in South India, heritage Publishers,New Delhi,2018
15. Dr.P.J.Cherian and Dr Jaya Menon,Unearthing Pattanam Histories,Cultures and Crossings edited by Arundhathi Chowdhary,KCHR,NewDelhi
16. .P.Shajan,Selvakumar.V,P.Radhika,K.P.Rajesh,Archaeological excavation at the megalithic site of Anakkara,Palakkad district,Kerala,South India:A Preliminary report of 2008
17. Rajan Gurukkal and Raghava Varier,History of Kerala Pre historic to the

Present,Orient Blackswan Private Limited,2018

18. P.J.Cherian(ed)Perspectives on Kerala History,KCHR,Thiruvananthapuram,1999
19. Babington.J,Prehistoric Antiquities.Tran,Lit.Soc.of Bombay,1823
20. Fawcett,Notes on the rock carvings in the Edakkal cave Wayanad India Antiquary,Bombay ,1901
21. Robert Bruce Foote,The Foote Collection of Indian Pre historic and proto historic Antiquities-Notes on their ages and distribution,Madras,1916
22. New light on Kodakkals of Malabar. Indian Archaeology-New Perspectives,Perambra,1982
23. Rajendran.P,Prehistory of Keralam In Handbook on Keralam(Ed)Madhava Menon,Trivandrum,2000
24. Sathyamurthy .T,The Iron Age in Keralam:A Reprt on Mangad Excavation,Directorate of Archaeology,Government of Kerala,1992

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

Michels.J.W.(1972). Dating Methods in Annual Review of Anthropology,Vol.I

H.D.Sankaila, Pre History and proto History of India and Pakisthan : Suggest Readings

Ben.J.Wilson, Methods of Trench Excavation, Forgotten Books

Arnold.J.B (1981), Remote Sensing in Underwater Archaeology in International Journal of Nautical Archaeology

Arthur Brinton Carson, General Excavation Methods, 2012.

Philip Barker, Techniques of Archaeological Excavation, Routledge,1993

Valentin.D and S.Vasiliev,(2004), New Methods of Dating in Archaeology in Journal on Methods and Applications of Absolute Chronology, Geochronometria, Vol.2

MULTIDISCIPLINARY COURSES

COURSE TITLE: Looking in to the Cultural History of North Malabar

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	**MDC**	00-199	KU1MDCHIS101	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	2	25	50	75	1.5

Course Summary: This course familiarises the students on the cultural history of North Malabar. Students get knowledge on the political. Social. Economic and cultural changes in Malabar through ages. Migration of people in to Malabar, Political formations, coming of Europeans etc.. Were delt in detail. Overall the syllabus gives a comprehensive picture on North Malabr

Course Outcomes

CO No.	Expected Outcome	Learning Domains
1	Understand the geographical features of North Malabar	U
2	Make a comparative study of Malabar region with other regions of Kerala	E
3	Understand the importance of local history in the history of a nation	U
4	Critically understand the impact of European contact with North Malabar	An
5	Make a comprehensive understanding on the cultural diversity of North Malabar	

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content

Content for classroom transactions

Module	Unit	Content	Hrs
I	**Regional History and Local History**		**15**
	1	Importance of Regional/ Local History	
	2	Geographical features of North Malabar	
	3	Early settlements in North Malabar, Pre-Historic period, Megalithic sites	
II	**Political Settings**		**15**
	1	Early kingdoms- Ezhimala – Kolathunadu – Allada Swaroopam – Kottayam – Kurumbranadu, Ali Raja Ikkeri Nayaks	
	2	Impact of Mysorean Invasion	
	3	Etablishment of British Rule	
III	**Socio- Cultural Life in North Malabar**		**15**
	1	Early migrations - Brahmin Migration – Jainism, Buddhism, Jews and Muslims	
	2	European Contacts – British occupation of North Malabar- impact	
	3	Matrilineal system – Tharavad – Position of Women – Kalari, Poorakali, Mappillah art forms, Tribal culture and folk Traditions – Theyyam –Kavus, Kazhakam - Linguistic traditions - Architectural Features	
5	**Teacher Specific Module**		5
		➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Essential Readings for Module-1

1 William Logan : Malabar Manual (2.vols)

2. Raghava Varier.M.R : Vadakkan Pattukalude Paniyala (Mal)

3. Rajan Gurukkal : Cultural History of Kerala

4. Kurup.K.K.N : Aryan and Dravidian elements in Malabar Folk

5. Vinod Kumar.K (Ed.) : Science and Society

6. Balan.C (Ed.) : Kasaragod Charithravum Samoohavum (Mal)

7. Panikkar.K.N : Culture,Ideology,Hegemony

8. Sreedhara Menon .A : A Survey of Kerala History

9. ……. : Social and Cultural History of Kerala

10…….. : Cultural Heritage of Kerala

11. …… : The Legacy of Kerala

12. ……. : Kerala samskaram(Mal)

13. Kesavan Veluthat : Brahmin Settlements in Kerala

14. Guru Raja Rao.B.K. : The Megalithic Culture of South India

15. Gopalakrishnan P.K. : Keralathinte Samskarika Charithram (Mal)

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

17. Johney.O.K. : Waynadinte Samskarika Bhoomika(Mal)

18. Narayanan.M.G.S. : Cultural Symbiosis in Kerala

19. Innes & Ivans : Malabar District Gazattee

Essential Readings for Module-2

1 William Logan : Malabar Manual (2.vols)

2. Raghava Varier.M.R : Vadakkan Pattukalude Paniyala (Mal)

3. Rajan Gurukkal : Cultural History of Kerala

4. Kurup.K.K.N : Aryan and Dravidian elements in Malabar Folk

5, Balan.C (Ed.) : Kasaragod Charithravum Samoohavum (Mal)

Essential Readings for Module-3

William Logan : Malabar Manual (2.vols)

Raghava Varier.M.R : Vadakkan Pattukalude Paniyala (Mal)

Gopalakrishnan P.K. : Keralathinte Samskarika Charithram (Mal)

Sasibhoosan M.G : Keralathile Chuvar Chithrangal(Mal)

Johney.O.K. : Waynadinte Samskarika Bhoomika(Mal)

Narayanan.M.G.S. : Cultural Symbiosis in Kerala

Innes & Ivans : Malabar District Gazattee

Essential Readings for Module-4

1 William Logan : Malabar Manual (2.vols)

2. Raghava Varier.M.R : Vadakkan Pattukalude Paniyala (Mal)

3. Rajan Gurukkal : Cultural History of Kerala

4. Kurup.K.K.N : Aryan and Dravidian elements in Malabar Folk

5. Vinod Kumar.K (Ed.) : Science and Society

6. Balan.C (Ed.) : Kasaragod Charithravum Samoohavum (Mal)

7. Panikkar.K.N : Culture,Ideology,Hegemony

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		75

COURSE TITLE: UNDERSTANDING SOCIAL REFORM MOVEMENTS IN KERALA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
I	**MDC**	100-199	KU1MDCHIS102	3	45

Learnin g Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	1	25	50	75	1.5

Course Description: Understand the importance of Social Reform Movements in Kerala. Studying Social reform movements in Kerala is crucial for understanding the state's socio-political landscape. These movements have shaped Kerala's unique social fabric, influencing its development, politics and culture. They provide insights into issues like caste, gender and education, offering valuable lessons for addressing contemporary social challenges. Additionally, they highlight the power of grassroots activism and community mobilization in effecting change, making them significant subjects of academic study. In essence, this paper also discusses its significance that lies in the transformative impact on society, politics, culture and human rights, making them an integral part of academic study and social discourse.

Course Prerequisite: Nil

Course Outcomes:

CO	Expected Outcomes	Learning Domains
1	Paper helps to understand the importance of Social Reform Movements in Kerala society and its culture.	Understand
2	Explore the reflections of westernization..	Explore
3	Examine the impact of Social Reform Movements in Kerala.	Examine
4	Familiarise the students about New trends in literature and analysis the Modern Malayalam poetry.	Analysis
5	Made aware of the condition of early society in Kerala and acquire historical knowledge.	Apply

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**

CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

COURSE CONTENT5

Content for classroom transactions

Module	Unit	Content	Hrs
I	**Reflections of Westernization**		**15**
	1	Colonial Modernity	
	2	Introduction of Western Education – Missionary contributions; LMS, CMS, Salvation Army	
	3	Shanar Agitation	

<u>Suggested Readings Specific to the Module</u>

1. M.Sahadevan, From Brahaminsm to Liberalism , Ideologies Attitudinal changes and Modernity in Kerala

2. K.N Ganesh, Keralathinte Ennalakal

3. K.K.N Kurup, Modern Kerala

K.N Ganesh, Culture and Modernity: Historical Explorations

Filippo Osella, Caroline Osella, Social Mobility in Kerala: Modernity and Identity in Conflict

Module	Unit	Content	Hrs
II	**Religion and Social Reform Movements / Kerala Renaissance**		**15**
	1	Chattambi Swamikal - Sree Narayana Guru - Mannath Padmanabhan – Ayyankali - Vakkam Abdul Khader Moulavi - Vagbhatananda- Brahmananda Sivayogi - Ananda Theertha - V.T Bhattathirippadu - C. Krishanan	

	2	Growth of Caste Organization; SNDP, NSS, Yogakshema Sabha, Sadhujana Paripalana Yogam	

Suggested Readings Specific to the Module

1. P. K Gopalakrishnan., Keralathinte Samskarika Charithram
2. A.Sreedhara Menon, A Survey of Kerala History
3. G. Devarajan., Social Reform Movements in Kerala: An Annotated Bibliography of Source Materials.
4. Robin Jeffrey, The Decline of Nair Dominance
5. T K Raveendranath, Asan and Social Revolution in Kerala
6. C.Kesavan, Jeevithasamaram

Module	Unit	Content	Hrs
III	**Reform Movements and It's Impacts**		**15**
		Movement for Iradication of Untouchability - Vaikkom and Guruvayur Sathyagraha- Kalpathi Agitation	
		Temple Entry Proclamation.	
		New Trends in Literature or Modern Malayalam Poetry Asan - Ulloor - Vallathol, K.P Damodharan, Impact of Reform Movements	
5	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

Suggested Readings Specific to the Module

1. E.M Asharf, Swami Ananda Theertha- Biography

2.Dilip .M.Menon , Caste , Nationalism and Communism in South India –Malabar-1900-1948

1. K.K.N Kurup, Nationalism and Social Change : The Role of Malayalam Literature

2. P K K Menon, History of Freedom Movement in Kerala Vol.11.

Core Suggested Readings

Kunjan Pillai Elamkulam., Studies in Kerala History

A.Sreedhara Menon, A Survey of Kerala History

Raghava Warrier & Rajan Gurukkal., Kerala Charithram Vol 1

Raghava Warrier & Rajan Gurukkal., Kerala Charithram Vol 2

P. K Gopalakrishnan., Keralathinte Samskarika Charithram

G. Devarajan., Social Reform Movements in Kerala: An Annotated Bibliograpgy of Source Materials.

K.N Ganesh , Keralathinte Ennalakal

P J Cheriyan, Perspectives on Kerala History

William Logan, Malabar Manual

K.N Panikkar, Against Lord and State

Robin Jeffrey, The Decline of Nair Dominance

T K Raveendranath, Asan and Social Revolution in Kerala

C.Kesavan, Jeevithasamaram

K.K.N Kurup, Nationalism and Social Change : The Role of Malayalam Literature

K.K.N Kurup, Modern Kerala

S Guptan Nair, Adhunika Navothanathinte Silpikal

EMS Nambudiripad, Keralam Malayalikalude Mathurbhumi

E.M Asharf, Swami Ananda Theertha- Biography

P K K Menon, History of Freedom Movement in Kerala Vol.11

Dilip .M. Menon , Caste , Nationalism and Communism in South India –Malabar-1900-1948

M. Sahadevan, From Brahaminsm to Liberalism, Ideologies Attitudinal changes and Modernity in Kerala

K.Sabukuttan, C. Krishnan and Social Change in Kerala

A .Ayyappan, Social Revolution in a Kerala Village

M.K Sanu, Sree Narayana Guru.

Assessment Rubrics:

Evaluation Type	**Marks**
End Semester Evaluation	50
Continuous Evaluation	25
a)Test Paper-1	
B) Test Paper -2	
C) Assignment	
d) Seminar	
e) Book/Article Review	
f) Viva-Voce	
g) Historical site visit	
Total	**75**

COURSE TITLE: Film and History

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	MDC	101-199	KU2MDCHIS104	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	1	25	50	75	1.5

Course Description: Film studies is a field of study that explores the theoretical, historical, and critical aspects of cinema as an art form and medium. This course will cover a range of historical, analytical, and theoretical perspectives on cinema. Through practical experience and the examination of a variety of films from different cultural backgrounds, time periods, and ideologies, students will start to cultivate the necessary tools for analyzing and discussing cinema and its cultural impact in both written and creative formats.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	**Understanding the History of Cinema:** Learn about the origins of cinema and how it has evolved over the years.	
2	**Analyzing Film Techniques:** Understand the key movements and technological advancements that have shaped the film industry.	
3	**Appreciating Cultural and Social Contexts:** Appreciate the cultural significance of cinema and its role in shaping society.	
4	**Writing Critically About Films:** learn how to write critically about films, expressing your thoughts and opinions on various aspects of a movie, such as its plot, characters, themes, and visual style.	
5	**Career Opportunities:** A degree in Film Studies can open up career opportunities in the film industry, media, academia, and beyond.	

Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1	**Understanding the Basic Terms**		**12**
	1	**Understanding the Basic Terms**	
		a) Shot, Scene, Storyboard, Blocking, Editing.	
		b) Black and White cinema, Technicolour, Eastman colour etc.	

2	**The Evolution of Indian Cinema**		**12**
	1	Silent Era (1919- 1930)	
	2	Rise of the Talkie (1931-1947)	
	3	Golden Era (1952- 1975)	
	4	Historical overview of Indian film industry	
	5	Major film movements in Indian cinema	

3	**The Impact of Indian Cinema on Society**		**10**
	1	**The Impact of Indian Cinema on Society**	
	2	**Analysis of films addressing social issues**	
		a) Gender Inequality	
		b) Caste Discrimination	

		c) Poverty	
	3	Films like "Pink", "Article 15" and "Padman"	

4	**Socio-cultural Perspectives in Indian Cinema**		**11**
	1	**Representation of gender, caste, and class in Indian films**	
		a) Achhut Kanya or The Untouchable Girl (1936)	
	2	**Study of renowned Directors in Indian Cinema**	
		a) Satyajit Ray	
		b) Mani Ratnam	
	3	Adoor Gopalakrishnan	
		a) Elippathayam (1982; Rat-Trap), b) Mathilukal (1990; The Walls) c) Nizhalkkuthu (2002; Shadow Kill)	

	Teacher Specific Module	**5**
	Directions	
	Creative Writing Assignments: Tasks which will stimulate students' creativity: (1) write a new ending to the story; (2) add new characters or new events to an existing scene and show how the story changes as a result; (3) write an additional scene or incident, with its own setting, action, and dialogue;	5

Essential Readings:

"Deep Focus: Reflection on Indian Cinema" by Ray Satyajit

1. "Films and Feminism: Essays in Indian Cinema" by Jasbir Jain
2. "History through the lens - Perspectives on South Indian Cinema" by S Theodore Baskaran
3. "History of Indian Cinema" by Renu Saran
4. "Indian Cinema: A Very Short Introduction (Very Short Introductions)" by Ashish Rajadhyaksha
5. "Narratives of Indian Cinema" by Manju Jain
6. Fernandes, Leela. "Reading 'India's Bandit Queen': A Trans/national Feminist Perspective on the Discrepancies of Representation." Signs, vol 25, 1999

Suggested Readings:

1. Barnow, Eric and S. Krishnaswamy. Indian Film. Delhi: OUP, 1980. Print.
2. Bazin, André. "The Evolution of the Language of Cinema." What is Cinema Volume 1.Tr. Hugh Gray. Berkley: U of California P, 1967. 23-40.
3. Braudy, Leo and Marshall Cohen, eds. Film Theory and Criticism. New York and Oxford: Oxford UP, 1999. Print.
4. Butler, Andrew M. Film Studies: Pocket Essential Series.
5. Hill, John, and Gibson Pamela Church. The Oxford Guide to Film Studies. Oxford: Oxford UP, 1998. Print.
6. Kuhn, Annette, and Guy West well. A Dictionary of Film Studies. Oxford: Oxford UP, 2012. Print. Oxford Quick Reference Series.
7. Nelmes, Jill. Introduction to Film Studies. London: Routledge, 2012. Print.

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		**75**

COURSE TITLE: HISTORICAL TOURISM IN KERALA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	**MDC**	100-199	KU2MDCHIS105	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lec3ture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	1	25	50	75	1.5

Course Description: :. The course introduces students to the field of marketing of cultural and heritage tourism in Kerala. Students examine the ways in which such a product may be sustained and developed to help in the growth of the local and the national economies.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	To comprehend the importance of cultural heritage and tourism in national development.	U
2	Acquaint students with the growing vocation of tourism as an itdustry and the applicability of historical knowledge for its growth and expansion.	E
3	Analyse the influnce of historical sites of Kerala on Tourism	An
4	Prwpare a list of centres of historical tourism in Kerala	C
5	Locate the important centres of historical tourism in Kerala	A

******Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***

Mapping of Course Outcomes to PSOs

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✔			✔			
CO 2		✔			✔		
CO 3			✔				✔

CO 4			✔			✔	
CO 5	✔			✔			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	UNIT	DESCRIPTION	HOURS
1	**WHAT IS TOURISM**		**15**
	1	Definition of tourism.	
	2	Concept, meaning and significance and types of Tourism.	
	3	Historical Tourism.	

2	**HISTORICAL TOURISM IN KERALA**		**15**
	1	Basic Outline of Kerala History	
	2	Elementary geography and Bio-diversity of Kerala	
	3	Ancient Remains-Other places with Historical importance- Tourism Resources of Kerala.monuments, museums, historical and religious sites in Kerala – tribal culture, dance and music, painting, handicrafts, handloom, cuisine - dress- kathakali, mohiniattam, theyyam, pakkanarkali-mudiyattam-forts-palaces - art galleries.	
	4	Kerala Architecture	
	5	Fairs and Festivals of Kerala	

3	**TOURISM GUIDING AND ENTREPRENEURSHIP**		**15**
	1		

		Tourism related jobs opportunities in Kerala	
	2	Basics of Tourism Guiding	
	3	New trends in Tourism	

5	**Teacher Specific Module**	**5**
	Directions	
	Directions : Conduct Class room presentations, discussions, Debates, Book reviews, Field visit, tour diary etc.. for developing students interest in the course	5

Essential Readings:

1.Acharya, R, Tourism and Cultural Heritage of India, ROSA publication, Jaipur

2.Barrey Arrich, Event and Entertainment Marketing, Vikas Publications, 1994

3. Boniface, B & Cooper, C, The Geography of Travel and Tourism, 2005.

4. Chandra Prabhas, Global Eco – Tourism, Codes, Protocols and Charters, 2003.

5. Diwakar Sharma, Event Planning and Management, Deep and Publications New Delhi, 2009

6. Hussain, A A, The National Culture of India, National Book Trust, New Delhi, 1994

7. Jacob, R, Joseph, S. Philip, A, Indian Tourism Practices, Abhijit Publications, 2007

8. Kapila, Vatayayan, The Arts of Kerala Kshetram, Gyan Publishing House, 2016

9. Percy, B (1940) Indian Architecture – Hindu and Buddhist Period, 1940

10. Mukherjee, R. K , The Culture and Art of India, 1984

11. Raina. A. K, Raina, C. L, Fundamentals of Tourism and Indian Religion, Principles and Practices, Kanishka Publishers, New Delhi ,2005

12. Sharma, U, Festivals in Indian Society, Mittal Publication, New Delhi, 2008

13. Sreedhara Menon, A Cultural Heritage of Kerala, DC Books, 2019

Assessment Rubrics:

Evaluation Type	Marks

End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		**75**

COURSE TITLE: HISTORY OF INDIAN NATIONAL MOVEMENT

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
II	MDC	100-199	KU2MDCHIS106	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	-	25	50	75	1.5

Course Description: This course aims to provide the students the knowledge on Indian National Movement from 1885 to 1947. It involves a detailed study of the complex historical context of the latter nineteenth century that led to the making of Indian nationalism and the early phase of Indian national movement. It starts with the development of 'middle class' nationalism in India, the birth of INC, the moderate phase of Indian national movement, its strategies and contributions. The further development of Indian National Movement in the 20th century, the influence of International Events on it and the changes in British Indian administration is also included. Development of mass national movement, the works of non-congress organisations and administrative reforms in the 20th century is also touched. The birth and development of communalism and its aftermath on Indian National Movement is also highlighted in this syllabus.

Course Prerequisite: NIL

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	**Understanding the rise and growth of Indian National Movement in its various Phases.**	U
2	**Understanding the important administrative reforms in the 20th century in British India.**	U
3	**Analysing the role and contributions of different sections of Indian People in Indian National Movement.**	An
4	**Identifying the role and contributions of nationalist leaders towards Indian National Movement.**	A
5	**Explaining the international events that affects the course of Indian National Movement.**	An
5	**Developing democratic sense: the course equips the students to develop a strong democratic sense.**	C

6	**Create a strong feeling against communal ideology and other anti-national elements.**	C
7	**Nurture a strong feeling of Nationalism and secularism among the students after assimilating the legacy of Indian National Movement.**	C

****Remember (R), Understand (U), Apply (A), Analyse (An), Evaluate (E), Create (C)***

Mapping of Course Outcomes to PSO

	PSO 1	PSO 2	PSO 3	PSO 4	PSO 5	PSO 6	PSO 7
CO 1	✓			✓			
CO 2		✓			✓		
CO 3			✓				✓
CO 4			✓			✓	
CO 5	✓			✓			
CO6		✓			✓		
CO7		✓		✓			

COURSE CONTENTS

Contents for Classroom Transaction:

MODULE	DESCRIPTION
1	**Development of Nationalism in India.**
	Emergence of Nationalism – Formation of Indian National Movement –The Moderate Phase.
	Partition of Bengal -the rise of extreme nationalism- Swadeshi Movement. Formation of Muslim League – Surat Split- Minto – Morley reforms
	First World War and Indian National Movement – Ghada Party- Home Rule Movement
	Mahatma Gandhi and Early satyagrahas- Mont ford reforms – Rowlat act – Jalian Walabagh Tragedy

2	**From Non-Co Operation to Civil Dis disobedience.**
	Khilafat Non – Cooperation Movement – Swarajist Party.
	Revolutionary Movements from 1924 to 1931.
	Simon Commission – Nehru Report
	Civil Dis obedience Movement – Round Table Conferences – Poona Pact.
3	**Moving Towards Freedom.**
	National Movement and Second World War – Cripps Mission – Quit India Movement- Subhash Chandra Bose and INA.
	Rise and Growth of Communalism in India – Jinnah and Two Nation Theory.
	Post second world war developments – RIN Mutiny – Mount Battern Plan – Indian Independence

Essential Readings for Module-1

BipanChandra, *Modern India*
----------, *India's Struggle for Independence*
----------, *Nationalism and Colonialism in Modern India,* New Delhi.1966.
----------, *Communalism in Modern India*
A.R. Desai, *Social Background of Indian Nationalism*
Sumit Sarkar, *Modern India 1885 – 1947,* Pearson India Education Services, 1982/2014.
R.C. Majumdar, *History of India's Struggle for Freedom*
Shekhar Bandyopadyay, *From Plassey to Partition: A History of Modern India*
Anil Seal, *The Emergence of Indian Nationalism, Competition and Collaboration in the Late 19th Century*
Tara Chand, *History of Freedom Movement in India*
D.N. Dhanagare, *Peasant Movements in India*
K N Panikkar, *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*, London: Anthem Press, 2002.
Amales Tripathi & Amitava Tripathi, *Indian national Congress and the struggle for freedom, 1885-1947,* New Delhi: Oxford University Press, 2014.

Essential Readings for Module-2

A.R. Desai, *Social Background of Indian Nationalism*
Sumit Sarkar, *Modern India 1885 – 1947,* Pearson India Education Services, 1982/2014.
R.C. Majumdar, *History of India's Struggle for Freedom*
Shekhar Bandyopadyay, *From Plassey to Partition: A History of Modern India*
Anil Seal, *The Emergence of Indian Nationalism, Competition and Collaboration in the Late 19th Century*
Tara Chand, *History of Freedom Movement in India*
D.N. Dhanagare, *Peasant Movements in India*
K N Panikkar, *Culture, Ideology, Hegemony: Intellectuals and Social Consciousness in Colonial India*, London: Anthem Press, 2002.

Essential Readings for Module-3

BipanChandra, *Modern India*
----------, *India's Struggle for Independence*
A.R. Desai, *Social Background of Indian Nationalism*
Sumit Sarkar, *Modern India 1885 – 1947,* Pearson India Education Services, 1982/2014.
R.C. Majumdar, *History of India's Struggle for Freedom*
Shekhar Bandyopadyay, *From Plassey to Partition: A History of Modern India*
Anil Seal, *The Emergence of Indian Nationalism, Competition and Collaboration in the Late 19th Century*
Tara Chand, *History of Freedom Movement in India*
D.N. Dhanagare, *Peasant Movements in India*

Suggested Readings:

R.P. Dutt, *India Today*
B.R. Nanda, *Mahatma Gandhi: A Biography*
Satyabrata Rai Chowdhury, *Leftist Movements in India: 1917-1947*

G.Aloysius, *Nationalism without a Nation in India*
Sanjay Joshi, *The Middle Class in Colonial India*
Benedict Anderson, *Imagined Communities: Reflections on the Origin and Spread of Nationalism*, London: Verso, (1983) 2006.
Mehrotra, S R. *The Emergence of the Indian National Congress*, New Delhi: Rupa, 2004.
Sanjay Joshi (ed), *The Middle Class in Colonial India*, New Delhi: Oxford University Press.
Maulana Abulkalam Azad, *India Wins Freedom*, Bombay: Orient Blackswan, 1959/1988.
Sucheta Mahajan, *Independence and Partition: The Erosion of Colonial Power in India*, New Delhi: Sage, 2000.
Jawaharlal Nehru,.*An Autobiography*, New Delhi: Penguin, 1997.
Mahatma Gandhi, An Autobiography or *The story of My experiment with Truth*, Ahemedabad.

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
f)	Viva-Voce	
g)	Field Report	
Total		**75**

COURSE TITLE: TRIBAL STUDIES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	**MDC**	200-299	KU3MDCHIS201	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	1	25	50	75	1.5

Course Summary : This paper helps the student to Familiarize with the native tribes in Kerala. It helps to recognize the native people, their culture, their way of life and the transformation recently happened in their life. It helps the students to Realize the problems faced by the tribes. By studying this paper the student will become capable of Realizing the importance of the native tribal culture and the necessity of preserving it with a historical sense.

Course Outcomes

CO	CO Statement	Cognitive Level	Knowledge category	Evaluation Tools Used
CO1	To make the students familiar with Indian Knowledge System.	R	F	Instructor/ Conducted Exams
CO2	To familiarize Indian culture, tradition and the process of knowledge Production	U	C	Seminars
CO3	To recognize the importance of Indian Knowledge System	An	P	Assignments
CO4	To develop a critical and analytical understanding of forms of knowledge	E	P	Book review
CO5	To evaluate the The concept of knowledge and its relevance	E	M	Debate
CO6	To understand and document local knowledge system	Ap	M	Discussions/ Presentations

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	
CO6	✔			✔			

Module	Unit	Content	Hrs
I	**Concept of tribe**		**15**
	1	Historical point of view-aboriginals-nature- theories	
	2	Global and Indian perspective	
	3	Nehruvian Approach- Gandhian Approach	

Essential Readings

1. Debasree De, *Gandhi and Adivasis: Tribal Movements in Eastern India* (1914 -1948), Manohar Publishers
2. B R Ambedkar – *Annihilation of Caste*
3. Maguni Charan Behra – *Tribal studies Emerging Perspectives from History Archeology and Ethanography*
4. Prathama Banerjee, *Elementary aspects of the political: Histories from the global South*, Duke University press

Module	Unit	Content	Hrs
II	**Tribal Movements in India**		**15**
	1	Santhal uprisings, Birsa Munda Movements,	
	2	Kol Uprisings,Khond Uprisings,Khasi Uprisings,Chaur Uprisings	
	3	Nature of the movements	

Essential Readings

1. Amitabh Shah edited tribal development in western India
2. Kamal K Misra and G Jayaprakashan Edited tribal moments in India vision of Dr KS Singh
3. Nadeem Hasnain, Tribal India, Parlaga Pragathan Publishers
4. K S singh edited Tribal Movements in India

Module	Unit	Content	Hrs
III	**Tribal movements in Kerala**		**15**
	1	Pazhassi revolt, Kurichya revolt	
	2	Muttanga land struggle, Aaralam farm protest	
	3	Changara land struggle, Arippa Bhoosamaram, Puyamkutti land struggle	

		Contemporary Issues -Education and Employment- - Land issues and land struggles in Kerala, Kerala context, Impact of land reforms on Adivasis - Prevention of atrocities	
5	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		75

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Essential Readings

1. 1. I P Vidyarthy And Vinay Kumar Ray, The tribal cultural of India
2. Eva- MariaHardtmannn, The delete moment in India: local practices, global connections, Oxford University Plus
3. KKN Kurup, Pazhassi Samaranga
4. Duary Nabakumar, Education in tribal India: A study of West Bengal, Mittal publications, New Delhi
5. Ranajit Guha - Subaltern Studies vols
6. Yogesh Pratap Singh and Suvrashree Panda edited tribal justice

COURSE TITLE: HISTORY OF MARTIAL ARTS IN KERALA : KALARIPAYATTU

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	**MDC**	200-299	KU3MDCHIS202	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	1	25	50	75	1.5

Course Summary: This course introduces the students about the importance of martial arts in the cultural history of Kerala. It familiarize students with the different practices with Kalaripayattu.It will help the students for understanding the different practices related with Kalaripayattu.

Course Outcomes:

CO No.	Expected Outcome	Learning Domains
1	Understanding the important martial arts of Kerala	U
2	Understanding the importance of Kalaripayattu among the martial arts of Kerala	U
3	Analysing the role of Kalaripayattu in the cultural history of Kerala	An
4	Identifying the needs and importance to protect the martial arts of Kerala	E
5	Locating important centeres of martial arts in Kerala	C

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔5
CO5			✔			✔	

Course Content

Module	Unit	Content	Hrs
I	THE HISTORY OF KALARIPAYYATTU		15
	1	Medieval Kerala Society and polity- Role of Naduvazhis-what is Martial Arts- Importance of Martial arts in Kerala	
	2	- Origin and development of Kalaripayattu-Legend- History of Kalaripayattu-Types of kalaries-.	
	3	Ballads of Kerala-Various regional styles of kalaripayyattu-Political geography and the role of kalaripayyattu in Medieval Kerala society- status of kalaripayattu in colonial Kerala-Revival of Kalaripayattu	

Suggested readings specific to the module

1 .Achutanantan K.V ,24 *Vadakkan Pattukal,* Kunnam Kullam: Kunnamkullam press, 1973.

2.Balakrishnan,BK, *Jathi Vyvasthithiyum Kerala Charitravum(Caste System and Kerala History).* Kottayam: D.C Books, 1998.

3. John, Shaji K. *Kalaripayattu: The Martial and Healing Art of Kerala.* Kottayam: 2011.

4. K B, Geeethi, *Kalaripayattuum Njanum (Kalaripayattuu and Me)* Thiruvananthapuram, Chinta Publications, 2010.

5. Kelappan, Kavil, *Lokanarkkavil Ammayum Bakthanaya Thacholi Othenanum (Lokanarkkavil Amma and Devotee Thacholi Othenanum.* Vadakara: Vava my Books, 2008.

6. K Vijayakmar, *Karlarippayattu.* Thiruvanathapuram: Department of publications Govt. of Kerala, 2000

7. M.C, Nambiar Appunni. *Vadakkan Pattukal* . Kozhikode: Malabar Books, 1998.

8. Namboodiri, M.VVishnu, *Vadakkan Pattukal Vol2,* Kozhikode:Poorna Publications, 2008.

9. Raghavan, Payyanad,*Vadakkanpattu Padanangal (The Studies of Vadakkanpattukal)* Thenjippalam : Calicut University

Module	Unit	Content	Hrs

II	**HEALTH AND KALARIPAYATTU**		**15**
		Major treatments and Reguvenation therapy- Uzhichil and Dhara- Sukha thirumu,kacha thirumu,Raksha thirummu, Dhara-Advantages of Kalari Massage	
		Kalari and Ayurveda,Kalari	
		Tourist response	

Suggested readings specific to the module

1.Gurukkal, Rajiv AR. *Kalariyuzhichilum Marma Chikilsayum (Kalari Massaging and Mama Treatement).* Kottayam: D.C Books, 2008.

2.Gurukkal, Kadathanadu Chandran, *Kadathanadan Kalaripayattuu,* Puthuppanam: Kadathanadu KPCGM Kalari Sankam, 2005.

3.Gurukkal, Kadathuruthi, E.P Vasudeva. *Kalaripayattuu, Keralathinte Thanathu Ayodhannakalakal.(Kalarippaytattu:aTraditional Martial Arts of Kerala*

4. Anoop A K ,Exploring the potentials of the intangible artform: Kalaripayattu and kalari chikilsa, IJAR May 2019

Shaji K John, Kalaripayattu The Martial and Healing Art of Kerala,2011

Module	Unit	Content	Hrs
III	**MAJOR CENTERS OF KALARIS IN KERALA**		**15**
	1	Major Kalari Sanghams in kerala-	
	2	Status,scope of Kalari's in present time	
	3	Relevance in the Cultural History of Kerala	
IV	**Teacher Specific Module**		5
		➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Suggested readings specific to the module

1. P.J,Cherian, *Perspectives on Kerala History:The Second Millennium Vol11, Part 11,* Thiruvananthapuram, StateEditor, Kerala Gazetteers,1999.

2. Sreedharan,Chambad, *Unniyarchayum Aromalunniyum, (Unniyarcha and Aromalunni,* Kozhikode : Balasahithya Accademi, 2008.

3. Sreedharan Chambad, *Aaromal Chekavar,* Kozhikode: Balasahithya Academy,2008.

4 . Sreedharan,Chambad, *Thacholi Othenan,* Kozikode:BalasahithyaAcademy,2008.

5. Sreedharan, Nair Chirakal T. *Kalaripayattu the Complete Guide to Kerala's Ancient Martial Art.* Chennai: Westland books, 2007

6. Kurup, K.KN, Aspects *of Kerala History and Culture,* Trivandrum: college books house, 1977.

7. Menon, Sreedharan A. *A Survey of Kerala History.* Chennai: S.Viswanathan Printers and Publishers, 2005.

8.Menon, Sreedharan A, *Kerala Samsakaram(Keral Culture)* Kottayam, D.CBooks, 1978.

9.Menon, Sreedharan A ,*Keralacharitham(KeralaHistory)* Kottayam:D.CBooks,1967.

10. Gangatharan,T K, *Evolution of Kerala History and Culture,* Calicut University Central Co-operative Stores LTD, 2004.

<u>Core Suggested Readings(Books, Journals,E-Sources Websites/weblinks)</u>

1. Arunima, G. *There Comes Papa.* London: orient Logman publications, 2003.
2. Hodgart,M.J.C. *The Ballads* , New York, W.W Norton, 1962
3. Nampoodiriippad, EMS. "Kerala Yesterday Today Tomorrow" National Books Agency, 1967. Newdelhi,
4. Kurup, K.K.N, *Adhunika Keralam: Charithra Gaveshana Prabandhangal (Modern Kerala: Research Papers in History).* Thiruvananthapuram : The State Institute of Languages,Kerala, 1982,Delhi.

5. Cherian, P J, *Essays on the Cultural Formation of Kerala,Volume1V,Part11.* Thiruvananthapuram:Kerala Sate Gazetters Department,1999.

6. Cherian. P.J, *Perspectives on Kerala History:The Second Millennium Vol11, Part 11*, Thiruvananthapuram,StateEditor, KeralaGazetteers,1999.

7. Baskaranunni, P, *Pathonpatham Nootantile Keralam(Keralain19thCentury*. Thrussur:Kerala Sahithya Academy,1998.

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		75

COURSE TITLE: HISTORY OF MEDICINE AND HEALING PRACTICES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	**MDC**	200-299	KU3MDCHIS203	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	1	25	50	75	1.5

Course Description : The paper aimed at introducing the evolution and growth of Indian medicine in historical perspective. The Indian medical practices had a long history and had multi - dimensional growth culminating in the growth of various branches. The paper also examines the intervention of colonialism in medical field and changed perspectives of the natives towards diseases, health, hygiene and vaccination.

Course Outcome :

1. Acquaintance with the historic evolution and growth of Indian medicine.

2. Differentiate the native and foreign medicine.

3. Able to convey the learners the changed attitudes of the natives towards health and hygiene.

4. It enable the learners to know the growth of native institutions and persons who immensely contributed to the field.

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔

Course Contents :

Module	Unit	Content	Hrs
I	**Medicine in Indian context**		**15**
	1	Medical practices - traditional medicine - Attitude towards endemic disease and epidemics - and hygiene	
	2	Unique practices - Ayurveda, Unani - tribal medicine-	
	3	The concept of health	

II	**Intervention of colonialism**		**15**
	1	Modern medicine - response of the natives - epidemics - hospitals	
	2	Changing notions on health and conservancy - changing attitude to pregnancy, motherhood,	
	3	nutrition and vaccination	
III	**The evolution in modern medicine**		**15**
	1	Growth of health education - notions of food and nutrition	
	2	Medical colleges - medical education	
	3	P S Varrier -The role of *Aryavaidyasala*s - changed global scenario after the pandemic	
5	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

Essential Readings :

K N Panikkar, *Culture, Ideology, Hegemony Intellectuals and Social Consciousness in Colonial India*.

K N Panikar, *Colonialism Culture and Resistance.*

David Arnold, *Science, Technology and Medicine in Colonial India (The New Cambridge History of India Book 5)*

David Arnold, *Imperial medicine and indigenous societies.*

Burton Cleetus, *Subaltern medicine and social mobility: The experience of the Ezhava in Kerala.*

Deepak Kumar, *Medical encounters in British India 1820 - 1920.*

David Arnold, *Colonising the body : state medicine and epidemic disease in 19th century India*

N.V.K.Varier, *Ayurveda Charitham*

N.V.K.Varier, *Ayurveda in Kerala, Souvenir : Indian history congress session 1976.*

Poturu Venkata Ranganayakarulu, *Ayurveda through ages in Andhradesha*

Yasser Arafat. P, *History of medicine and hygiene in medieval Kerala, fourteen to sixteen centuries,2011*.

Geraldine Forbes, *Women in colonial India - essays on politics, medicine and historiography.*

S Guha, *Understanding women's health issues : a reader.*

P.K.Gopalakrishnan, *Keralathinte samskarika charithram*

Sarah Hodges, *reproductive health in India : history politics controversies.*

D G Crawford, *a history of the Indian medical service : 1860 - 1913.(2 volumes).*

Deepak Kumar , *Disease and medicine in India : a historical overview.*

Assessment Rubrics :

Evaluation Type	**Marks**
End semester evaluation	50
Continuous evaluation	25
a) Test paper – 1	
b) Test paper – 2	
c) Assignment	
d) Seminar	
e) Book/article review	
f) Viva – voce	
g) Field	
Total	**75**

VALUE ADDITION COURSES

COURSE TITTLE: HISTORY OF HUMAN RIGHTS MOVEMENTS IN INDIA

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
III	**VAC**	200-299	KU3VACHIS201	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	1	25	50	75	1.5

Course Summary: The course offers awareness about the historical evolution of Human rights movements. It also enables the student to know about the gap between the concepts of rights and its practicability in Indian context. The course underscores the need to have a proper understanding of therights and its legal measures in Indian context

Course Outcomes:

No .	**Upon completion of the course, the graduate will be able to**	**Cognitive Level**	**PSO addressed**
CO-1	Evaluate the process of the historical development of human rights in History	E	PSO-3
CO-2	Analyse the ideological foundations of Human Right Movements.	An	PSO-6
CO-3	Assess the constitutional remedies of human right violations.	E	PSO-6
CO-4	Focus on the different movements especially on women, Dalit, Peasants and environment.	An, E	PSO-6
CO-5	Evaluate a proper use of the legal rights in Indian context.	An	PSO-1

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Module	Unit	Content	Hrs
I	**Human Rights- concepts- definitions- practices**		**15**
	1	Emergence of modern Declarations and Charters- The Declaration of theRights of Man and of the Citizen(1789) - The Declaration of the Rights of Woman and of the Female Citizen (1791)	
	2	Conventions and Covenants on Human Rights- UDHR-ICCPR-ICESCR	
	3	Generation Classification of Human Rights- First Generation: Civil and Political Rights- Second Generation: Economic, Social and Cultural Rights- ThirdGeneration: Solidarity or Collective Rights	
II	**Human Rights Movements in India**		**15**
	1	Movements against Human Rights Violations in India- Dalit-Peasant -Tribal- Women's Movements.	
	2	Environmental Movements- A case study of Narmada Bachao Andolan	
III	**Legal Rights and Safeguards in India**		**15**
	1	Constitutional safeguards –Fundamental Rights, DPSP	
	2	Agencies protecting Human Rights in India, Human Rights Commissions- NHRC, SHRC	
	3	NGOs and Human Rights-Amnesty International, Human Rights Watch,PUCL, PUDR- Rights of women-children-Dalit-Transgenders	
IV	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

Reading List

1. Agarwal, H. O. (1983). *Implementation of Human Rights Covenants with SpecialReference to India.* Allahabad: Kitab Mahal.
2. Akhtar, Saud (2012). *Human Rights in the World*, Delhi: Sarup Book

Publishers PvtLtd.

3. Baviskar, Amita (2004). *In the Belly of the River*. New York: OUP.
4. Davis, Mike (2007). *Planet of Slum*. London: Verso Books.
5. Donnelly, Jack (2013). U*niversal Human Rights in Theory and Practice*. London:Cornell University Press.
6. Fischin, Daniel & Martha, Nandorfy (2007). *The Concise Guide to Global HumanRight.* London: Black Rose Books.
7. Franke (2016). *Human Rights in International Politics: An Introduction*. New Delhi:VIVA Books.
8. Jayanth, Chaudhary (2011). *A Text Books of Human rights.* New Delhi: Wisdom Press.
9. Jenks, W. (1960). *Human Rights and International Labour Standards*, London: Stevens.
10. Klein, Naomi (2007). *The Shock Doctrine*: *The Rise of Disaster Capitalism*, Canda:Knopf Canada.
11. Krishna, Menon (ed.). (2009). *Human Rights Gender and Environment.* Delhi.
12. Mohanti, M. (1998). *Peoples Rights*, New Delhi: Sage Publications.
13. Nagendra, Singh (1986). *Enforcement of Human Rights.* Calcutta: EL House.
14. O. P., Dhiman (2011). *Understanding Human right- An Over View*. Delhi: KalpazPublication.
15. O'Byrne Darren (2002). *Human Rights-An Introduction.* Harlow: Longman.
16. Rangarajan, Mahesh(2006). *Environmental Issues in India: A Reader.* Pearson Education India.
17. Saksena, K. P. (Ed.). (1999). *Human Rights: Fifty Years of India's Independence*. NewDelhi: Gyan Publishing House.
18. Saksena, K. P. (Ed.). (2003). *Human Rights and the Constitution: Vision and Reality*.New Delhi: Gyan Publishing House.
19. Shute, Stephen & Susan, Harley (1993). *On Human Rights, The Oxford AmnestyLectures*, Basic Books.
20. Steiner, Henry, J. (1991). *Diverse Partners: Non-Governmental Organizations inHuman Rights Movement*, Harvard Law School Human Rights Programme.
21. Stetson, Brad (1988). *Human Dignity and Contemporary Liberalism*. London: Praeger.
22. Wadud, Amina (2007). *Inside the Gender Jihad: Women's Reform in Islam*. England:One World Publications.
23. Weeramantry, C. G. (1999). *Islamic Jurisprudence: An International Perspective*.London: Macmillan.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		75

Course Title: Climate and History

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	**VAC**	200-299	KU4VACHIS202	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	2	25	50	75	1.5

Course Summary: With far-reaching effects on human cultures, climate change is an important and serious worldwide issue. The historical aspects of climate change and its effects on human civilizations are examined in this course. Students who study the intricate connections between climate, globalwarming and cooling, and human societies will have a thorough grasp of how the current conditionof the climate crisis—which is often regarded as a defining characteristic of the Anthropocene— came to be. It accepts students from a variety of academic backgrounds, including the humanitiesand social sciences, by introducing them to interdisciplinary learning. The link between climate, scientific knowledge, and human societies is examined in this course. Rather than using the climateas a backdrop for social, political, and economic events, the course will first examine the role of climate as a historical actor of global history.

Learning outcomes

After completing this course, students should be able to -

CO: 1 - Understand the past interactions between human societies and the climate.

CO: 2 - Explore climate as an active historical actor rather than a passive backdrop.

CO: 3-Examine case studies from around the world to illustrate the impact of climate on human civilizations.

CO: 4 - Comprehend the basis of current discussions over global warming, climate change and understand the history of meteorology and climate science.

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Module	**Unit**	**Content**	**Hrs**
I	**What is Climate**		**15**

	1	Global Cooling- Forest Inhabitants- Woodlands- The Great Rift Valley- Savannas and hunter-gatherers- Hunter-gatherers and dispersal	
	2	Climate change and Homo sapiens- Farming- cultivation-	
	3	Climate and Indus valley- Climate optimum: Rome	
II	**Climate in early medieval Europe and Asia**		**15**
	1	Climate of Middle Ages; North Atlantic, Europe andAsia-	
	2	American floods and droughts	
	3	Climate of Little Ice Age in North Atlantic, Europe and Asia - Seventeenth Century Crisis -The little Ice Age and the Exploration of America- Cultural and social effects of Little Ice Age	
III	**Energy revolution in modern times**		**15**
	1	Industrial revolution and new sources of energies- carbon and climate	
	2	Climate and colonialism- The birth of Modern Meteorology- Victorians and the Weather -Capitalism and Nature	
	3	-Climate Change Denialism vs. Climate Justice -The Pollution of the Atmosphere- The Great Acceleration, Consumerism, and Global Waste- Global Warming- -rising seas and coastlines-climate agreements- Anthropogenic climate change and studying History-climate conflict.	
IV	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

Essential Readings Specific for the Modules

Alfred W. Crosby, Ecological Imperialism: the biological expansion of Europe

Anderson, Katharine, Predicting the Weather: Victorians and the Science of Meteorology, Chicago: University of Chicago Press, 2005.

Benjamin Lieberman &Elizabeth Gordon, Climate Change in Human History, Bloomsbury, London.

Behringer, W. (2010). A Cultural History of Climate, Cambridge: Polity Press.

Brooke, John L. (2014). Climate Change and the Course of Global History: A

RoughJourney, New York: Cambridge University Press

Davis, "Late Victorian Holocausts. El Niño Famines and the making of the

ThirdWorld"

Dipesh Chakrabartt, The Climate of History in a Planetary Age, University

ofChicago Press.

Dipesh Chakarabarty, The Climate of History: Four Theses. University

ofChicago Press, 2020.

John R. McNeill, "The Great Acceleration: An Environmental History of the Anthropocene since1945"

Grove, Richard (1997), Ecology, Climate and Empire. Delhi: Oxford University Press

Grove, Richard. (1995). Green Imperialism: Colonial Expansion, Tropical Island

Edensand the Origins of Environmentalism, 1600-1860, Cambridge: Cambridge

University Press

Hannah Holleman, Dust Bowls of Empire: Imperialism, Environmental Politics, and the Injustice of "Green" Capitalism, Yale University Press, London

Irfan Habib, Man and Environment: The Ecological History of India, Tulika

Books, 2010.

John Robert McNeill, The Great Acceleration: An environmental History of the Anthropocene since 1945, Belknap Press,2016.

John Bellamy Foster, The Vulnerable Planet, Monthly Review Press, New York,1999.

Assessment Rubrics:

Evaluation Type	Marks
End Semester Evaluation	**50**
Continuous Evaluation	**25**

a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		75

COURSE TITLE: Gandhian Political Ideologies and Practices

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	**VAC**	300-399	KU4VACHIS301	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	1	25	50	75	1.5

Course Summary: This course familiarize students with Gandhian ideology and practices in India. It gives gives students an insight into the importance of Gandhian thoughts in the present world. The values and principles through this course will help students for leading a useful citizezn

Course out comes

After completion of the course student will be able to:

• Acquire knowledge and understand the nonviolent experiments undertaken by Gandhiji

• Understand and assimilate the core concepts and ideals of Gandhian Political Thought

• Understand the various forms of Satyagraha, Swaraj, Sarvodaya and other political

ideas.

• Learn Gandhian Philosophy of Truth, Sarvodaya and Satyagraha and its significance.

• Realize relevance of Gandhian Political Thought

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Contents

Module	**Unit**	**Content**	**Hrs**
I	**Foundations of Gandhi's Political Thought**		**15**
	1	Non-Violence: Concepts, Meaning and Contemporary Relevance	
	2	Doctrine of Means and Ends	

	3	Satyagraha: Meaning, Methods and Significance Satyagraha and Passive Resistance	
II	**Views on Sovereignty and Freedom**		**15**
	1	Spiritualization of Politics	
	2	Swaraj, Self-rule and Sarvodaya	
	3		
III	**State and Democracy**		**15**
	1	State and Ideal Society : The concept of Ram Rajya	
	2	Democratic Decentralization Parliamentary Democracy,Party System	
	3	Relevance and Assessment of Gandhi's Political Thought	
IV	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

Essentail Readings Specific for the Modules:

1. Bhattacharyya, Buddhadeva (1969). Evolution of the political philosophy of Gandhi. Calcutta: Calcutta Book House.

2. Gandhi, M.K. (1992). Satyagraha in South Africa. Ahmedabad: Navajivan Publishing House.

3. Gandhi, M.K. (1995). India of my dreams (compiled by Prabhu, R.K.). Ahmedabad: Navajivan Publishing House.

4. Gandhi, M.K. (1959). Panchayati raj. Ahmedabad: Navajivan Publishing House.

5. Mishra, Usha (2008). The multi-dimensional thought of Mahatma Gandhi. Mumbai: Mani Bhavan

6. Parekh, Bhikhu (1989). Gandhi's political philosophy: A critical examination. Delhi: Ajanta.

7. Verma, V. P. (1980-81, 4th Revised and Enlarged Edition). Political philosophy of

Mahatma Gandhi and Sarvodaya. Agra: Laxmi Narayan Aggarwal.

8. Bondurant, Joan V. (1959). Conquest of violence. The Gandhian philosophy of conflict. Bombay: Oxford University Press.

9. Gandhi, M.K. (1999). Hind swaraj. Ahmedabad: Navajivan Publishing House.

10. Huxley, Aldous (1937). Ends and Means. New York: Harper.

Kumar, Ravinder (2003) (Ed.). Essays on Gandhian politics: The Rowlatt Satyagraha of 1919. Oxford: Clarendon Press. Nanda, B.R. (1998). Making of a Nation: India's road to independence. New Delhi: Harper Collins.

12. Singh, Ramjee (1993). The relevance of Gandhian thought. New Delhi: Classical Publishing Co.

Assessment Rubrics:

Evaluation Type		**Marks**
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		75

SKILL ENHANCEMENT COURSES

COURSE TITLE: ACADEMIC WRITING IN HISTORY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	**SEC**	200-299	KU4SECHIS201	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	1	25	50	75	1.5

Course Description: The paper has an object to introduce the content and relevance of the research oriented academic world. As frequent researches are going on in different fields, the researcher should know the updates in the field. The paper aimed at introducing the conditions, norms and standards of a academic writing by walking in lines with the supreme rule, the academic ethics. The paper therefore, introduces the methodology, structuring of the contents, tools of analysis, referencing styles, etc.

Course Outcome :

1. Familiarise the concept of the academic writing and develop an ability to differentiate theacademic writing from others.

2. To know the patterns and rules of academic writing.

3. To well understand academic ethics.

4. To promote knowledge on the historic evolution and objectives of academic writing.

5. To acquaint the students the methods of writing, citation and bibliographical methods.

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Contents :

Module I

Module	**Unit**	**Content**	**Hrs**
I		**Need for academic writing**	**15**

	1	Evolution - The concept of journal -	
	2	Seminar method - Ranke	
	3	Annales	
II	**Methodology of academic writing**		**15**
	1	Textual analysis - Hermeneutics - Text, in text	
	2	Context- Barthes - Derrida and Lacan	
	3	Categorisation - ISSN, ISBN, CARELIST, PEER - REVIEWED IMPACT FACTOR	
III	**Referencing**		**15**
	1	Citation - Plagiarism checking software - Turnitin - Urkund, Zotero- in text references -	
	2	MLA, CHICAGO MANUAL, APA, HARWARD styles -	
	3	Footnotes - Endnotes - Methods of exposition - Indexing, glossary, appendices, bibliographical aids.	
IV	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

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Essential Readings :

Modern Humanities Research Association, MHRA style guide: A *Handbook for Authors, Editors, and Writers of Theses, Modern Humanities Research Association, London, 2008.*

Dunleavy, P, *Authoring a PhD, Bloomsbury Publishing, 2017.*

Raworth, K n.d., *Writing Terms of Reference for Research, Oxfam, 2005.*

Turabian, KL, *Student's Guide to Writing College Papers, University of Chicago Press, 2019.*

Muguiro, N, *Citations in Interdisciplinary Research Articles, Cambridge University Press, 2020.*

Pears, R & Shields, Cite *Them Right: The Essential Referencing Guide, Palgrave Macmillan, Basingstoke, 2010.*

Coghill, AM & Garson, LR, ACS Style Guide, Oxford University Press, 2006. Lenburg, J, *The Facts on File Guide to Research*, Infobase Publishing, 2009. Letherby, G, Scott, J & Williams, M, *Objectivity and Subjectivity in Social.Research*, SAGE, 2012.

Thomas, CG, *Research Methodology and Scientific Writing*, Springer Nature, S.L, 2021. 4. Yates, S & Open University, Doing Social Science Research, Sage,London, 2004.

Barzun, J & Graff, H, *The Modern Researcher*, 6th edition, Wadsworth Publishing Co, 2003.

Best, JW & Kahn, JV, *Research in Education*, Pearson India, 1989.

Oman, C, *On the Writing of History*, Routledge, 2018.

Chartier, Roger, "Texts, Symbols and Frenchness," *In Cultural History: Between Practice and Representations*, Polity Press, Cambridge, 1988.

Darnton, Robert, "The Great Cat Massacre," *In The Great Cat Massacre and Other Episodes in French Cultural History*, Basic Books, New York, 1984.

Elton, G.R., *The Practice of History*, Fontana Press, London, 1997.

Evans, Richard J., *In Defence of History*, Granta Books, London, 1999.

Gaddis, John Lewis, *The Landscape of History: How Historians Map the Past*, Oxford University Press, Oxford, 2004.

Jenkins , Keith, *Rethinking History*, Routledge, London, 2003.

Lynn, Hunt, *Writing History in the Global Era*, W.W. Norton & Company, New York, 2014.

Ricoeur , Paul, *Time and Narrative*, University of Chicago Press, Chicago,1984.

Southgate, Beverley, *History: What and Why? Pearson Education*, Harlow, 2017.

Stuart, Hughes H., *History as Art and as Science*, Joanna Cotler Books, New York, 1964.

Taylor, Charles, *Interpretation and the Sciences of Man*, Cambridge

University Press, Cambridge, 1991.

White, Hayden, *Metahistory: The Historical Imagination in Nineteenth-Century Europe*, Johns Hopkins University Press, Baltimore, 2014.

Assessment Rubrics :

Evaluation Type	**Marks**
End semester evaluation	50
Continuous evaluation	25
a) Test paper – 1	
b) Test paper – 2	
c) Assignment	
d) Seminar	
e) Book/article review	
f) Viva – voce	
g) Field	
Total	**75**

COURSE TITLE: CARTOGRAPHY- MAP MAKING

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
V	**SEC**	300-399	KU5SECHIS301	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	1	25	50	75	1.5

Course Description: Cartography is the art and science of graphically representing a geographical area on a flat surface such as a map or chart. This may involve the superimposition of political, cultural, or other non geographical divisions onto the representation of a geographical area. When defined well, maps, are powerful forms of communication. The practice of cartography requires a basic knowledge of graphic design, computer science, mathematics, statistics, psychology, and most importantly, geography. During this course, we will survey some of the ways that these skills are used in the design and cartoon of maps. In addition, the course material will also include cartographic theory. This course will provide instructions on creating professional maps that will effectively communicate geographic information.
History and principles of cartography. Emphasis on field mapping; map projections; exercises in map making.

Course Specific Outcome
An understanding of fundamental cartographic concepts
A familiarity with geographic data
Skills in computer-assisted map design and construction
By satisfactorily completing the course you should be able to produce and design pro maps. These skills can also be used in advanced geography and GIS courses within y program.

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content

Module	**Unit**	**Content**	**Hrs**
I	**Introduction to Cartography**		**15**
	1	Cartography - definition, nature and scope of cartography-	

	2	The scientific base of cartography -	
	3	Artistic learning of cartography-impact of ICT on cartography	
II	**Map making in the ancient period**		**15**
	1	Babylonians- Egyptians and Greeks -Romans	
	2	Muhammad al-Idrisi- Babylonians - Ptolemy	
	3	Gerardus Mercator- Leopold, Baron Von Buch- James Rennel	
III	**Map design and construction**		**15**
	1	Map design and layout- mechanics of map construction-mapping the terrain-mapping the weather and climate data-socio economic data, map reproduction	
	2	Map Projections- latitudes and Longitudes	
	3	Modern era- e- mapping - ICT and cartography- computer aided cartography- geographic information science(GIS) - land information system(LIS),global positioning system(GPS)	
IV	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

References

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Slocum, Terry: McMaster, Robert; Kessler, Fritz; Howard, Hugh. 2009. Thematic Cartography and Geovisualizaton. Person Prentice Hall, 3rd ed. (ISBN: 9780132298346)
Brewer, Cynthia A. Brewer. 2016. Designing Better Maps, A Guide for GIS Users. ESRI Press, 2nd ed.
Marble, Dwayne. 2012. GIS and Cartographic Modeling. ESRI Press.
Krygier, John, and Denis Wood, 2016, Making Maps: A Visual Guide to Map Design for GIS.3rd ed. Guilford Publications.
Peterson, Gretchen N. 2009. GIS Cartography: A Guide to Effective Map Design. CRC Press.
Price Meribeth H. 2015. Mastering ArcGIS. McGraw-Hill Education
. McGraw-Hill Education

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		75

MUSEOLOGY AND HISTORY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
VI	SEC	300-399	KU6SECHIS302	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	1	25	50	75	1.5

Course Summary: The course provides a comprehensive understanding about museums, its role in making history popular abd reachable to all. The course deals with different types of museums and their changing role in the contemporary scenario. It discusses the evolution of the concept of museum from the very beginning to the present times. The course also offers an insight into the exhibition techniques and story telling method. Most importantly the course will provide hands on training in the hope of making students capable enough to understand the various curation and conservation techniques.

Course Outcomes:

No.	**Upon completion of the course the graduate will be able to**	**Cognitive Level**
CO-1	Understanding the concept of a museum, its significance, functions of museums, and the role of museums.	U
CO-2	Understanding and learning the concept of Museology, Museography and New Museology Learning of different types of museums, such as museum-like structures and allied institutions.	U, An
CO-3	Learning the history and development of museums and understanding the role of various International, national and regional organisations in the museum field.	U
CO-4	Get hands-on training in systems, processes and modern techniques of exhibition	AP AN

CO-5	Acquire methodological and practical inputs in the domain knowledge to get employed in various museums, culture resource centres, spiritual and cultural tourist destinations	AP E

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content:

Module	Unit	Content	Hrs
I	**Introduction to Museums**		**9**
	1	Definitions, concepts of museum	
	2	Functions of museums: collection, documentation, conservation, research, exhibition and education	
	3	Types of museums – classification of museums based on the nature of collections.	
II	**Museology as a Discipline**		**9**
	5	Definitions and Concepts of Museology	
	6	New Museology, Meta museology, Museography	
	7	Development of eco museums, fragmented museums, open-air museums, community museums and neighbourhood museums.	
III	**History and Development of Museums**		**9**
	1	History of Museums in the world- Early collections, ancient and medieval prototypes of museums—development of museums in Renaissance and post-Renaissance periods- Progress of museums in the 20th and 21st centuries - Introduction to select museums in Europe and America	
	2	Development of museums in India during colonial rule—establishment of museums in independent India - Introduction to select museums in India- Development of museums in Kerala- Introduction to select museums in Kerala.	

	3	Role of national and international professional organizations in the development of Museums- International Organisations: ICOM, ICCROM, UNESCO, Commonwealth Associations of Museums, Museums Association (United Kingdom), American Association of Museums	
III	**Museum Exhibition**		**9**
	1	Museum collections: tangible and intangible	
	2	Purpose of museum exhibition	
	3	Exhibition as a communication system	
	4	Role of a Curator in a museum	
IV	**Documentation and Conservation**		**9**
	1	Documentation, meaning and purpose	
	2	Documentation procedure during accessioning, deaccessioning and temporary arrival	
	3	Introduction to modern documentation system and techniques- significance of documentation standards Types of registers and cards	
	4	Conservation- Principles and Basis of Conservation- specific roles of curator and conservator in preventive conservation.	
V	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

Essential Readings

1. Ambrose, T.& Paine, Crispie. (2003). *Museum Basics*, London: Routledge.
2. Boylan, P.J. (Ed) (2004). *Running a museum: A Practical Handbook*, Paris: ICOM.
3. Bhatnagar, Anupama (1999). *Museum, Museology and New Museology*, New Delhi:Sundeep Prakashan.
4. Macdonald, Sharon (2008). *A Companion to Museum Studies*, Willey Blackwell:Blackwell Publishers.
5. UNESCO (1968). Museums and Education, Museums, United Nations: Educational and Scientific and Cultural Organisation

6.Woodhead, Peter & Geoffrey Stansfield (1994). *Key guide to Information Sources inmuseum studies*, New York : Mansell Publishing Limited.

7. Walsh, Kevin W. (1992). *The Representation of the Past: Museums and Heritage in thePostmodern World*, New York: Routledge.

8. Hooper-Greenhill, Eilean (1992). *Museums and the Shaping of Knowledge*, New York:Routledge.

9. Prior, Nick (2002). *Museums and Modernity: Art Galleries and the Making of ModernCulture*,Oxford-England: Berg Publishers.

10. Bennett, Tony (1995). *The Birth of the Museum: History, Theory*, Politics, New York: Routledge.

11. Corsane, Gerard (2005). *Heritage, Museums and Galleries: An IntroductoryReader*, London: Psychology Press.

12.Dudley, Dorothy H. & Irma Bezold Wilkinson (1979*). Museum Registration Methods*,Ginia: VirAmerican Association Of Museums.

13. Choudhury & Choudhury (1964). *Art Museum Documentation and Practical* New Delhi: Anil Roy Choudhury.

14. Roy, Shilpi (2018). *Museum Documentation: A Potent Tool for Collection Management*, New Delhi: Agam Kala Prakashan.

15. Light, Richard B., D. Andrew Roberts & Jennifer D. Stewart (1986). *MuseumDocumentation Systems*, United Kingdom: Butterworth-Heinemann.

16.Roberts, David Andrew (1985). *Planning the Documentation of MuseumCollections*,London: Museum Documentation Association.

17. Mishra, Shanti Bhushan and Shashi Alok (2017). *Handbook of Research Methodology- ACompendium for Scholars & Researchers*, New Delhi: Educreation Publishing.

18. Satya Prakash. (1964). *Museums and Society.* Baroda: M.S.University.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		75

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KANNUR UNIVERSITY
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(Abstract)

FYUGP - History Programme in Affiliated Colleges- Modifications in IV Semester - Approved- Implemented with effect from 2024 Admission- Orders Issued

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ACADEMIC C SECTION

ACAD C/ACAD C4/22323/2024 Dated: 30.12.2025

Read:-1. U.O. Nos. ACAD /ACAD C4/22323/2024 dated: 29/10/2024. 04.02.2025

2.The Minutes of the Meeting of Board of Studies in History(UG) held on 14.10.2025

3. E-mail from the Chairperson, Board of Studies in History (UG), dated 29.10.2025

4. E-mail dated 24.11.2025 from the Dean, Faculty of Humanities

5. Minutes of the Meeting of the Standing Committee of the Academic Council held on 05.12.2025

6. Orders of the Vice-Chancellor in the file of even No. dated 24.12.2025

ORDER

1.The Scheme and Syllabus for the FYUGP History Programme (First to Eighth Semesters) were approved and implemented in the affiliated colleges under the University with effect from the 2024 admission, vide paper read as (1) above.

2.Subsequently, the Board of Studies in History (UG), vide paper read as (2), recommended to submit a modified fourth semester syllabus for the FYUGP History Programme. Accordingly, the Chairperson, vide paper read as (3), submitted the modified Scheme and Syllabus for the fourth semester of the FYUG History Programme for approval.

3.The BoS included an additional SEC course, ***KU4SECHIS202 – Archival Studies,*** in the already approved syllabus.

4.The Scheme and Syllabus prepared by the Board of Studies were forwarded to the Dean, Faculty of Humanities for verification.

5.The Dean, Faculty of Humanities, after vetting the modified Fourth Semester syllabus of the FYUG History Programme, suggested certain changes. Accordingly, the Chairperson resubmitted the revised syllabus on 22.11.2025. Vide paper read as (4) above, the Dean recommended to approve the modified syllabus of Fourth Semester FYUG History Programme,

6.The Vice-Chancellor, after examining the matter in detail, ordered to place the modified Scheme and Syllabus, along with the minutes of the Board of Studies meeting and the remarks of the Dean, before the Standing Committee of the Academic Council for consideration

7.The Standing Committee of the Academic Council, at its meeting held on 05.12.2025 considered

the modified Scheme & Syllabus of the Fourth Semester FYUG History Programme and recommended to approve the same.

8.The Vice Chancellor after considering the recommendation of the Standing Committee of the Academic Council and in exercise the powers of the Academic Council conferred under the Section 11 (1) chapter III of Kannur University Act 1996,and all other enabling provisions read together with, ***approved modified Scheme & Syllabus for the Fourth Semester of the History (FYUGP) programme, and accorded sanction to implement the same w.e.f 2024 admission in the Affiliated Colleges under the University, subject to reporting to the Academic Council.***

9.The modified Scheme & Syllabus for the Fourth Semester of History -FYUG Programme is appended with this U.O. and uploaded in the University website.(www.kannuruniversity.ac.in)

Orders are issued accordingly.

Sd/-
Jisha K P
Assistant Registrar II
For REGISTRAR

To: 1.The Controller of Examinations(through the PA)
2.The Principals of Arts and Science Colleges affiliated to Kannur University
3.The Chairperson, Board of Studies in History (UG).

Copy To: 1. PS to VC / PA to PVC / PA to R/PA to FO/PA to CE (to circulate among the section concerned)
2. DR / AR (Acad) / AR II Exam/JR II Exam
3. Computer Programmer/EXC I/AR VII (Exam)
4. Web Manager (for uploading in the website)
5. SF/DF/FC
6. SF/DF/FC

Forwarded / By Order

SECTION OFFICER

KANNUR UNIVERSITY CIVIL STATION P.O. KANNUR Pin-670 002 THAVAKKARA

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KANNUR UNIVERSITY

FOUR-YEAR UNDERGRADUATE PROGRAMME

(KU-FYUGP)

B.A. HISTORY PROGRAMME

CURRICULUM AND SYLLABI

(2024 ADMISSIONS ONWARDS)

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PREFACE

The implementation of the Four-Year Undergraduate Programme (FYUGP) has been driven by the pressing need to address contemporary challenges ensuring responsive changes to the evolving needs of students, industry, and society at large. The Undergraduate Programme (Bachelor of Arts) in History is an integral part of FYUGP of Kannur University, designed to equip students with the essential skills and knowledge to thrive in today's rapidly evolving world. As the University intends to provide a holistic and multidisciplinary education that goes beyond mere academic learning, the curriculum is designed to foster the intellectual, aesthetic, social and ethical development of students, preparing them to face the challenges of the 21st century with confidence and competence.

More than understanding factual and theoretical knowledge of what happened in the past, the courses of history is aimed at enabling the learners to develop egalitarian, secular and rational values and awareness, which are extremely pertinent to maintain democratic political culture of the country and to preserve peaceful co-existence of all the people beyond the parochial boundaries of religion, caste, culture etc.

The Four Year Under Graduate Programme (FYUGP) in History is built upon the principles of Outcome Based Education (OBE), which places emphasis on defining clear learning outcomes and empowering students to actively engage in their educational journey. Through a combination of theoretical study, practical exercises, and experiential learning opportunities, students will develop a range of essential skills and competencies that are highly valued in today's job market.

The Undergraduate Programme in History shall have three Broad Pathways, (a) 3-year UG Degree, (b) 4-year UG Degree (Honors), and (c) 4-year UG Degree (Honours with Research). The syllabi include Discipline Specific Core (DSC) courses, Discipline Specific Elective (DSE) courses, Multidisciplinary Courses (MDC), Value Added Courses (VAC) and Skill Enhancement Courses (SEC).

Hence, the purpose of teaching History and related disciplines at the tertiary level is to facilitate students' unlearning of preconceived notions acquired through primary socialization and schooling. This process empowers students to construct their own scientifically informed understandings of History, guided by rigorous examination and critical analysis. Current syllabi are designed with these disciplinary and societal imperatives in mind, aiming to cultivate a nuanced and comprehensive understanding of the past and writing History among students. Moreover, the FYUGP in History emphasises the importance of interdisciplinary learning and global awareness. Students will have the opportunity to explore connections between History and other fields of study, such as literature, science, politics, and religion, gaining insights into the interconnectedness of human knowledge and experience. By engaging with diverse perspectives and cultures, students will develop a greater appreciation for the richness and complexity of the world we inhabit.

The syllabus presented herewith is the output of academic debates among historians, history faculty members, research scholars and students at formal and informal levels of gatherings. The workshop on syllabus revision, with its democratic approach of considering valuable suggestions from all stakeholders of higher education, and the FYUGP curriculum of Kannur University were crucial to restructuring the existing syllabi. FYUGP in History offers **42 Discipline Specific Courses (DSC-Major and Minor) 6 Discipline Specific Elective Core Courses (DSE), 9 Multi Disciplinary Courses (MDC) 3 Value Addition Courses (VAC) and 3 Skill Enhancement Courses (SEC).** The syllabus of each course at the outset itself clearly states its learning outcomes, which are in agreement with History Programme Specific Outcomes and University FYUGP Programme Outcomes.

Dr.Girish Vishnu Namboodiri

Kannur, Chairperson

May, 2024. Board of Studies in History (UG)

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The Board of Studies History (UG)

1. Dr. Girish Vishnu Namboodiri, (Chairperson)
   Associate Professor, Govemment Brennan College, Dharmadam
2. Sri. Sasi C.T
   Assistant Professor, E K Nayanar Memorial Government College, Elerithattu, Kasaragod.
3. Dr. Prakash Kumar K
   Associate Professor, Government College Kasaragod
4. Dr. Samyuktha Sasikuma
   Assistant Professor, PRNSS College, Mattannur
5. Dr. Radhamani C. P.
   Assistant Professor, PRNSS College, Mattannur
6. Dr. Bijina M
   Assistant Professor, Co-Operative Arts & Science College, Madayi, Kannur
7. Sri. Johnv M V
   Associate Professor, Co-Operative Arts & Science College, Madayi, Kannur
8. Smt. Deepa K
   Assistant Professor, Government College, Kasaragod
9. Dr. Shalima M.C.
   Assistant Professor, Co-Operative Arts & Science College, Madayi, Kannur
10. Smt. Shibina A
    Assistant Professor, SN College, Kannur
11. Dr Sureshkumar K S (Chairperson, P G Board)
    Associate Professor (Retired) NAS College, Kanhangad

Expert Committee Members

1. P. Sudheer Kumar, Assistant Professor, Government College Mananthavady, Wayanad
2. Dr. Vinodan Navath, Associate Professor, Government Brennen College, Dharmadam, Thalassery
3. Dr.Usha.C.K, Assocate Professor, Government Brennen College, Dharmadam, Thalassery,
4. Dr.Vinayan.T, Associate Professor, Government College Udma, Kasaragod
5. Dr. Geetha E, Associate Professor, KMM Govt. Women's College Kannur
6. Smt.Reshma Tom, Assistant Professor, Nirmalagiri College, Kuthuparamba
7. Smt.Sharaniya L K, Assistant Professor, Nehru Arts and Science College, Kanhangad
8. Smt.Veena M, Assistant Professor, S N College, Kannur
9. Dr. Jisha D Nair, Assistant Professor, Payyanur College, Edat P O

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KANNUR UNIVERSITY

PROGRAM OUTCOMES (POs)

Program Outcomes (POs) serve as a foundational framework defining the skills, knowledge, and attributes that students at Kannur University are expected to acquire upon completion of a specific academic program. Tailored to the unique goals of each program, POs articulate the overarching learning objectives that guide curriculum design and assessment. These outcomes encompass a diverse range of competencies, including critical thinking, problem-solving, effective communication, and discipline-specific expertise. POs play a crucial role in shaping educational experiences, ensuring alignment with academic standards and industry expectations. By articulating clear and measurable expectations, POs contribute to the continuous improvement of academic programs and provide a roadmap for students to develop into well-rounded, competent professionals within their chosen fields.

PO1: Critical Thinking and Problem-Solving: Apply critical thinking skills to analyse information and develop effective problem-solving strategies for tackling complex challenges.

PO2: Effective Communication and Social Interaction: Proficiently express ideas and engage in collaborative practices, fostering effective interpersonal connections.

PO3: Holistic Understanding: Demonstrate a multidisciplinary approach by integrating knowledge across various domains for a comprehensive understanding of complex issues.

PO4: Citizenship and Leadership: Exhibit a sense of responsibility, actively contribute to the community, and showcase leadership qualities to shape a just and inclusive society.

PO5: Global Perspective: Develop a broad awareness of global issues and an understanding of diverse perspectives, preparing for active participation in a globalised world.

PO6: Ethics, Integrity and Environmental Sustainability: Uphold high ethical standards in academic and professional endeavours, demonstrating integrity and ethical decision-making. Also acquire an understanding of environmental issues and sustainable practices, promoting responsibility towards ecological well-being.

PO7: Lifelong Learning and Adaptability: Cultivate a commitment to continuous self-directed learning, adapting to evolving challenges, and acquiring knowledge throughout life.

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BA PROGRAMME IN HISTORY

PROGRAMME SPECIFIC OUTCOMES (PSOs)

No.	Programme Specific Outcomes (PSOs)
PSO-1	Understand factual and conceptual aspects of historical changes in multiple areas of the world
PSO-2	Think contextually and critically about the past to understand human experiences in the past.
PSO-3	Develop rational, humanitarian, democratic, patriotic and secular outlook based on historical knowledge and contemporary societal, economic and political issues
PSO-4	Design and write research papers based on primary and secondary sources and help for higher learning in History
PSO-5	Evaluate the idea of rights and peace in the context of violation of various human rights and to create legal awareness to familiarise with the protective measures and legislations
PSO-6	Create a cognizance of the genesis of historical thoughts and to acquaint with various trends, philosophies, social and political theories in historical writing.
PSO-7	Provide different skills to enable them to pursue various professions related with the subject of history.

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FOUR-YEAR UNDERGRADUATE PROGRAMME IN HISTORY

DETAILS OF COURSES OFFERED

1. LIST OF DISCIPLINE-SPECIFIC COURSES (DSC)

SEMESTER	COURSE CODE	COURSE NAME	MAJOR/ MINOR	MARKS			CREDITS	HOURS / WEEK
				CA	ESE	TOTAL		
I	KU1DSCHIS101	Understanding History	Major	30	70	100	4	4
	KU1DSCHIS102	Economic History of Modern India (1600 to 1857)	Minor	30	70	100	4	4
	KU1DSCHIS103	Understanding the Modern World	Minor	30	70	100	4	4
	KU1DSCHIS104	Understanding History of England (From Earliest Times to 1500 AD)	Minor	30	70	100	4	4
	KU1DSCHIS105	History of Tourism: Concepts and Practices	Minor	30	70	100	4	4
	KU1DSCHIS106	Understanding Indian Epigraphy	Minor	30	70	100	4	4
II	KU2DSCHIS107	An Introduction to World Civilizations	Major	30	70	100	4	4
	KU2DSCHIS108	Economic History of Modern India (1858- 1947)	Minor	30	70	100	4	4
	KU2DSCHIS109	Understanding Contemporary World History	Minor	30	70	100	4	4
	KU2DSCHIS110	Social History of England (1600 AD to 1950 AD)	Minor	30	70	100	4	4
	KU2DSCHIS111	Exploring Tourism Potentials of India	Minor	30	70	100	4	4
	KU2DSCHIS112	Understanding Indian Archeology	Minor	30	70	100	4	4
III	KU3DSCHIS201	World from Iron Age to Medieval Times	Major	30	70	100	4	4
	KU3DSCHIS202	Social Formations in Early India (Earliest times to Mauryan)	Major	30	70	100	4	4
	KU3DSCHIS203	History of Trade and Commerce in India	Minor	30	70	100	4	4
	KU3DSCHIS204	Exploring India's Cultural Heritage	Minor	30	70	100	4	4
	KU3DSCHIS205	History of Indian National Movement	Minor	30	70	100	4	4
	KU3DSCHIS206	Understanding History	Minor	30	70	100	4	4
	KU4DSCHIS207	History of Pre-Modern Kerala	Major	30	70	100	4	4

		(Earliest times to 1500 AD)						
IV	KU4DSCHIS208	Perspectives on Historiography	Major	30	70	100	4	4
	KU4DSCHIS209	Transformations in the Modern World (15th Century to 1815)	Major	30	70	100	4	4
	KU4DSCHIS210	State and Society in India (From 200 AD to 1206 AD)	Major	30	70	100	4	4
V	KU5DSCHIS301	History of Kerala from 15th Century to Early Resistance Movements	Major	30	70	100	4	4
	KU5DSCHIS302	Development of Historiography in India	Major	30	70	100	4	4
	KU5DSCHIS303	Transformations in the Modern World (from 1815 to 1945)	Major	30	70	100	4	4
	KU5DSCHIS304	State and Society in India (1206-1757)	Major	30	70	100	4	4
	KU5DSCHIS305	Colonial Changes in India (1757-1857)	Major	30	70	100	4	4
VI	KU6DSCHIS306	Socio-Political Awakening in Modern Kerala	Major	30	70	100	4	4
	KU6DSCHIS307	Research in History	Major	30	70	100	4	4
	KU6DSCHIS308	Exploring the Contemporary World History	Major	30	70	100	4	4
	KU6DSCHIS309	India-Making of a Nation (1858-1947)	Major	30	70	100	4	4
	KU6DSCHIS310	India Since Independence (1947 to present)	Major	30	70	100	4	4
	KU6INTHIS301	INTERNSHIP	-	-	-	-	2	4
VII	KU7DSCHIS401	Selected Themes and Issues in World History	Major	30	70	100	4	4
	KU7DSCHIS402	Selected Themes and Issues in Indian History	Major	30	70	100	4	4
	KU7DSCHIS403	Selected Themes and Issues in Kerala History	Major	30	70	100	4	4
	KU7DSCHIS404	Selected Themes and Issues in South Indian History	Major	30	70	100	4	4
	KU7DSCHIS405	Post Modern Trends in Historical Writing	Major	30	70	100	4	4

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VIII	KU8DSCHIS406	Methods and Practices of Local History Writing	Major	30	70	100	4	4
	KU8DSCHIS407	History of Indian Ocean Trade	Major	30	70	100	4	4
	KU8DSCHIS408	History of Indian Epigraphy	Major	30	70	100	4	4
	KU8DSCHIS409	History of Education in India	Major	30	70	100	4	4
	KU8RPHHIS401	Research Project	Major	30	70	100	12	4

2. DISCIPLINE SPECIFIC ELECTIVE COURSES

SEMESTER	COURSE CODE	COURSE NAME	MARKS			CREDITS	HOURS/ WEEK
			CA	ESE	TOTAL		
V	KU5DSEHIS301	Developmental History of Kerala	30	70	100	4	4
	KU5DSEHIS302	Environmental History of India	30	70	100	4	4
	KU5DSEHIS303	Revolutions in the Modern World	30	70	100	4	4
VI	KU6DSEHIS305	Gender and Society in India	30	70	100	4	4
	KU6DSEHIS306	Science, Technology and Society in Ancient India	30	70	100	4	4
	KU6DSEHIS307	History of Indian Archaeology	30	70	100	4	4
3. MULTIDISCIPLINARY COURSES							
1	KU1MDCHIS101	Looking into the Cultural History of North Malabar	25	50	75	3	3
	KU1MDCHIS102	Understanding Social Reform Movements in Kerala	25	50	75	3	3
II	KU2MDCHIS104	Film and History	25	50	75	3	3
	KU2MDCHIS105	Historical Tourism in Kerala	25	50	75	3	3
	KU2MDCHIS106	History of Indian National Movement	25	50	75	3	3
III	KU3MDCHIS201	Tribal Studies	25	50	75	3	3
	KU3MDCHIS202	History of Martial Arts in Kerala: Kalaripayattu	25	50	75	3	3
	KU3MDCHIS203	History of Medicine and Healing Practices	25	50	75	3	3

4. VALUE ADDITION COURSES

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III	KU3VACHIS201	History of Human Rights Movements in Modern India		25	50	75	3	3
IV	KU4VACHIS202	Climate and History		25	50	75	3	3
IV	KU4VACHIS203	Gandhian Political Ideologies and Practices		25	50	75	3	3
5. SKILL ENHANCEMENT COURSES								
IV	KU4SECHIS201	Academic writing in History		25	50	75	3	3
IV	KU4SECHIS202	Archival Studies		25	50	75	3	3
V	KU5SECHIS301	Cartography- Map making		25	50	75	3	3
VI	KU6SECHIS302	Museology and History		25	50	75	3	3

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COURSE TITLE: HISTORY OF PRE-MODERN KERALA (Earliest Times to 1500 AD)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
4	DSC	201-299	KU4DSCHIS207	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4	-	1	30	70	100	2

Course Summary: This paper helps the students to understand the early history of Kerala in the backdrop of different events and issues. This paper would enable students to understand Kerala history chronologically and scientifically. The primary sources suggested for study in the syllabus makes students capable of various ways through which historians read these pieces of evidence from different perspectives in different periods. Modern Kerala is to be examined in the context of the pre-modern Kerala society

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*
CO1	To introduce the students to the diverse types of sources related with Kerala history.	R
CO2	To explore the various types of studies on Kerala History	An
CO3	To understand the pre-history and early human settlements in Kerala	U
CO4	To recognize and analyze the historical importance of political formations in Kerala	An
CO5	To develop a critical and analytical understanding of the decentralised polity in Kerala	C
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)		

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content

Module	Unit	Content	Hrs
I		**Sources and Political Geography of Kerala**	**14**
	1	Sources- primary and secondary sources - Traditional sources - Archaeological sources – material remains – inscriptions – coins- Oral sources	
	2	Studies on early Kerala- Fawcett, Elamkulam PN Kunjan Pillai, Rajan Gurukkal, MGS Narayanan, Raghva Varier, Kesavan Veluthat	
	3	Geographical features of Kerala- rivers, climate, mountains	

Suggested readings specific to the module.

11. Elamkulam Kunjan Pillai, Studies in Kerala History, Kottayam, National Book Stall, 1970
12. K N Ganesh, Keralathinte Innalakal, State Institute of Languages, Thiruvanadapuram, 2011.
13. Kesavan Veluthat, Brahman Settlements in Kerala, Calicut, 1978.
14. M G S Narayanan Perumals of Kerala, Cosmo Books, Trissur.
15. NK Ramesh , Vadakkan Keralam, Charithratheethakalam, Kerala Institutute of Languages, 2024
16. P J Cherian [ed], Perspectives on Kerala History, KCHR, Thiruvanandapuram, 1999.
17. A Sreedhara Menon, A Survey of Kerala History
18. Raghava Varier & Rajan Gurukkal, Kerala Charithram (Mal), Vallathol Vidyapeedam

Module	Unit	Content	Hrs
II		**Pre-history and early human settlements in Kerala**	**15**
	1	Stone Ages – Neolithic Settlements- Megalithic culture -Tinai Concept- Polity of Tamilakam-Centres and forms of exchange	
	2	Buddhist and Jaina influence	
	3	Brahmin migrations and Settlements - Non Brahmin settlements	

Suggested readings specific to the module

12. Kailasapathy, *Tamil Heroic Poetry*.London, 1968
13. NK Ramesh , Vadakkan Keralam, Charithratheethakalam, Kerala Institutute of Languages, 2024
14. Rajan Gurukkal and Raghava Varier, *Cultural History of Kerala, Vol.I*, Dept of Cultural; Publications Government of Kerala, Thiruvanadapuram, 1999.
15. Raghava Varier and Rajan Gurukkal, *Kerala Charithram Vol.I*. Current Books, Kottayam, 2004.
16. P J Cherian [ed], *Perspectives on Kerala History*, KCHR, Thiruvanandapuram, 1999.
17. Gopalakrishnan, P K. (1991). Keralathinte Samskarika Charithram. Tvm.: Kerala Basha Institute

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Module	Unit	Content	Hrs
III		**Unit III : Political Formations**	**15**
	1	Emergence of new power structure –Perumal's of Mahodayapuram	
	2	Polity and society- role of temples- Devaswam - Brahmaswams	
	3	Economy- trade- Jews, Trade guilds - Christians and Arabs	

Suggested readings specific to the module

1. Kesavan Veluthat, *Brahman Settlements in Kerala*, Calicut, 1978.
2. M G S Narayanan *Perumals of Kerala*, Current Books, Trissur, 2013
3. P J Cherian [ed], *Perspectives on Kerala History*, KCHR, Thiruvanandapuram, 1999
4. R Champakalakshmi , Kesavan Veluthat and T R Venugopal [eds], *State in Premodern Kerala* , Cosmo Books ,Thrisur
5. Rajan Gurukkal and Raghava Varier, Kerala Charithram

Module	Unit	Content	Hrs
IV		**Decentralised Polity**	**16**
	1	Emergence of Nadus – Swaroopams - militia – Ankam – Poithu-Mamankam	
	2	Social stratification – Occupational groups	
	3	Marumakkathayam- Janmi system	

5	**Teacher Specific Module**	5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Suggested readings specific to the module

1. MGS Narayanan- Perumals of Kerala, Current Books, Trissur, 2013
2. P J Cherian [ed], *Perspectives on Kerala History*, KCHR, Thiruvanandapuram, 1999
3. *Rajan Gurukkal and Raghava Varier, Cultural History of Kerala, Vol.I, Dept of Cultural; Publications Government of Kerala, Thiruvanadapuram, 1999*
4. *Rajan Gurukkal and Raghava Varrier,*

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Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

Addor Ramachandran Nair- Kerala State Gazetteer, Vol-1, Trivandrum, 1986

A. Sreedhara Menon, *A Survey of Kerala History*, DC Books, Kottayam.

B Stein (Ed), *Essays in South India*, Vikas Publications, New Delhi,

Dr.Ajith Kumar [ed], *Archaeology in Kerala: Emerging Trends*, Department of Archaeology, University of Kerala, Thiruvanadapuram, 2012.

Dr.K Sugathan, *Budhamathavum Jathi Vyavasthayum*, Progress Publication Calicut, 2014

K N Ganesh, *Keralathinte Innalakal*, State Institute of Languages, Thiruvanadapuram, 2011.

K N Ganesh, *Lived Spaces in History: A Study in Human Geography in the Context of Sangam Texts,* Studies in History, Volume 25 .Issue 2, August 2009

K N Ganesh,*Malayaliyude Desakalangal*, Raspberry , Calicut 2016

K N Ganesh, *Reflections on Pre- Modern Kerala*, Cosmo Books, Thrisure, 2016.

K N Ganesh, *State Formation in Kerala: A Critical Overview*, ICHR, Bangalore, 2010.

Francis Day- Tha land of Perumals, or Cochin, Its Past and Present, Madras, Gantz Brothers

K S Madhavan, *Primary Producing Groups in Early and Early Medieval Kerala: Production Process and Historical Roots of Transition to Castes [300 -1300 C E]*, Unpublished PhD Thesis, University of Calicut, 2012.

K Sivathamby, *Early South Indian Society and Economy*, Social Scientist Vol.29, 1974.

Kesavan Veluthat and P P Sudhakaran [Eds], *Advances in History*, Calicut .

Kesavan Veluthat, *The Early Medieval in South I*ndia, New Delhi, 2008.

Kesavan Veluthat and Donald Davis Jr. [Eds], *Irreverent History*, Primus Books, NewDelhi,

M G S Narayanan, *Foundation of South Indian History*, Thiruvanadapuram 1975.

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

M P Mujeebu Rehman and K S Madhavan [Eds], *Explorations in South Indian History*, SPCS,Kottayam 2014.

MR Raghava Varier- Jainamatham Keralathil. Kottayam SPCS, 2012

MR Raghava Varier- Keraleeyatha, Charithra Manangal, Kottayam SPCS, 2012

N Athiyaman, *Subsistence Pattern in Early Historic Tamilnadu* , Presidential Address, 25th Annual Session Tamil Nadu History Congress, Dept of History University of Madras, October 2018.

NK Ramesh , Vadakkan Keralam, Charithratheethakalam, Kerala Institutute of Languages, 2024

N Sam [ed], *Ilamkulam Kunjanpillayute Therenjeduth Krithikal*,Internatinal Center for Kerala Stuies University of Kerala , Thiruvanadapuram, 2005.

N M Nampoothiri, Malabar Padanangal, State Institute of Language,Thiruvanandapuram,2008.

N M Nampoothiri and P K Sivadas, *Kerala Charithrathinte Nattuvazhikal*, D C BooksKottayam, 2009.

P K Balakrishnan, *Jati Vyavasthayum Keralacharithravum* [1983] DCBooks, Kottayam, 2008

Puthussery Ramachandran, *Kerala Charithrathinte Adisthana Rekhakal*, State Institute of Languages, Thiruvanadapuram, 2007.

Raghava Varier, *Keraliyatha Charithra Managal* , Current Books, Kottayam, 1990.

Rajan Gurukkal, 'From Clan and Lineage to Hereditary Occupation to Caste' ,in Deve Nathan [ed], *From Tribe to Caste*,Shimla ,1997.

Rajan Gurukkal, *Mithu, Charithram Samooham*, SPCS , Kottayam , 2013.

Rajan Gurukkal, *Social Formation in Early South India*, OUP, Delhi, 2010.

Rajendran P, *Archaeology of Kerala*, Classical Publishing Company New Delhi, 1989.Sebastian Joseph [ed],*On Present [in/g] History*, C Books, Kottayam, 2017

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**70**
Continuous Evaluation		**30**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		100

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COURSE TITLE: PERSPECTIVES ON HISTORIOGRAPHY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	DSC	201-299	KU4DSCHIS208	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Description: The paper aimed at an elaborate study of the evolution of History as a branch of knowledge, discipline and independent social science. Its main objective is to trace the historiography from Greeco - Roman times to modern period, projecting the qualitative aspects of history, its values, ethics, and its final culmination into a scientific objective study. The study involves methodologies, tools of analysis, approaches and concepts of different times.

Course Outcome:

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Deep understanding of the subject and evolution of historiography.	R	F	Instructor-created exams / Quiz
CO2	Comprehension of concepts, methods, methodology and critical analysis.	An	C	Practical Assignment / Observation of Practical Skills
CO3	Enable the student to approach history as an art, humanity and science.	U	C	Seminar Presentation / Group Tutorial Work
CO4	To have consciousness regarding time, space, locality and attitudes.	An	P	Instructor-created exams / Home Assignments
CO5	To have a proper understanding of the basic currents of History and Historiographyfrom a historical perspective.	C	M	Instructor-created exams / Quiz

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)

- Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Contents :

Module	Unit	Content	Hrs
I	**Ancient and Medieval historiography**		**14**
	1	Historical traditions of Ancient Greece (Herodottus and Thucydides)	
	2	Historical traditions of Ancient Rome (Lvy and Tacitus)	
	3	Medieval Historiography- features- St.Agustine and Ibn Khaldun	
II	Renaissance and Enlightenment		16
	1	Impact of Renaissance on historical writing- Rene Descartes	
	2	Contributions of Voltaire and Gibbon	
	3	Rousseau and Carlyle	
III	The Nineteenth century Historiography		14
	1	Idealism and Hegel	
	2	Materialism and Karl Marx	
	3	Positivism- Comte and Ranke	
IV	Changing Trends in Historiography		16
	1	The Annales- (Bloch, Febvre and Braudel) Subaltern trends in historical writing	
	2	Structuralism and Post Modernism - Foucault and Derrida	
	3	New Historicism – Stephen Greenbalt	
5	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

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Essential Readings Specific to Module-1

E. Sreedharan, A *Textbook of Historiography 500BC to AD2000*

R.G.Collingwood, *The Idea of History*

G.R. Elton, *The Practice of History*

E.H. Carr, *What is History?*

Arthur Marwick, *New Nature of History*

Marc Bloch, *Historian's Craft*

Shashibushan Upadhyaya, *Historiography in the Modern World*

Vikas Bhattacharya, *An Introduction to Historiography*

Keith Jenkins, *Rethinking History*

Essential Readings Specific to Module-2

E. Sreedharan, A *Textbook of Historiography 500BC to AD2000*

R.G.Collingwood, *The Idea of History*

G.R. Elton, *The Practice of History*

E.H. Carr, *What is History?*

Arthur Marwick, *New Nature of History*

Marc Bloch, *Historian's Craft*

Shashibushan Upadhyaya, *Historiography in the Modern World*

Vikas Bhattacharya, *An Introduction to Historiography*

Keith Jenkins, *Rethinking History*

Essential Readings Specific to Module-3

E. Sreedharan, A *Textbook of Historiography 500BC to AD2000*

R.G.Collingwood, *The Idea of History*

G.R. Elton, *The Practice of History*

E.H. Carr, *What is History?*

Arthur Marwick, *New Nature of History*

Marc Bloch, *Historian's Craft*

Shashibushan Upadhyaya, *Historiography in the Modern World*

Vikas Bhattacharya, *An Introduction to Historiography*

Essential Readings Specific to Module-3

E. Sreedharan, A *Textbook of Historiography 500BC to AD2000*

R.G.Collingwood, *The Idea of History*

G.R. Elton, *The Practice of History*

E.H. Carr, *What is History?*

Arthur Marwick, *New Nature of History*

Marc Bloch, *Historian's Craft*

Shashibushan Upadhyaya, *Historiography in the Modern World*

Suggested Readings:

John Tosh, Pursuit of History

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

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

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

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

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

Assessment Rubrics :

Evaluation Type	**Marks**
End semester evaluation	70
Continuous evaluation	30
a) Test paper – 1	
b) Test paper – 2	
c) Assignment	
d) Seminar	
e) Book/Article review	
f) Viva – voce	
g) Field report	
Total	**100**

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COURSE TITLE: TRANSFORMATIONS IN THE MODERN WORLD (15th century to 1815)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	DSC	201-299	KU4DSCHIS209	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Summary: This course helps the students to understand the historical roots that shaped the modern world. The course would familiarise the students about the modern revolutions that heralded the ideals of democracy, liberty, equality and fraternity as well. It further bring forth the manifestation of national spirit in modern Europe and underline how it formed reactionary phenomena like imperialism and colonialism. This course would enable students to develop a critical understanding of First World War and subsequent developments led to totalitarian regimes. Students can develop a thorough understanding of Second World War and see how it changed the course of history after it.

Course Outcomes (CO):

CO	CO Statement	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	To introduce the intellectual movements that changed the modern world	R	F	Instructor-created exams / Quiz
CO2	To explore the features of Europe in the 19th century.	An	C	Practical Assignment / Observation of Practical Skills
CO3	To understand the structure and dynamics of Imperialism	U	C	Seminar Presentation / Group Tutorial Work
CO4	To recognize and analyse the early political revolutions in the Modern World	An	P	Instructor-created exams / Home Assignments
CO5	To develop a critical and analytical understanding of the developments during 19th century Europe	C	M	Instructor-created exams / Quiz

* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C)
\# - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7

CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Content:

Content for classroom transactions:

Module	Unit	Content	Hrs
I	**Transition from medieval to modern**		**14**
	1	Renaissance – causes- features- Renaissance in various fields	
	2	Reformation – Causes – impact upon the religious life of Europe	
	3	Geographical discoveries- new trade routes- discovery of new world- impact- emergence of nation states	

Suggested readings specific to the module.

19. Arjun Dev and Indira Dev, *History of the World*, Orient Blackswan, 2009.
20. Stavrianos, *World Since 1500,* Prentice Hall, 1990.
21. R. R. Palmer, *History of the Modern World*, Knopf, 2002.
22. E. J Hobsbawm, *Age of Revolutions*, Vintage, 1962.
23. James Joll, *Europe Since1870*, Penguin, 1970
24. George Lefebvre, *Coming of the French Revolution*, Princeton, 2005.
25. Andrew Roberts, *Napoleon: A Life*
26. Brian E Vick, *The Congress of Vienna: Power and Politics after Napoleon*.

Module	Unit	Content	Hrs
II	**Intellectual changes and Transformation of Europe**		**16**
	1	Scientific revolution- - Philosophy – art	
	2	Enlightenment - Growth of new ideologies	
	3	Industrial capitalism	

Suggested readings specific to the module

18. E. J Hobsbawm, *Nation and Nationalism*, Cambridge, 1991.
19. Anthony Wood, *Europe 1815 – 1945,* Longman, 1984
20. R.R. Palmer, *History of the Western World*, McGrow Hill, 1995.
21. J A Johnson,
22. Martin Walker, *The Cold War: A History.*
23. Thomas Pekenham, *The Scramble for Africa: Whiteman's Conquest of the Dark Conquest from 1876 to 1912.*

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24. Jonathan Sperber, *The European Revolutions 1848-1851*
25. Vladimir Lenin, *Imperialism: The Highest Stage of Capitalism.*

Module	Unit	Content	Hrs
III		**Political revolutions in the modern world**	**16**
	1	English revolution- struggle between king and parliament- Glorious revolution	
	2	American Revolution- colonial background- political and economic issues- Declaration of Independence-American constitution	

Suggested readings specific to the module

6. Hew Strachan, *The First World War.*
7. Margret MacMillan, *The War that Ended Peace: The Road to 1914.*
8. Sean McMeekin, *The Russian Revolution: A New History.*
9. E H Carr, *The Russian Revolution: From Lenin to Stalin, 1917-1929.*
10. Robert S McElvaine, *The Great Depression: America, 1929-1941.*
11. John Kennath Galbraith, *The Great Crash 1929.*
12. Amity Shlaes, *The Forgotten Man: A New History of the Great Depression.*
13. Benjamin Roth, *The Great Depression: A Diary*

Module	Unit	Content	Hrs
IV		**French Revolution and after**	**14**
	1	French Revolution-intellectual currents-Legacy of the Revolution	
	2	Napoleonic era-Vienna Congress	

V	**Teacher Specific Module**	5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Suggested readings specific to the module

6. Richard Overy, *The Interwar Crisis: 1919-1939.*
7. Hannah Arendt, *The Origin of Totalitarianism.*
8. Robert O Paxton, *The Anatomy of Fascism.*
9. Martin Blinkhorn, *Mussolini and Fascist Italy.*
10. Richard Bessel, *Fascist Italy and Nazi Germany: Comparisons and Contrasts*.
11. Richard J Evans, *The Third Reich Trilogy*

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12. Ian Kershaw, *Hitler: A Biography*
13. Antony Beevor, *The Second World War.*

Core Suggested Readings (Books, Journals, E-sources Websites/ weblinks)

58. Andrew Roberts, *Napoleon the Great*

59. David G Chandler, *The Campaigns of Napoleon.*
60. Gregor Dallas, *1815: The Roads to Waterloo.*
61. C.M. Cipolla, *Fontana Economic History of Modern Europe*, Barnes and Noble, 1979.
62. Robert A McMahon, *The Cold War: A Very Short Introduction.*
63. Mike Rapport, *1848: The Year of Revolution.*

64. Dane Kennedy, *Colonialism: A Very Short Introduction.*
65. Frantz Fanon, *The Wretched of the Earth*
66. Barbara U Tuchman, *The Guns of August.*
67. G J Meyer, *A World Undone: The Story of the Great War, 1914 to 1918.*
68. Martin Gilbert, *The First World War: A Complete History.*
69. China Mieville, *October: The Story of the Russian Revolution.*
70. S A Smith, *The Russian Revolution: A Very Short Introduction.*
71. E H Carr, *The Bolshevik Revolution 1917-1923.*
72. Dietmar Rothermund (ed.), *The Global Impact of the Great Depression, 1929-1939*
73. Peter Temin (ed.), *The Great Depression and the World Economy 1929-1939.*
74. Michael D Richards, *Twentieth Century Europe: A Brief History.*
75. Martin Kitchen, *Europe Between the Wars.*
76. Benito Mussolini, *The Doctrine of Fascism.*
77. Kevin Passmore, *Fascism: A Very Short Introduction*.
78. John Pollard, *The Fascist Experience in Italy.*
79. Ian Kershaw, *The Nazi Dictatorship: Problems and Perspectives of Interpretation*.

80. Andrew Roberts, *The Storm of War: A New History of the Second World War.*
81. Martin Gilbert, *The Second World War: A Complete History*

Assessment Rubrics :

Evaluation Type	**Marks**
End semester evaluation	70
Continuous evaluation	30
a) Test paper – 1	
b) Test paper – 2	
c) Assignment	
d) Seminar	
e) Book/Article review	
f) Viva – voce	
g) Field report	
Total	**100**

COURSE TITLE: STATE AND SOCIETY IN INDIA (FROM 200 AD TO 1206 AD)

Semester	Course Type	Course Level	Course Code	Credits	Total Hours

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IV	DSC	201-299	KU4DSCHIS210	4	60

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
4		1	30	70	100	2

Course Summary: This paper will introduce the students about the changes in India during the post-Mauryan period. Students will be acquainted with important sources and writings on Indian history between 200AD to 1206 AD. Students will get a clear understanding on the socio-economic changes in the post Mauryan period, especially on the changes related with land system. Students will be familiarised with the decentralised political setup that emereged after the decline of the Mauryan empire.

Course Outcomes

CO	CO Stateme	Cognitive Level*	Knowledge Category#	Evaluation Tools used
CO1	Understand factual knowledge of social and political formations in the post Mauryan period	U		Instructor-created exams / Quiz
CO2	Analyse the socio-economic - political set up during Gupta age	An		Practical Assignment / Observation of Practical Skills
CO3	Explain theories of social formation and feudalism in Indian history	An		Seminar Presentation / Group Tutorial Work
CO4	Make a comparative study on the intellectual and cultural legacy of ancient and early Medieval India	An		Instructor-created exams / Home Assignments
CO5	Locate major centres political and cultural importance in India in the post Mauryan period	A		Instructor-created exams / Quiz
* - Remember (R), Understand (U), Apply (Ap), Analyse (An), Evaluate (E), Create (C) # - Factual Knowledge(F) Conceptual Knowledge (C) Procedural Knowledge (P) Metacognitive Knowledge (M)				

Mapping of Course Outcomes with PSO

CO1	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO2	✔			✔			
CO3		✔			✔		

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CO4			✔				✔
CO5			✔			✔	

Course Content

Content for classroom transactions

Module	Unit	Content	Hrs
I	**Sources and Historiography**		**14**
	1	Literary sources - travel accounts	
	2	Inscriptions- Archaeological sources- temples, forts, stupas and coins	
	3	Historiography- V A Smith, R C Majumdar, R S Sharma, Romila Thapar, Kosambi, DN Jha, K.A Nilakanta Sastri, A.L Basham	

Suggested readings specific to the module

V A Smith- Early History of India

R C Majumdar- Ancient India

R S Sharma- India's Ancient Past, Indian Feudalism

Romila Thapar- The Penguin History of Early India : From the Origins to AD 1300

Upinder Singh- A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century

DN Jha- Ancient India in Historical Outline

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

A.L Basham- The Wonder that was India

Module	Unit	Content	Hrs
II	**Changes in the Post Mauryan period**		**14**
	1	Decentralized polity- The Shakas, Parthians, Sungas, Sathavahanas– Indo-Greeks- Kushanas	
	2	Different Religion- Bhagavatism, Saivism, Mahayana Buddhism and Hinayana,	
	3	Mathura and Gandhar Art	

Suggested readings specific to the module

V A Smith- Early History of India

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R C Majumdar- Ancient India

R S Sharma- India's Ancient Past, Indian Feudalism

Romila Thapar- The Penguin History of Early India : From the Origins to AD 1300

Upinder Singh- A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century

DN Jha- Ancient India in Historical Outline

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

A.L Basham- The Wonder that was India

Module	Unit	Content	Hrs
III	**Feudal polity**		**16**
	1	Gupta Age- polity economy society and religion- Art and Architecture	
	2	Regional kingdoms- Vakataka, Harshavardhana.- Palas	
	3	South India – Rashtrakutas, Cholas, Pallavas and Chalukyas	
	4	Socio-economic, Cultural Life, Art and Architecture, Philosophy of Shankrachrya	

Suggested readings specific to the module

V A Smith- Early History of India

R C Majumdar- Ancient India

R S Sharma- India's Ancient Past, Indian Feudalism

Romila Thapar- The Penguin History of Early India : From the Origins to AD 1300

Upinder Singh- A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century

DN Jha- Ancient India in Historical Outline

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

A.L Basham- The Wonder that was India

Module	Unit	Content	Hrs
IV	**Era of Invasions**		**16**
	1	The Arabs in Sind -Mohammadbin-Qasim, Mohammad Ghazni, Mohammad Ghori	
	2	Cultural trends	
	3	Impact of Arab contact	
V	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

Suggested readings specific to the module

V A Smith- Early History of India

R C Majumdar- Ancient India

R S Sharma- India's Ancient Past, Indian Feudalism

Romila Thapar- The Penguin History of Early India : From the Origins to AD 1300

Upinder Singh- A History of Ancient and Early Medieval India: From the Stone Age to the 12th Century

DN Jha- Ancient India in Historical Outline

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

A.L Basham- The Wonder that was India

Assessment Rubrics :

Evaluation Type	Marks
End semester evaluation	70
Continuous evaluation	30
a) Test paper – 1	
b) Test paper – 2	
c) Assignment	
d) Seminar	
e) Book/Article review	
f) Viva – voce	
g) Field report	
Total	**100**

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Course Title: Climate and History

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	**VAC**	200-299	KU4VACHIS202	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	1	25	50	75	1.5

Course Summary: With far-reaching effects on human cultures, climate change is an important and serious worldwide issue. The historical aspects of climate change and its effects on human civilizations are examined in this course. Students who study the intricate connections between climate, global warming and cooling, and human societies will have a thorough grasp of how the current condition of the climate crisis—which is often regarded as a defining characteristic of the Anthropocene— came to be. It accepts students from a variety of academic backgrounds, including the humanities and social sciences, by introducing them to interdisciplinary learning. The link between climate, scientific knowledge, and human societies is examined in this course. Rather than using the climate as a backdrop for social, political, and economic events, the course will first examine the role of climate as a historical actor of global history.

Learning outcomes

After completing this course, students should be able to -

CO: 1 - Understand the past interactions between human societies and the climate.

CO: 2 - Explore climate as an active historical actor rather than a passive backdrop.

CO: 3-Examine case studies from around the world to illustrate the impact of climate on human civilizations.

CO: 4 - Comprehend the basis of current discussions over global warming, climate change and understand the history of meteorology and climate science.

Mapping of Course Outcomes with PSO

	PSO 1	PSO 2	PSO3	PSO 4	PSO5	PSO6	PSO7
CO1							
CO2	✓			✓			

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CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Module	Unit	Content	Hrs
I	**Climate and History**		**15**
	1	What is Climate- Definitions - Relationship between climate and history – Climatic changes and early human settlements- Climate change and Homo sapiens	
	2	Hunter-gatherers - Domestication of animals - Migration - The Great Rift Valley- Savannah - Beginning of settled life - Farming- cultivation	
	3	Impact of Climate on Early Civilisations - Indus Valley - Greco-Roman - Trade Winds - Tropical Monsoon - Madagascar	
II	**Climate in Middle Ages and in New World**		**15**
	1	Population, Famine and Disease in the 14th Century - Climate Change and Black Death	
	2	Little Ice Age - Seventeenth Century Crisis - Losers and Winners of the Little Ice Age - the Ottomans and the Dutch	
	3	Exploration of America - American Floods and Droughts - New Energy - Fossil Fuels and Industrial revolution - Roots of Global Warming	
III	**The Coming of Anthropocene: The Human Epoch**		**15**
	1	'The Great Acceleration' - Capitalism, Colonialism and Climate Change - El Niño Famines - Meteorology and the World Wars	

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	2	Nuclear Winter - The Great London Smog - Hole in the Ozone - Pollution of the Atmosphere	
	3	Global Warming - Climate conflict - Planetary Boundaries - Major Climate Agreements - Climate Management and Geoengineering	

IV	**Teacher Specific Module**	5
	Ø Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course	

Essential Readings Specific for the Modules

Alfred W. Crosby, Ecological Imperialism: the biological expansion of Europe

Anderson, Katharine, Predicting the Weather: Victorians and the Science of Meteorology, Chicago: University of Chicago Press, 2005.

Benjamin Lieberman &Elizabeth Gordon, Climate Change in Human History, Bloomsbury, London.

Behringer, W. (2010). A Cultural History of Climate, Cambridge: Polity Press.

Brooke, John L. (2014). Climate Change and the Course of Global History: A Rough Journey, New York: Cambridge University Press

Davis, "Late Victorian Holocausts. El Niño Famines and the making of the Third World"

Dipesh Chakrabartt, The Climate of History in a Planetary Age, University of Chicago Press.

Dipesh Chakarabarty, The Climate of History: Four Theses. University of Chicago Press, 2020.

John R. McNeill, "The Great Acceleration: An Environmental History of the Anthropocene since 1945"

Grove, Richard (1997), Ecology, Climate and Empire. Delhi: Oxford University Press

Grove, Richard. (1995). Green Imperialism: Colonial Expansion, Tropical Island

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Edens and the Origins of Environmentalism, 1600-1860, Cambridge: Cambridge University Press

Hannah Holleman, Dust Bowls of Empire: Imperialism, Environmental Politics, and the Injustice of "Green" Capitalism, Yale University Press, London

Irfan Habib, Man and Environment: The Ecological History of India, Tulika Books, 2010.

John Robert McNeill, The Great Acceleration: An environmental History of the Anthropocene since 1945, Belknap Press,2016.

John Bellamy Foster, The Vulnerable Planet, Monthly Review Press, New York,1999.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50**
Continuous Evaluation		**25**
	Test Paper- 1	
	Test Paper-2	
	Assignment	
	Seminar	
	Book/ Article Review	
Total		75

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COURSE TITLE: Gandhian Political Ideologies and Practices

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	**VAC**	200-299	KU4VACHIS203	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	1	25	50	75	1.5

Course Summary: This course familiarize students with Gandhian ideology and practices in India. It gives gives students an insight into the importance of Gandhian thoughts in the present world. The values and principles through this course will help students for leading a useful citizezn

Course out comes

After completion of the course student will be able to:

• Acquire knowledge and understand the nonviolent experiments undertaken by Gandhiji

• Understand and assimilate the core concepts and ideals of Gandhian Political Thought

• Understand the various forms of Satyagraha, Swaraj, Sarvodaya and other political

ideas.

• Learn Gandhian Philosophy of Truth, Sarvodaya and Satyagraha and its significance.

• Realize relevance of Gandhian Political Thought

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Course Contents

Module	**Unit**	**Content**	**Hrs**
I	**Foundations of Gandhi's Political Thought**		**15**
	1	Non-Violence: Concepts, Meaning and Contemporary Relevance	
	2	Doctrine of Means and Ends	

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	3	Satyagraha: Meaning, Methods and Significance Satyagraha and Passive Resistance	
II	**Views on Sovereignty and Freedom**		**15**
	1	Spiritualization of Politics	
	2	Swaraj, Self-rule and Sarvodaya	
	3	Constructive programmes- Scheme of basic education	
III	**State and Democracy**		**15**
	1	State and Ideal Society : The concept of Ram Rajya	
	2	Democratic Decentralization – Gram swaraj	
	3	Relevance and Assessment of Gandhi's Political Thought	
IV	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

Essentail Readings Specific for the Modules:

1. Bhattacharyya, Buddhadeva (1969). Evolution of the political philosophy of Gandhi. Calcutta: Calcutta Book House.

2. Gandhi, M.K. (1992). Satyagraha in South Africa. Ahmedabad: Navajivan Publishing House.

3. Gandhi, M.K. (1995). India of my dreams (compiled by Prabhu, R.K.). Ahmedabad: Navajivan Publishing House.

4. Gandhi, M.K. (1959). Panchayati raj. Ahmedabad: Navajivan Publishing House.

5. Mishra, Usha (2008). The multi-dimensional thought of Mahatma Gandhi. Mumbai: Mani Bhavan

6. Parekh, Bhikhu (1989). Gandhi's political philosophy: A critical examination. Delhi: Ajanta.

7. Verma, V. P. (1980-81, 4th Revised and Enlarged Edition). Political philosophy of Mahatma Gandhi and Sarvodaya. Agra: Laxmi Narayan Aggarwal.

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8. Bondurant, Joan V. (1959). Conquest of violence. The Gandhian philosophy of conflict. Bombay: Oxford University Press.

9. Gandhi, M.K. (1999). Hind swaraj. Ahmedabad: Navajivan Publishing House.

10. Huxley, Aldous (1937). Ends and Means. New York: Harper.

Kumar, Ravinder (2003) (Ed.). Essays on Gandhian politics: The Rowlatt Satyagraha of 1919. Oxford: Clarendon Press. Nanda, B.R. (1998). Making of a Nation: India's road to independence. New Delhi: Harper Collins.

12. Singh, Ramjee (1993). The relevance of Gandhian thought. New Delhi: Classical Publishing Co.

Assessment Rubrics:

Evaluation Type		Marks
End Semester Evaluation		**50**
Continuous Evaluation		**25**
a)	Test Paper- 1	
b)	Test Paper-2	
c)	Assignment	
d)	Seminar	
e)	Book/ Article Review	
Total		75

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SKILL ENHANCEMENT COURSES

COURSE TITLE: ACADEMIC WRITING IN HISTORY

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	**SEC**	200-299	KU4SECHIS201	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	1	25	50	75	1.5

Course Description: The paper has an object to introduce the content and relevance of the research oriented academic world. As frequent researches are going on in different fields, the researcher should know the updates in the field. The paper aimed at introducing the conditions, norms and standards of a academic writing by walking in lines with the supreme rule, the academic ethics. The paper therefore, introduces the methodology, structuring of the contents, tools of analysis, referencing styles, etc.

Course Outcome :

1. Familiarise the concept of the academic writing and develop an ability to differentiate theacademic writing from others.
2. To know the patterns and rules of academic writing.
3. To well understand academic ethics.
4. To promote knowledge on the historic evolution and objectives of academic writing.
5. To acquaint the students the methods of writing, citation and bibliographical methods.

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

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Course Contents :

Module I

Module	Unit	Content	Hrs
I	**Need for academic writing**		**15**
	1	Concept of academic writing- Need and uses of academic writing Evolution of the scientific history writing- Ranke and Berlin Revolution	
	2	Seminar method	
	3	Annales and publication of journals	
II	**Methodology of academic writing**		**15**
	1	Selection of topic- Preparation of synopsis	
	2	Textual analysis – Heuristics and Hermeneutics	
	3	Categorisation of Journals - ISSN, ISBN, CARELIST, PEER - REVIEWED - IMPACT FACTOR	
III	**Referencing**		**15**
	1	Citation - Plagiarism	
	2	Style in History- MLA, CHICAGO MANUAL, APA	
	3	Footnotes - Endnotes - Methods of exposition - Indexing, glossary, appendices AI and academic writing in History	
IV	**Teacher Specific Module**		5
	➢ Directions : Conduct Class room presentations, discussions, Debates, Book reviews etc.. for developing students interest in the course		

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Essential Readings :

Modern Humanities Research Association, MHRA style guide: A *Handbook for Authors, Editors, and Writers of Theses, Modern Humanities Research Association, London, 2008.*

Dunleavy, P, *Authoring a PhD, Bloomsbury Publishing, 2017.*

Raworth, K n.d., *Writing Terms of Reference for Research, Oxfam, 2005.*

Turabian, KL, *Student's Guide to Writing College Papers, University of Chicago Press, 2019.*

Muguiro, N, *Citations in Interdisciplinary Research Articles, Cambridge University Press, 2020.*

Pears, R & Shields, Cite *Them Right: The Essential Referencing Guide, Palgrave Macmillan, Basingstoke, 2010.*

Coghill, AM & Garson, LR, ACS Style Guide, Oxford University Press, 2006. Lenburg, J, *The Facts on File Guide to Research*, Infobase Publishing, 2009. Letherby, G, Scott, J & Williams, M, *Objectivity and Subjectivity in Social.Research*, SAGE, 2012.

Thomas, CG, *Research Methodology and Scientific Writing*, Springer Nature, S.L, 2021. 4. Yates, S & Open University, Doing Social Science Research, Sage,London, 2004.

Barzun, J & Graff, H, *The Modern Researcher*, 6th edition, Wadsworth Publishing Co, 2003.

Best, JW & Kahn, JV, *Research in Education*, Pearson India, 1989.

Oman, C, *On the Writing of History*, Routledge, 2018.

Chartier, Roger, "Texts, Symbols and Frenchness," *In Cultural History: Between Practice and Representations*, Polity Press, Cambridge, 1988.

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Darnton, Robert, "The Great Cat Massacre," *In The Great Cat Massacre and Other Episodes in French Cultural History*, Basic Books, New York, 1984.

Elton, G.R., *The Practice of History*, Fontana Press, London, 1997.

Evans, Richard J., *In Defence of History*, Granta Books, London, 1999.

Gaddis, John Lewis, *The Landscape of History: How Historians Map the Past,* Oxford University Press, Oxford, 2004.

Jenkins , Keith, *Rethinking History*, Routledge, London, 2003.

Lynn, Hunt*, Writing History in the Global Era*, W.W. Norton & Company, New York, 2014.

Ricoeur , Paul, *Time and Narrative*, University of Chicago Press, Chicago,1984.

Southgate, Beverley, *History: What and Why? Pearson Education*, Harlow, 2017.

Stuart, Hughes H., *History as Art and as Science*, Joanna Cotler Books, New York, 1964.

Taylor, Charles, *Interpretation and the Sciences of Man*, Cambridge

University Press, Cambridge, 1991.

White, Hayden, *Metahistory: The Historical Imagination in Nineteenth-Century Europe*, Johns Hopkins University Press, Baltimore, 2014.

Assessment Rubrics :

Evaluation Type	**Marks**
End semester evaluation	50
Continuous evaluation	25
a) Test paper – 1	
b) Test paper – 2	
c) Assignment	
d) Seminar	
e) Book/article review	
f) Viva – voce	
g) Field	
Total	**75**

COURSE TITLE: ARCHIVAL STUDIES

Semester	Course Type	Course Level	Course Code	Credits	Total Hours
IV	**SEC**	200-299	KU4SECHIS202	3	45

Learning Approach (Hours/ Week)			Marks Distribution			Duration of ESE (Hours)
Lecture	Practical/ Internship	Tutorial	CE	ESE	Total	
3	-	1	25	50	75	1.5

Course Description: The paper has an object to introduce a basic idea on archives to the students of history. As a repository of primary sources archives is an important center for data collection to the students of history. This paper some primary knowledges related with archives and methods of preservation of documents.

Course Outcome :

1. Familiarize the students on the importance of archives in the study of history
2. To know the patterns and rules of document accession and preservation in archives.
3. To understand the duties of a good archivist
4. To promote knowledge on the need of preservation of documents
5. To familiarize the students on important archival institutions of India

Mapping of Course Outcomes with PSO

CO1	**PSO 1**	**PSO 2**	**PSO3**	**PSO 4**	**PSO5**	**PSO6**	**PSO7**
CO2	✔			✔			
CO3		✔			✔		
CO4			✔				✔
CO5			✔			✔	

Module	**Unit**	**Content**	**Hrs**
I	**Introduction to Archival science**		**15**
	1	Meaning and definition of Archives- scope and importance – Origin and growth of archives	
	2	Key concepts –documents, records and manuscripts	
	3	Similarities and differences between Archives and Libraries – Public and Private Archives -merits and demerits of archival	

		sources	
II	**Fundamentals of Archival Organization**		**15**
	1	Methods Three fundamental aspects of archival organization - accession, preservation, management and supply of records - The principles of archival arrangement – respect des fonds, provenance	
	2	Archivist as the custodian of archival documents - qualities and duties of a good archivist -	
	3	sanctity of the original order - Enemies of records - overview of preservation techniques	
III	**Major archival institutions of India**		**15**
	1	National archives of India –Origin, Growth and activities	
	2	Regional Archives –Tamil Nadu, Karnataka, Goa	
	3	Kerala State Archives Department - its regional repositories	

Essential Readings

1. CP Abdul Majeed, Archival Science- Past, Present and Future, Sahitya Pravarthaka Cooperative Society, Kottayam, 2017
2. Fredric M Miller, Arranging and Describing Archives and Manuscripts, Archival Fundamentals Series Chicago: SAA, 1990
3. Hillary Jenkins, A Manual of archives Keeping , Archon Books, 1982
4. James M O'Toole,: Understanding Archives and Manuscripts, Archival Fundamentals Series, Chicago: SAA, 1990
5. Lewis Bellardo, A Glossary for Archivists, Manuscript Curators and Records Lynn Lady Bellardo Managers, Archival Fundamentals Series Chicago: Society of American, Archivists SAA, 1992
6. Mary Lynn Ritzenthaler, Preserving Archives and Manuscripts, Archival Fundamentals Series, Chicago: SAA, 1993
7. Michael Cook, Archives Administration, The Institute of Advanced Legal Studies,1994
8. N Harinarayana, The Science of Archives Keeping, Asia Publishing House, New Delhi, 1963

9. M Sundara Raj , A Manual of Archival systems and the World of Archives, Asian Educational Services, New Delhi, 2002
10. Purnendu Basu, Records and Archives: What are they?, The World Press, pvt.ltd, 1996
11. Sailen Ghose , Archives of India , Asia Publishing House, New Delhi, 1964
12. Schollenberg , Modern archives Principles and Techniques , University of Chicago Press,1977
13. TR. Schellenberg, Modern Archives: Principles and Techniques, The Society of American Archivists, Chicago, 2003
14. TR. Schellenberg, The Management of Archives, The Chicago University Press, 1956
15. S. Sarvaswaran , Archives Keeping , Sterling Publishers, 1987

Assessment Rubrics :

Evaluation Type	**Marks**
End semester evaluation	50
Continuous evaluation	25
a) Test paper – 1	
b) Test paper – 2	
c) Assignment	
d) Seminar	
e) Book/article review	
f) Viva – voce	
g) Field	
Total	**75**